

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the story teaches.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Speed and Movement in Poetry

from **“From a Railway Carriage” by Robert Louis Stevenson (1885)**

A poet can make the reader feel speed by listing images that fly past. Stevenson names bridges, houses, hedges, ditches, horses, and cattle, all in a rush. The speed of the list IS the craft move. This week we notice how fast images create the feeling of movement.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published poem.

Read it aloud fast. Feel the speed. Notice how the images fly past like scenery from a train.

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And here is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone for ever!

SOURCE • PUBLIC DOMAIN

From A Child's Garden of Verses by Robert Louis Stevenson, published 1885 (public domain)

I CAN | I can read a published text and notice the author's craft move.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

“I can notice the fast images that create the feeling of speed.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

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Notice the speed.

Find a pair of images that fly past, one after the other, with no pause.

“Bridges and houses, hedges and ditches”

Each image appears and vanishes. The list moves like the train.

I CAN | I can notice how fast images create the feeling of speed.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that moves the fastest.”

EXACT TEKS WORDING

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Choose the fastest line.

Which line makes you feel the speed of the train?

A “Here is a child who clambers and scrambles”

B “And here is the green for stringing the daisies!”

C “Each a glimpse and gone for ever!”

I CAN | I can choose the line that creates the strongest feeling of speed.



TODAY'S THINKING JOB

SHOW

“I can show how the list creates the feeling of movement.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Show how the speed works.

Why does listing so many images in a rush make the reader feel the train moving?

“Fly as thick as **driving rain”**
“Each a **glimpse and gone for ever!”**

I CAN | I can show how a rush of images creates the feeling of movement.



TODAY'S THINKING JOB

OWN

“I can write fast images that create speed.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Own it. Try the craft move.

Write two lines that list fast images from a car window, a bike ride, or a running race. Make the list rush.

_____ and _____, _____ and _____,
Each a glimpse and gone!

I CAN | I can write a rush of images that makes the reader feel speed.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why fast images are stronger than saying the train is fast.”

EXACT TEKS WORDING

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Defend the poet’s choice.

The poet could have written “The train goes very fast.” Why does the list of images work better?

“Bridges and houses, hedges and ditches”

The list rushes past like the view from the window. Why does that beat saying “fast”?

I CAN

I can defend why showing speed through images is stronger than stating it.



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Write your own speed poem.

Choose a moment of speed (running, biking, riding). List the images that fly past, one after another, with no pause.

**Choose a moment of speed.
List the images that fly past.
End with “each a glimpse and gone!” or your own speed ending.**

I CAN | I can write my own poem where a rush of images creates the feeling of speed.



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Answers, across the five thinking levels.

NOTICE “**Bridges and houses, hedges and ditches**” rush past with no pause. The list moves like the train.

CHOOSE **C.** “Each a glimpse and gone for ever!” captures the speed most powerfully. B and C slow down to describe one thing.

SHOW The words “driving rain” and “glimpse” make the reader feel things appearing and vanishing. The fast list IS the speed.

OWN Answers vary. One example: “**Mailboxes and fences, porches and swings, / Each a flash and gone!**”

DEFEND Saying “fast” is one flat word. Listing bridges, houses, hedges, ditches makes the reader’s eyes race across the page. The reader feels the speed instead of just hearing about it.

YOUR TURN Answers vary. One example: “**Sidewalk and shadow, puddle and gate, / Faster and faster, I cannot wait! / Each a blur and gone!**”



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READ THIS POEM · FROM “FAIRY BREAD” BY ROBERT LOUIS STEVENSON (1885)

**“Come up here, O dusty feet!
Here is fairy bread to eat.
Here in my retiring room,**

**Children, you may dine
On the golden smell of broom
And the shade of pine;**

**And when you have eaten well,
Fairy stories hear and tell.”**

Why does the poet call the food “fairy bread” instead of just saying “come and eat”?

- A** To teach the reader how to bake fairy bread.
- B** To warn children that the food is not real.
- C** To make an ordinary outdoor meal feel magical and special.
- D** To explain what fairies eat for dinner.



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The answer is C.

A To teach the reader how to bake fairy bread.

There is no recipe. The “bread” is made of smells and shade, not flour.

B To warn children that the food is not real.

The poet is not warning. The tone is an invitation, not a caution.

C To make an ordinary outdoor meal feel magical and special.

Correct.

The “fairy bread” is really the smell of flowers and the shade of trees. The poet transforms an outdoor picnic into something enchanted. That transformation is the craft.

D To explain what fairies eat for dinner.

The poem is not about real fairies. It transforms an ordinary moment into something magical.

