

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

Repetition That Creates a Feeling

from “Fly Away, Fly Away Over the Sea” by Christina Rossetti (1872)

A poet can repeat words to build a feeling. Rossetti repeats “fly away” and “come again” to create a rhythm of leaving and returning. The repetition makes the reader feel the longing. This week we notice how repeated words create mood.

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 slowly. Listen to the repeated words and feel the rhythm they create.

Fly Away, Fly Away Over the Sea

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

SOURCE · PUBLIC DOMAIN

From Sing-Song: A Nursery Rhyme Book by Christina Rossetti, published 1872 (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 repeated words that create a feeling.”

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”

Notice the repetition.

Find the words the poet repeats. What feeling do they create?

“Fly away, fly away over the sea”

“Come again, come again, come back to me”

I CAN | I can notice the repeated words that create a feeling.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line where repetition is strongest.”

EXACT TEKS WORDING

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

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Choose the strongest repetition.

Which line uses repetition to build the strongest feeling?

A “Come again, come again, come back to me”

B “Sun-loving swallow, for summer is done”

C “Bringing the summer and bringing the sun”

I CAN | I can choose the line where repetition is strongest.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how repetition creates the feeling.”

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 repetition works.

Why does saying “come again, come again” make the reader feel the longing?

“Come again, **come again, come back to me”**

The repeated words sound like calling someone back. Why does that build longing?

I CAN | I can show how repeated words build a feeling.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write lines that use repetition to create a feeling.”

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 repeat a word or phrase to create a feeling of joy, sadness, or excitement.

**Come home, come home, _____,
Bringing the _____ and bringing the _____.**

I CAN | I can write my own lines that use repetition to build a feeling.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend why repetition creates a stronger feeling than saying it once."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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Defend the poet's choice.

The poet could have written "Come back to me." Why does "Come again, come again, come back to me" feel stronger?

"Come again, come again, come back to me"
vs. "Come back to me." Which one makes you feel the longing?

I CAN | I can defend why repeating words builds a stronger feeling.



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Write your own repetition poem.

Choose a feeling (longing, joy, excitement). Repeat a word or phrase to build that feeling, the way Rossetti repeated “come again.”

Choose a feeling to build.
Repeat a word or phrase to make the reader feel it.
Let the repetition do the work.

I CAN | I can write my own poem where repetition builds the feeling.



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Answers, across the five thinking levels.

NOTICE The poet repeats “**fly away**” and “**come again**” to build a rhythm of leaving and wanting.

CHOOSE A. “Come again, come again, come back to me” repeats three times. The longing grows with each repetition.

SHOW Saying “come again” once asks. Saying it twice pleads. Saying “come back to me” after that completes the call. Each repetition adds weight.

OWN Answers vary. One example: “**Come home, come home, my little cat, / Bringing your purr and bringing your nap.**”

DEFEND Saying it once is a request. Repeating it makes it a plea. The repetition lets the reader hear the longing building, and that builds the feeling in the reader too.

YOUR TURN Answers vary. One example: “**Run fast, run fast, the finish line is near! / Faster, faster, the crowd begins to cheer!**”



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READ THIS POEM · FROM “LOOKING FORWARD” BY ROBERT LOUIS STEVENSON (1885)

**“When I am grown to man’s estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.”**

Why does the poet end with “Not to meddle with my toys” instead of a grown-up plan?

- A** To teach children to share their toys.
- B** To warn children that adults do not play with toys.
- C** To explain why grown-ups are proud.
- D** To show that the child’s idea of being grown up is funny and innocent.



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The answer is D.

A To teach children to share their toys.

The poem does not teach sharing. It shows a child's sweet misunderstanding of adulthood.

B To warn children that adults do not play with toys.

There is no warning. The tone is playful, not serious.

C To explain why grown-ups are proud.

The poem is from a child's point of view. It does not explain real adult pride.

D To show that the child's idea of being grown up is funny and innocent.

Correct.

The child imagines being “proud and great” but the biggest plan is protecting toys. The gap between the grand words and the small wish is what makes the poem charming.

