

# 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

### Contrast Between Two Seasons

from “Bed in Summer” by Robert Louis Stevenson (1885)

A poet can show a feeling by contrasting two opposite experiences. Stevenson contrasts winter (getting up in the dark) with summer (going to bed while it is still light). The contrast between the two makes the reader feel each season. This week we notice how contrast builds meaning.

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

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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## Read the published poem.

Read it aloud slowly. Notice how the poet contrasts winter and summer.

### Bed in Summer

In winter I get up at night  
And dress by yellow candle-light.  
In summer quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

SOURCE · PUBLIC DOMAIN

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

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



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## TODAY'S THINKING JOB

## NOTICE

"I can notice the contrast between winter and summer."

## EXACT TEKS WORDING

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## Notice the contrast.

Find the two lines that show winter and summer as opposites.

"In winter I get up at **night**"

"In summer... I have to go to bed by **day**."

**I CAN** | I can notice the contrast between two seasons.



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## TODAY'S THINKING JOB

# CHOOSE

**“I can choose the line that shows the contrast most clearly.”**

### EXACT TEKS WORDING

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

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## Choose the clearest contrast.

Which line best shows the feeling of being sent to bed while it is still light?

**A** “In winter I get up at night”

**B** “And dress by yellow candle-light”

**C** “The birds still hopping on the tree”

**I CAN** | I can choose the line that makes the contrast strongest.



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## TODAY'S THINKING JOB

# SHOW

**“I can show how the contrast creates the feeling.”**

### EXACT TEKS WORDING

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

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## Show how the contrast works.

The birds and the grown-ups are still awake. How does that make the child’s bedtime feel unfair?

**“The birds still hopping on the tree”**  
**“The grown-up people’s feet / Still going past me”**

**I CAN** | I can show how naming what is still happening makes the contrast stronger.



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## TODAY'S THINKING JOB

# OWN

“I can write a contrast between two times.”

### EXACT TEKS WORDING

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

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## Own it. Try the craft move.

Write two lines that contrast two opposite times (morning/night, weekday/weekend, school/vacation).

On school days I \_\_\_\_\_ ,  
But on weekends I \_\_\_\_\_ .

**I CAN** | I can write a contrast that makes the reader feel the difference.



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## TODAY'S THINKING JOB

## DEFEND

"I can defend why contrast makes the poem stronger."

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## Defend the poet's choice.

The poet could have written only about summer. Why does adding winter make the poem better?

**Winter: dark, candle-light, waking up.**

**Summer: light, birds, going to bed. Why does the contrast make you feel both?**

**I CAN**

I can defend why showing two opposite experiences is stronger than showing one.



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## Write your own contrast poem.

Choose two opposite times. Show what each one feels like. Let the contrast carry the feeling.

**Choose two opposite times.  
Show what each one feels like.  
Let the contrast do the work.**

**I CAN** | I can write my own contrast poem.



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Answers, across the five thinking levels.

**NOTICE** “In winter I get up at night” vs. “I have to go to bed by day.” The contrast between dark mornings and light evenings shows two opposite feelings.

**CHOOSE C.** “The birds still hopping on the tree” shows the world still awake while the child must sleep. That is the strongest contrast.

**SHOW** The birds and grown-ups are still active. The child is in bed. Naming what is still happening makes the unfairness of summer bedtime feel real.

**OWN** Answers vary. One example: “On school days I watch the clock crawl. / On weekends the hours fly by.”

**DEFEND** Writing only about summer would tell half the story. Adding winter makes the reader feel how different the two seasons are. Contrast doubles the feeling.

**YOUR TURN** Answers vary. One example: “In the morning the hallway buzzes with noise. / At night I walk through it alone.”



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READ THIS POEM • FROM “ESCAPE AT BEDTIME” BY ROBERT LOUIS STEVENSON (1885)

**“The lights from the parlour and kitchen shone out  
Through the blinds and the windows and bars;  
And high overhead and all moving about,  
There were thousands of millions of stars.”**

**Why does the poet say “thousands of millions” instead of just “many”?**

- A** To teach the reader how many stars exist.
- B** To show that the child cannot count very well.
- C** To explain why children should go to bed.
- D** To make the reader feel how enormous and exciting the sky looks to a child.

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**The answer is D.**

**A To teach the reader how many stars exist.**

The poem is not a science lesson. The big number captures a feeling, not a fact.

**B To show that the child cannot count very well.**

The child is not trying to count. The exaggeration is a craft move, not a mistake.

**C To explain why children should go to bed.**

The poem shows a child enchanted by the stars, not a reason for bedtime.

**D To make the reader feel how enormous and exciting the sky looks to a child.**

**Correct.**

The exaggeration captures how the sky feels to a child sneaking a look before bed. The poet stretches the number to match the wonder.

