

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

Climbing Higher to See Further

from “Foreign Lands” by Robert Louis Stevenson (1885)

A poet can build a poem by going higher and higher. Each stanza climbs further up the cherry tree, and the view gets wider. The structure of the poem matches the experience. This week we notice how a poem’s structure can mirror its 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 view gets wider as the child climbs higher.

Foreign Lands

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad in foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,

And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

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.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice how the view gets wider as the child climbs."

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 widening view.

Find how the view changes from stanza 1 (close) to stanza 3 (far away).

Stanza 1: **"the cherry tree"** (close)

Stanza 3: **"the dimpling river"** and **"dusty roads"** (far)

I CAN | I can notice how the poem climbs higher and sees further.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that shows the widest view.”

EXACT TEKS WORDING

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Choose the widest view.

Which line shows the farthest thing the child can see?

A “The dusty roads go up and down / With people tramping in to town”

B “I held the trunk with both my hands”

C “I saw the next door garden lie”

I CAN | I can choose the line that shows the widest view.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the structure matches the meaning.”

EXACT TEKS WORDING

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Show how the structure works.

The child climbs, and each stanza shows a wider view. How does that structure match the meaning?

**Stanza 1: the tree. Stanza 2: the garden. Stanza 3: the river and town.
The poem climbs. The view grows. The structure IS the experience.**

I CAN | I can show how the poem’s structure mirrors its meaning.



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TODAY'S THINKING JOB

OWN

“I can write a poem that builds by going further.”

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 three short lines, each one seeing further than the last.

From my window I see _____.
From the rooftop I see _____. From the sky I see _____.

I CAN | I can write lines that build by going further and further.



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TODAY'S THINKING JOB

DEFEND

“I can defend why the climbing structure works.”

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Defend the poet’s choice.

The poet could have listed everything the child sees in one stanza. Why does building stanza by stanza work better?

Stanza by stanza, the view grows.

Why does letting the reader climb with the child make the poem feel real?

I CAN | I can defend why building the poem one step at a time is stronger.



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Write your own climbing poem.

Pick a place where you go higher (a hill, stairs, a ladder). Write three lines, each one seeing further than the last.

**Pick a place where you go higher.
Write three lines, each seeing further.
Let the structure match the climb.**

I CAN | I can write my own poem where the structure matches the experience.



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Answers, across the five thinking levels.

NOTICE The child sees the **tree** (close), then the **garden** (next door), then the **river and roads** (far away). Each stanza climbs higher.

CHOOSE A. The dusty roads and town are the farthest. The garden (C) is close, and the tree trunk (B) is the starting point.

SHOW Each stanza adds distance. The poem climbs with the child. The reader feels the view opening up, and that feeling IS the meaning.

OWN Answers vary. One example: “**From my window I see the fence. From the rooftop I see the park. From the sky I see the ocean.**”

DEFEND Listing everything at once is flat. Building stanza by stanza lets the reader climb with the child. The slow reveal makes each new view exciting.

YOUR TURN Answers vary. One example: “**From the first step I see the yard. From the top step I see the street. From the roof I see the world.**”

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READ THIS PASSAGE EXCERPT • FROM “THE LAMP” (AESOP, TRANS. TOWNSEND, 1867)

“A Lamp, soaked with too much oil and flaring brightly, boasted that it gave more light than the sun. Then a sudden puff of wind arose, and the Lamp was immediately extinguished. Its owner lit it again, and said, ‘Boast no more, but henceforth be content to give thy light in silence. Know that not even the stars need to be relit.’”

What message does the author want the reader to learn?

- A** Lamps should always be kept out of the wind.
- B** Do not boast about what you have, because it can be taken away in an instant.
- C** The sun is the brightest light in the world.
- D** Owners should never talk to their lamps.



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The answer is B.

- A** **Lamps should always be kept out of the wind.**
The wind is the detail that proves the lesson. The message is about boasting, not about wind protection.
- B** **Do not boast about what you have, because it can be taken away in an instant.**
Correct.
The Lamp boasted it was brighter than the sun, then one puff of wind put it out. The author teaches that boasting about fragile things invites embarrassment.
- C** **The sun is the brightest light in the world.**
The story uses the sun as a comparison, not as a science fact.
- D** **Owners should never talk to their lamps.**
The owner speaking is the author's way of delivering the lesson. The message is about boasting, not about talking to objects.

