

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

Parallel Stanzas Comparing Two Creatures

from “Hopping Frog” by Christina Rossetti (1872)

A poet can compare two creatures by giving each one its own stanza with the same structure. Rossetti describes a frog, then a toad, using the same pattern but different words. The parallel structure helps the reader see what is the same and what is different.

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. Notice how each stanza follows the same pattern but describes a different creature.

Hopping Frog

Hopping frog, hop here and be seen,
I'll not pelt you with stick or stone:
Your cap is laced and your coat is green;
Good bye, we'll let each other alone.

Plodding toad, plod here and be looked at,
You the finger of scorn is crooked at:
But though you're lumpish, you're harmless too;
You won't hurt me, and I won't hurt you.

SOURCE · PUBLIC DOMAIN

From *Sing-Song: A Nursery Rhyme Book* by Christina Rossetti, published 1872 (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 the parallel stanzas."

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 parallel.

Find how the two stanzas follow the same pattern: name, describe, promise.

Stanza 1: "Hopping frog, hop here... Good bye"

Stanza 2: "Plodding toad, plod here... I won't hurt you"

I CAN | I can notice the parallel pattern between two stanzas.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

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

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”

Choose the clearest parallel.

Which pair of lines best shows the matching structure?

A “Your cap is laced and your coat is green”

B “Hopping frog, hop here” / “Plodding toad, plod here”

C “Good bye, we’ll let each other alone”

I CAN | I can choose the pair that shows the parallel most clearly.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the parallel builds the message.”

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 parallel works.

The frog is pretty and the toad is “lumpish.” Why does the poet promise the same kindness to both?

Frog: pretty, green coat. Promise: “let each other alone.”

Toad: lumpish, scorned. Promise: “I won’t hurt you.” Same kindness, different creatures.

I CAN | I can show how parallel promises to different creatures build a message of kindness.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write parallel stanzas.”

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 short stanzas, one for each creature, following the same pattern: name, describe, promise.

Buzzing bee, _____.
Your _____ . I’ll _____ .

Quiet moth, _____.
Your _____ . I’ll _____ .

I CAN | I can write parallel stanzas about two different creatures.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why parallel stanzas make the message stronger.”

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”

Defend the poet’s choice.

The poet could have written one stanza about both. Why do two parallel stanzas work better?

Two stanzas, same pattern, two creatures.

Why does giving each creature its own stanza make the kindness feel more real?

I CAN | I can defend why parallel stanzas strengthen the message.



PUBLISHED TEXTS

Write your own parallel poem.

Choose two animals or objects. Give each one its own stanza with the same structure. Show what is different and what stays the same.

Choose two creatures or objects.
Give each one its own stanza with the same structure.
Show what is different and what stays the same.

I CAN | I can write my own parallel poem.



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Stanza 1: “**Hopping frog**” with a green coat. Stanza 2: “**Plodding toad**” who is lumpish. Both get a promise of kindness.

CHOOSE **B.** The opening lines mirror each other. “Hopping frog, hop here” matches “Plodding toad, plod here.”

SHOW The frog is easy to like (green, lacy). The toad is easy to scorn. Giving both the same promise shows that kindness is for all creatures, not just the pretty ones.

OWN Answers vary. One example: “**Buzzing bee, come near. Your wings are bright; I’ll stay calm. / Quiet moth, come near. Your wings are plain; I’ll stay calm.**”

DEFEND One stanza would blend the two creatures together. Two parallel stanzas let the reader see each creature clearly, then notice that the promise is the same for both.

YOUR TURN Answers vary. One example: “**Bright parrot, sing your song; I will listen. / Plain sparrow, chirp your tune; I will listen too.**”



PUBLISHED TEXTS

READ THIS POEM • FROM “A HOUSE OF CARDS” BY CHRISTINA ROSSETTI (1872)

**“A house of cards
Is neat and small:
Shake the table,**

It must fall.

Find the Court cards

**One by one;
Raise it, graze it,
Now it’s done.”**

Why does the poet use such short lines?

- A** To teach the reader how to build with cards.
- B** To show that poems must always be short.
- C** To explain what Court cards are.
- D** To make the reader feel how quickly and easily the house falls.



PUBLISHED TEXTS

The answer is D.

A To teach the reader how to build with cards.

The poem is not a how-to guide. It uses the card house as a picture of fragility.

B To show that poems must always be short.

Poems can be any length. These lines are short to match the smallness and fragility of the card house.

C To explain what Court cards are.

Court cards are mentioned but not explained. The poem is about building and falling, not about card types.

D To make the reader feel how quickly and easily the house falls.

Correct.

The short lines fall like the cards. “Shake the table, / It must fall” happens in two breaths. The form matches the content.

