

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

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

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books 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 text teaches or shows.

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

THIS WEEK’S FOCUS

Two Questions That Build Worry

from “The Wind Has Such a Rainy Sound” by Christina Rossetti (1872)

A poet can build a mood by asking questions the reader cannot answer. Rossetti asks twice whether the ships will go down. Each question adds more worry. This week we study how unanswered questions build a feeling.

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 questions. Feel the worry grow.

The Wind Has Such a Rainy Sound

The wind has such a rainy sound
Moaning through the town,
The sea has such a windy sound,
Will the ships go down?

The apples in the orchard
Tumble from their tree.
Oh, will the ships go down, go down,
In the windy sea?

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 questions that build worry."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the questions.

Find the two questions. How does the second one add to the worry the first one started?

First: "Will the ships go down?"

Second: "Oh, will the ships go down, go down" (repeated, more urgent)

I CAN | I can notice how the repeated question builds the mood.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that carries the most worry.”

EXACT TEKS WORDING

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

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Choose the most worried line.

Which line makes the worry feel strongest?

A “Oh, will the ships go down, go down, / In the windy sea?”

B “The wind has such a rainy sound”

C “The apples in the orchard / Tumble from their tree”

I CAN | I can choose the line that carries the most worry.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the repeated question builds feeling.”

EXACT TEKS WORDING

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

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

Show how the repetition builds.

The poet asks once, then asks again with “go down, go down.” How does the doubling make the worry grow?

First question: “Will the ships go down?” (wondering)
Second: “Oh, will the ships go down, go down” (pleading)

I CAN | I can show how doubling a question turns wondering into pleading.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write questions that build a mood.”

EXACT TEKS WORDING

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

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

Own it. Try the craft move.

Write two questions about something in nature. Make the second one more urgent than the first.

Will the _____ ?
Oh, will the _____ , _____ ?

I CAN | I can write a pair of questions that build a mood.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why the repeated question is stronger.”

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 asked once. Why does asking twice, with the “go down, go down,” make the poem feel more urgent?

“Will the ships go down?” (once)

“Oh, will the ships go down, go down?” (twice). Why does the second hit harder?

I CAN

I can defend why repeating and intensifying a question builds a stronger mood.



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Write your own worry poem.

Choose something in nature you worry about. Ask a question about it. Then ask again, more urgently, the way Rossetti did.

Choose something you worry about in nature.

Ask a question about it.

Ask again, more urgently, the second time.

I CAN | I can write my own poem where repeated questions build worry.



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Answers, across the five thinking levels.

NOTICE First: **“Will the ships go down?”** Second: **“Oh, will the ships go down, go down”**. The second question repeats and intensifies the worry.

CHOOSE A. The doubled “go down, go down” with the “Oh” makes the worry feel most urgent.

SHOW The first question wonders. The second pleads. The “Oh” adds emotion, and the doubling of “go down” makes the fear feel real.

OWN Answers vary. One example: **“Will the river flood? / Oh, will the river flood and flood, across the farmer’s field?”**

DEFEND One question plants the worry. The second waters it. The doubling turns a passing thought into a feeling the reader carries.

YOUR TURN Answers vary. One example: **“Will the thunder come? / Oh, will the thunder come and come, and rattle through the night?”**



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READ THIS POEM · FROM “WHAT DO THE STARS DO” BY CHRISTINA ROSSETTI (1872)

**“What do the stars do
Up in the sky,
Higher than the wind can blow,**

**Or the clouds can fly?

Each star in its own glory**

**Circles, circles still;
As it was lit to shine and set,
And do its Maker’s will.”**

Why does the poet begin with a question and then answer it?

- A** To teach the reader how stars move.
- B** To make the reader wonder first, then feel the calm of the answer.
- C** To show that the poet knows more about stars than children do.
- D** To explain why the sky is dark at night.



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The answer is B.

A To teach the reader how stars move.

The poem is not a science lesson. The circling is an image of peace, not an astronomy fact.

B To make the reader wonder first, then feel the calm of the answer.

Correct.

The question creates curiosity. The answer, “Each star in its own glory / Circles, circles still,” settles the wondering with a peaceful image. The reader moves from wonder to calm.

C To show that the poet knows more about stars than children do.

The poet is not showing off knowledge. The question is an invitation, not a quiz.

D To explain why the sky is dark at night.

The poem never mentions darkness. It shows what the stars do, not why the sky looks a certain way.

