

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

A Refrain That Anchors the Adventure

from “The Jumblies” by Edward Lear (1871)

Lear uses the same refrain after every stanza. The refrain anchors the poem and makes every stanza feel like another chapter of the same brave journey.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Jumblies

They went to sea in a sieve, they did;
In a sieve they went to sea:
In spite of all their friends could say,
On a winter's morn, on a stormy day,
In a sieve they went to sea.
Far and few, far and few,
Are the lands where the Jumblies live:
Their heads are green, and their hands are blue;
And they went to sea in a sieve.

SOURCE · PUBLIC DOMAIN

From Nonsense Songs by Edward Lear (public domain, Project Gutenberg #13650)

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



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can find the refrain."

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"

Find the refrain.

Which lines repeat at the end of every stanza?

"Far and few, far and few, / Are the lands where the Jumblies live: / Their heads are green, and their hands are blue; / And they went to sea in a sieve."

I CAN | I can find the refrain..



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the anchoring line.”

EXACT TEKS WORDING

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

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Choose the anchoring line.

Which line does the most work?

A “Far and few, far and few” (rhythm)

B “Their heads are green” (description)

C “And they went to sea in a sieve” (core image)

I CAN | I can choose the anchoring line..



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the refrain works.”

EXACT TEKS WORDING

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

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Show how the refrain works.

Each stanza gets wilder. How does the refrain bring the reader back?

Each time, the refrain returns the reader to the same rhythm and image. It is a landing pad.

I CAN | I can show how the refrain works..



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can own it. write your own refrain.”

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. Write your own refrain.

Write two stanzas. End each with the same refrain.

**We climbed the hill on a foggy night, / Up through the mist so gray. Over the
clouds and over the trees, / That is where we like to play.**

I CAN | I can own it. write your own refrain..



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend the refrain."

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"

Defend the refrain.

Why does repeating the same lines work better than ending differently?

The repetition gives a familiar home base. Without it, each stanza feels disconnected.

I CAN | I can defend the refrain..



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Write a poem with a refrain.

Write three stanzas. End each with the same two lines.

**Use what you learned this week about a refrain that anchors
the adventure.**

Write your own text that uses this craft move.

I CAN | I can use a refrain that anchors the adventure in my own writing.



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Answers, across the five thinking levels.

NOTICE “Far and few, far and few, / Are the lands where the Jumblies live: / Their heads are green, and their hands are blue; / And they went to sea in a sieve.”

CHOOSE C. “And they went to sea in a sieve” (core image)

SHOW Each time, the refrain returns the reader to the same rhythm and image. It is a landing pad.

OWN Answers vary. One example: **We climbed the hill on a foggy night, / Up through the mist so gray. Over the clouds and over the trees, / That is where we like to play.**

DEFEND The repetition gives a familiar home base. Without it, each stanza feels disconnected.

YOUR TURN Answers vary.



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READ THIS PASSAGE EXCERPT · FROM “THE DUCK AND THE KANGAROO” (EDWARD LEAR)

**Said the Duck to the Kangaroo,
“Good gracious! how you hop
Over the fields, and the water too,
As if you never would stop!**

**My life is a bore in this nasty pond;
And I long to go out in the world beyond:
I wish I could hop like you,”
Said the Duck to the Kangaroo.**

What is the author’s purpose in repeating “Said the Duck to the Kangaroo”?

- A** To create a refrain that frames each stanza as one conversation
- B** To show the Duck cannot remember
- C** To make the poem longer
- D** To prove the Kangaroo is not listening



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The answer is A.

To create a refrain that frames each stanza as one conversation

A **Correct.**

The repeated line frames each stanza as part of one conversation.

To show the Duck cannot remember

B

The Duck remembers. It makes a new request each time.

To make the poem longer

C

The repetition gives structure, not length.

To prove the Kangaroo is not listening

D

The Kangaroo responds later.

