

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 Pattern That Breaks at the End

from “What is pink?” by Christina Rossetti (1872)

Seven elegant answers, then “Just an orange!” The break surprises.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



Read the published text.

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

What is pink?

What is pink? a rose is pink
By the fountain's brink.
What is red? a poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'.
What is white? a swan is white
Sailing in the light.

What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.
What is violet? clouds are violet
In the summer twilight.
What is orange? why, an orange,
Just an orange!

SOURCE • PUBLIC DOMAIN

From *Sing-Song* by Christina Rossetti (public domain, Project Gutenberg #76703)

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 pattern and break."

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 pattern and break.

What pattern? Where does it break?

Pattern: "What is [color]? [poetic answer]." Break: "Just an orange!"

I CAN | I can notice the pattern and break..



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose why the break works.”

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”

Choose why the break works.

Why is “Just an orange!” strongest?

A Six poetic answers, then one blunt one

B Oranges are important

C The poet ran out of ideas

I CAN | I can choose why the break works..



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how pattern-breaking works.”

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 pattern-breaking works.

What if the last answer were poetic too?

The poem would be pleasant but predictable. The blunt answer surprises the reader.

I CAN | I can show how pattern-breaking works..



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can own it. build a pattern and break it.”

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. Build a pattern and break it.

Five patterned lines, then one that breaks.

What is fast? a cheetah. What is tall? a giraffe. What is loud? a lion. What is small? a mouse. Just a mouse.

I CAN | I can own it. build a pattern and break it..



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend the break."

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 break.

A classmate says the last line is lazy.

It is not lazy. It is the whole point. Six elegant answers set up one simple one to land with a laugh.

I CAN | I can defend the break..



PUBLISHED TEXTS

Write a poem with a pattern that breaks.

Build a repeating pattern. Break it at the end.

Use what you learned this week about a pattern that breaks at the end.

Write your own text that uses this craft move.

I CAN | I can use a pattern that breaks at the end in my own writing.



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Pattern: “What is [color]? [poetic answer].” Break: “Just an orange!”

CHOOSE **A.** Six poetic answers, then one blunt one

SHOW The poem would be pleasant but predictable. The blunt answer surprises the reader.

OWN Answers vary. One example: **What is fast? a cheetah. What is tall? a giraffe. What is loud? a lion. What is small? a mouse. Just a mouse.**

DEFEND It is not lazy. It is the whole point. Six elegant answers set up one simple one to land with a laugh.

YOUR TURN Answers vary.



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “WHAT ARE HEAVY?” (CHRISTINA ROSSETTI)

What are heavy? sea-sand and sorrow:

What are brief? to-day and to-morrow:

What are frail? Spring blossoms and youth:

What are deep? the ocean and truth.

What is the purpose of pairing physical things with abstract ideas?

A To help the reader feel the abstract through something touchable

B To test vocabulary

C The poet cannot decide what to write

D Random pairs that rhyme



PUBLISHED TEXTS

The answer is A.

To help the reader feel the abstract through something touchable

A Correct.

Each pair: a touchable thing + an idea. Sea-sand is heavy, so sorrow feels heavy too.

B

To test vocabulary

Not a vocabulary test.

C

The poet cannot decide what to write

Each pair is carefully chosen.

D

Random pairs that rhyme

Not random. Each pair matches.

