

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 Scene Built in Layers

from “**Rushes in a watery place**” by
Christina Rossetti (1872)

Ground, sky, then time. Each couplet adds a layer.

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.

Rushes in a watery place

Rushes in a watery place,
And reeds in a hollow;
A soaring skylark in the sky,
A darting swallow;
And where pale blossom used to be
Ripe fruit to follow.

SOURCE · PUBLIC DOMAIN

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

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 layers."

EXACT TEKS WORDING

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

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Notice the layers.

What three layers?

Ground: rushes, reeds. Sky: skylark, swallow. Time: blossom becoming fruit.

I CAN | I can notice the layers..



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the most surprising layer.”

EXACT TEKS WORDING

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

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Choose the most surprising layer.

Which adds the most?

A Ground (water)

B Sky (birds)

C Time (blossom to fruit)

I CAN | I can choose the most surprising layer..



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

"I can show how layering 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 layering works.

Why does ending with time change the poem?

The first two layers are space. The third is time. The scene becomes alive.

I CAN | I can show how layering works..



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can own it. build in layers.”

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 in layers.

Ground, sky, then change.

**Puddles on the pavement, / a hawk upon its way; / the puddles dry by
afternoon / and evening brings the rain.**

I CAN | I can own it. build in layers..



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend layers."

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 layers.

Why better than listing everything?

Layers have depth. The reader builds alongside the poet.

I CAN | I can defend layers..



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Write a layered poem.

Ground, sky, then change.

**Use what you learned this week about a scene built in layers.
Write your own text that uses this craft move.**

I CAN | I can use a scene built in layers in my own writing.



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Answers, across the five thinking levels.

NOTICE Ground: rushes, reeds. Sky: skylark, swallow. Time: blossom becoming fruit.

CHOOSE C. Time (blossom to fruit)

SHOW The first two layers are space. The third is time. The scene becomes alive.

OWN Answers vary. One example: **Puddles on the pavement, / a hawk upon its way; / the puddles dry by afternoon / and evening brings the rain.**

DEFEND Layers have depth. The reader builds alongside the poet.

YOUR TURN Answers vary.



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT · FROM “ON THE GRASSY BANKS” (CHRISTINA ROSSETTI)

**On the grassy banks
Lambkins at their pranks;
Woolly sisters, woolly brothers
Jumping off their feet
While their woolly mothers
Watch by them and bleat.**

What is the purpose of “woolly sisters, woolly brothers”?

- A** To make lambs feel like a family the reader cares about
- B** To teach about wool
- C** The poet does not know sheep names
- D** To explain why sheep are kept on farms



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The answer is A.

To make lambs feel like a family the reader cares about

A Correct.

Calling them sisters and brothers makes them a family.

To teach about wool

B

Not a wool lesson.

The poet does not know sheep names

C

Family words are a craft move.

To explain why sheep are kept on farms

D

About play, not farming.

