

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

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

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

WHAT DOES THIS MEAN TO ME?

Published poems are real poems written by real poets and published for the world to read.

A poet paints pictures with words so the reader can see, hear, and feel something new.

When I study what a poet did, I can try that same craft in my own poem.

THIS WEEK’S FOCUS

Imagination Transforms the Ordinary

from “Pirate Story” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

A poet can turn a backyard into an ocean. Stevenson makes a meadow feel like the open sea, cattle become a squadron, and a garden gate becomes a harbour. This week we read a published poem, notice how the poet transforms ordinary things through imagination, and try that craft move in our own poem.

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 rhythm and watch for the craft the poet uses.

Pirate Story

Three of us afloat in the meadow by the swing,
Three of us abroad in the basket on the lea.
Winds are in the air, they are blowing in the spring,
And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat,
Wary of the weather and steering by a star?

Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon or off to Malabar?

Hi! but here's a squadron a-rowing on the sea—
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad as they can be,
The wicket is the harbour and the garden is the shore.

SOURCE

Robert Louis Stevenson, A Child's Garden of Verses, 1885 (Project Gutenberg #136, public domain)



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

“I can notice how the poet transforms ordinary things through imagination.”

EXACT TEKS WORDING

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Notice the transformation.

Read the poem. Find the lines where the poet turns ordinary things into something imaginary.

Meadow → sea · Basket → boat · Cattle → squadron · Garden → shore

I CAN | I can notice how the poet transforms ordinary things into something imaginary.



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TODAY'S THINKING JOB

CHOOSE

“I can choose the line that best shows the transformation.”

EXACT TEKS WORDING

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Choose the strongest example.

Which line best shows the poet turning something ordinary into something imaginary?

A “And waves are on the meadow like the waves there are at sea.”

B “Winds are in the air, they are blowing in the spring.”

C “Three of us afloat in the meadow by the swing.”

I CAN | I can choose the line that best shows the poet transforming the ordinary.



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TODAY'S THINKING JOB

SHOW

“I can show how the poet builds the imaginary world across the poem.”

EXACT TEKS WORDING

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

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Show how the world builds.

How does the poet add more imaginary details as the poem goes on?

Stanza 1: the meadow becomes **the sea. Stanza 2: they choose **real destinations**. Stanza 3: cattle become **an enemy fleet**.**

I CAN | I can explain how the poet builds an imaginary world across the poem.



TODAY'S THINKING JOB

OWN

“I can transform ordinary things through imagination in my own writing.”

EXACT TEKS WORDING

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

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

Own it. Try the craft move.

Pick a place you know well. Write two lines that transform something ordinary there into something imaginary.

**Pick a place you know well (your room, a playground, a hallway).
Write two lines that turn something ordinary into something imaginary.**

I CAN | I can transform ordinary things through imagination in my own writing.



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TODAY'S THINKING JOB

DEFEND

"I can defend why transforming the ordinary is a stronger craft move than describing an imaginary world from scratch."

EXACT TEKS WORDING

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

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

Defend the poet's choice.

Why is it more fun to turn a meadow into the sea than to just describe a made-up ocean?

Stevenson could have written about a real ocean voyage. Why is it more powerful to transform a meadow?

I CAN | I can defend why transforming the ordinary is a powerful craft move.



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Write your own poem that transforms the ordinary.

Choose a place you know. Write at least four lines that turn ordinary things into something imaginary, the way Stevenson turned a meadow into the sea.

Choose a place you know.
Write at least four lines that turn ordinary things into
something imaginary.
Make the reader see the transformation.

I CAN | I can write my own story and use the craft move we studied all week.



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Answers, across the five thinking levels.

NOTICE The poet turns the meadow into a sea, the basket into a boat, cattle into a squadron, and the garden into a shore. Every ordinary thing becomes an adventure.

CHOOSE A. The meadow literally becomes the sea through the simile. B is real wind. C starts the game but A shows the full change.

SHOW Each stanza adds a layer: first the sea, then real destinations, then an enemy fleet. The imaginary world gets bigger and more vivid.

OWN Answers vary. One example: **"The hallway tiles are stepping stones across a river, and the drinking fountain is a waterfall at the end of the trail."**

DEFEND When the poet uses real things the reader knows, the reader can imagine doing it too. A fantasy ocean does not invite the reader in the same way.

YOUR TURN Answers vary. One example: My desk is a ship and my pencils are the crew. The eraser is the anchor. My notebook is the map, and every page I turn is a new island to explore.

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READ THIS PASSAGE EXCERPT · FROM “SUMMER SUN” (ROBERT LOUIS STEVENSON, A CHILD’S GARDEN OF VERSES, 1885)

**“He has seen the starry hours
And the springing of the flowers;
And the fairy things that pass
In the forests of the grass.**

**In the silence he has heard
Talking bee and ladybird,**

**And the butterfly has flown
O’er him as he lay alone.**

**Not a word will he disclose,
Not a word of all he knows.
I must lay him on the shelf,
And make up the tale myself.”**

What is the poet’s purpose in this poem?

- A** To describe a sunny day at school.
- B** To show that the natural world is full of tiny wonders that can only be seen by those who pay attention.
- C** To explain why flowers grow in summer.
- D** To tell the reader that bees can talk.



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The answer is B.

- A To describe a sunny day at school.**
The poem is about nature and quiet observation, not about school.
- B Correct.**
The poem describes starry hours, flowers springing, fairy things in the grass, talking bees, and butterflies. These details show tiny wonders visible only to a patient observer.
- C To explain why flowers grow in summer.**
The poem mentions flowers but does not explain how they grow. The purpose is about noticing small wonders.
- D To tell the reader that bees can talk.**
"Talking bee" is personification, not a fact. The poet uses it to show the tiny sounds of nature.

