

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

Names That Paint a Picture

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

The poet lists flower names that sound like stories: Shepherd’s purse, Lady Hollyhock, Bachelor’s buttons. Each name paints a picture. This week we read a published poem, notice how the poet uses real names to spark 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.

The Flowers

All the names I know from nurse:
Gardener's garters, Shepherd's purse,
Bachelor's buttons, Lady's smock,
And the Lady Hollyhock.

Fairy places, fairy things,
Fairy woods where the wild bee wings,
Tiny trees for tiny dames—
These must all be fairy names!

Tiny woods below whose boughs
Shady fairies weave a house;
Tiny tree-tops, rose or thyme,
Where the braver fairies climb!

Fair are grown-up people's trees,
But the fairest woods are these;
Where, if I were not so tall,
I should live for good and all.

SOURCE

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





TODAY'S THINKING JOB

NOTICE

“I can notice how the poet uses names to paint pictures.”

EXACT TEKS WORDING

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

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Notice the names.

Read the poem. Find the flower names that sound like they belong in a story.

**Gardener’s garters • Shepherd’s purse • Bachelor’s buttons • Lady’s smock •
Lady Hollyhock**

I CAN | I can notice how the poet uses names to paint pictures.



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TODAY'S THINKING JOB

CHOOSE

"I can choose the line that best shows how names spark imagination."

EXACT TEKS WORDING

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Choose the strongest example.

Which line best shows the poet turning flower names into a world?

A "All the names I know from nurse."

B "Fair are grown-up people's trees."

C "These must all be fairy names!"

I CAN | I can choose the line that best shows how names spark imagination.



TODAY'S THINKING JOB

SHOW

“I can show how the poet builds from real names to an imaginary world.”

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 go from listing real flower names to imagining fairy houses?

Stanza 1: real flower names. Stanza 2: “These must all be fairy names!”
Stanzas 3–4: fairy houses and tiny woods.

I CAN | I can explain how the poet builds from real names to an imaginary world.



TODAY'S THINKING JOB

OWN

“I can use real names to spark imagination in my own poem.”

EXACT TEKS WORDING

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Own it. Try the craft move.

Think of real names that sound like they belong in a story (street names, food names, color names). Write two lines that turn them into something imaginary.

**Think of real names that sound like stories.
Write two lines that turn those names into something imaginary.**

I CAN | I can use real names to spark imagination in my own poem.



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TODAY'S THINKING JOB

DEFEND

"I can defend why starting with real names is a stronger craft move than inventing names."

EXACT TEKS WORDING

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Defend the poet's choice.

Why does using real flower names like "Shepherd's purse" work better than making up a name?

The poet could have invented fairy names from scratch. Why do real flower names work better?



I can defend why starting with real names is a stronger craft move.



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Write your own poem that turns real names into something imaginary.

List real names (places, foods, plants, colors) that sound like they belong in a story. Then write at least four lines turning them into an imaginary world.

List real names that sound like stories.

Write at least four lines turning them into an imaginary world.

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 lists real flower names: Gardener's garters, Shepherd's purse, Bachelor's buttons, Lady's smock. Each name invites the reader to imagine a story.

CHOOSE C. "These must all be fairy names!" That line is where imagination takes over from reality.

SHOW The poet starts with real names, decides they are fairy names, then imagines fairy houses and tiny woods. Real names launch the imaginary world.

OWN Answers vary. One example: "**Butterscotch Lane and Cinnamon Hill, Peppermint Crossing and Gingerbread Mill.**"

DEFEND Real names anchor the imagination in something the reader can verify. The real world already sounds magical. Made-up names would not have that power.

YOUR TURN Answers vary. One example: Cobblestone Court and Willow Way, Moonrise Meadow and Cloverleaf Bay. If I were small enough to walk those roads, I would find a castle at every turn.



PUBLISHED TEXTS

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

**“I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.**

**And now at last the sun is going down behind the wood,
And I am very happy, for I know that I’ve been good.**

**My bed is waiting cool and fresh, with linen smooth and fair,
And I must be off to sleep in—by, and not forget my prayer.”**

What is the poet’s purpose in this poem?

- A** To describe a perfect day of schoolwork.
- B** To explain why children should pray.
- C** To warn children to behave or else.
- D** To capture the quiet, satisfied feeling of knowing you have been good all day.



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The answer is D.

A To describe a perfect day of schoolwork.

The poem says “smiled and stuck to play.” The day is about play, not school.

B To explain why children should pray.

B The poem mentions prayer, but the purpose is about the contentment of a good day, not about prayer specifically.

C To warn children to behave or else.

C The poem has no warning or threat. It simply describes the feeling of being good.

D To capture the quiet, satisfied feeling of knowing you have been good all day.

D Correct.

The poet describes waking happy, playing all day, and going to bed content. The purpose is to show what it feels like to look back on a day well spent.

