

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

Point of View Shapes the Message

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

The speaker assumes other children must envy his life. But the reader can see that both sides have something the other does not. The poet uses a limited point of view to make the reader think. This week we read a published poem, notice how point of view shapes the message, 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.

Foreign Children

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
Oh! don't you wish that you were me?

You have seen the scarlet trees
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

Such a life is very fine,
But it's not so nice as mine:
You must often, as you trod,
Have wearied not to be abroad.

You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home.

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 speaker’s point of view shapes the poem.”

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Notice the point of view.

Read the poem. Find the lines where the speaker assumes his life is best.

“Such a life is very fine, But it’s not so nice as mine”
“But I am safe and live at home.”

I CAN | I can notice how the speaker’s point of view shapes the poem.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that best shows the speaker’s limited view.”

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Choose the strongest example.

Which line best shows the speaker’s assumption?

A “Oh! don’t you wish that you were me?”

B “You have seen the scarlet trees.”

C “Little Indian, Sioux or Crow.”

I CAN | I can choose the line that best reveals the speaker’s limited view.



TODAY'S THINKING JOB

SHOW

“I can show how the reader sees more than the speaker.”

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Show what the reader sees.

How does the reader understand more than the speaker?

The speaker lists the foreign children’s experiences: **scarlet trees, lions, ostrich eggs. He calls these inferior, but the reader sees they are wonderful.**

I CAN | I can explain how the reader sees more than the speaker.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write from a limited point of view.”

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Own it. Try the craft move.

Write two lines from a character who assumes their way is best, but the reader can see both sides.

**Write two lines from someone who thinks their way is the only good way.
Make the reader see what that person is missing.**

I CAN | I can write from a limited point of view.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why a limited point of view can teach more than an all-knowing narrator.”

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Defend the poet’s choice.

Why does the speaker’s blind spot teach the reader more than a fair comparison would?

**Stevenson could have written: “Every country has something wonderful.”
Why is this limited speaker better?**



I can defend why a limited point of view can teach more than a neutral statement.



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Write your own poem from a limited point of view.

Choose a speaker who thinks their way is the best. Describe what the speaker is missing so the reader can see both sides.

**Choose a speaker who thinks their way is best.
Describe what they are missing.
Let the reader see both sides.**

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 speaker says his life is better, but the reader sees the foreign children have wonderful experiences too.

CHOOSE **A.** “Don’t you wish that you were me?” assumes the answer is yes, but the reader is not so sure.

SHOW The speaker lists amazing experiences (scarlet trees, lions, ostrich eggs) and calls them inferior. The reader can see the beauty the speaker misses.

OWN Answers vary. One example: **"I eat my sandwich every day at the same table. I don't know why they eat outside in the wind."**

DEFEND The limited speaker makes the reader do the thinking. The reader discovers the lesson alone. A neutral statement would not engage.

YOUR TURN Answers vary. One example: I walk to school the same way every morning. I do not understand why my friend takes the long path through the park. (But the reader knows the park is beautiful.)



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “NEST EGGS” (ROBERT LOUIS STEVENSON, A CHILD’S GARDEN OF VERSES, 1885)

**“Birds all the sunny day
Flutter and quarrel
Here in the arbour-like
Shade of the laurel.**

**Here in the fork
The brown nest is seated;
Four little blue eggs
The mother keeps heated.”**

What is the poet’s purpose in this excerpt?

- A** To explain how birds build nests.
- B** To argue that laurel trees are the best for birds.
- C** To warn that birds quarrel too much.
- D** To capture a quiet, hidden moment of nature that most people walk past without seeing.



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The answer is D.

A To explain how birds build nests.

The poem does not explain nest-building. It paints a picture of a quiet, hidden moment.

B To argue that laurel trees are the best for birds.

The poem uses the laurel as a setting, not as an argument about which tree is best.

C To warn that birds quarrel too much.

The quarreling is a detail, not the purpose. The poem celebrates a small, peaceful scene.

D To capture a quiet, hidden moment of nature that most people walk past without seeing.

Correct.

The poem shows birds in a shady spot, a small brown nest, four blue eggs kept warm. The poet wants the reader to notice the beauty in a tiny, easy-to-miss scene.

