

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

Day Ends and Night Begins

from “Night and Day” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

The poet describes the moment when day gives way to night, and a new, magical world appears. The sun goes down and fairies come out. This week we read a published poem, notice how the poet uses the shift from day to night as a craft move, 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



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Read the published poem.

Read it aloud slowly. Listen to the rhythm and watch for the craft the poet uses.

Night and Day

When the golden day is done,
Through the closing portal,
Child and garden, flower and sun,
Vanish all things mortal.

As the blinding shadows fall
As the rays diminish,
Under darkness' grateful pall,
Bud and blossom finish.

In the blue and glowing noon,
Poppy-Loss may slumber,
But the wind-flowers waken soon;
Called by stars in number.

Hark, the sound of elfin feet!
Hark, the sound of drumming!
Through the morning cool and sweet
Something comes a-coming.

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 a shift in time to create a new world.”

EXACT TEKS WORDING

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Notice the shift.

Read the poem. Find the moment when the poem shifts from day to night.

**“When the golden day is done, Through the closing portal, Child and garden,
flower and sun, Vanish all things mortal.”**

I CAN | I can notice how the poet uses a time shift to create a new world.



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TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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Choose the key moment.

Which line best marks the shift from day to night?

A “In the blue and glowing noon.”

B “Vanish all things mortal.”

C “Something comes a-coming.”

I CAN | I can choose the line that marks the transition.



TODAY'S THINKING JOB

SHOW

“I can show how the poet builds the night world after the day ends.”

EXACT TEKS WORDING

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Show how the night world builds.

What details does the poet add after the day vanishes?

After the day vanishes: wind-flowers waken, stars appear, elfin feet, drumming, something comes a-coming.

I CAN | I can explain how the poet builds the night world after the day ends.



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TODAY'S THINKING JOB

OWN

“I can write my own shift from one time to another.”

EXACT TEKS WORDING

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Own it. Try the craft move.

Write two lines where one world ends and another begins (morning to night, winter to spring, quiet to loud).

Write two lines.
In the first, one world ends.
In the second, a new world begins.

I CAN | I can write my own shift from one time to another.



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TODAY'S THINKING JOB

DEFEND

"I can defend why the shift makes the poem more powerful than just describing night."

EXACT TEKS WORDING

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Defend the poet's choice.

Why is showing the shift from day to night more powerful than just describing the night?

Stevenson could have just written about fairies at night. Why does showing the sunset first make the night feel more magical?



I can defend why showing the shift is more powerful than describing one moment.



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Write your own poem about a shift in time.

Show one world ending and another beginning. Use at least four lines.

**Show one world ending.
Show another world beginning.
Use at least four lines.**

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 poem begins with sunset. Everything from the day vanishes, and the night world with stars and elfin feet appears.

CHOOSE B. “Vanish all things mortal” is the pivot where the day world ends.

SHOW After the day vanishes, the poet adds wind-flowers, stars, elfin feet, and drumming. Each detail builds the night world.

OWN Answers vary. One example: **“The bell rings and the classroom empties. Now the hallway belongs to echoes.”**

DEFEND Showing the sunset first creates a gap. The reader feels the loss, which makes the night world feel like a gift.

YOUR TURN Answers vary. One example: The last leaf lets go and the branch is bare. But under the snow, a seed is already dreaming of spring.



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

**“The gardener does not love to talk,
He makes me keep the gravel walk;
And when he puts his tools away,
He locks the door and takes the key.”**

What is the poet’s purpose in this excerpt?

- A** To explain how gardens are maintained.
- B** To warn children to stay off the gravel.
- C** To capture how a child sees a quiet, private adult who lives by rules and routines.
- D** To argue that gardeners are unfriendly.

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The answer is C.

A To explain how gardens are maintained.

The poem is not a gardening guide. It describes a child's view of a serious, private adult.

B To warn children to stay off the gravel.

B The gravel walk is a detail, not the point. The purpose is to capture a child's feeling about this quiet, rule-keeping figure.

C To capture how a child sees a quiet, private adult who lives by rules and routines.

Correct.

C The gardener does not talk, makes the child stay on the path, and locks everything up. Through the child's eyes, the reader sees a figure who is orderly but mysterious.

D To argue that gardeners are unfriendly.

D The poet does not say the gardener is unfriendly, just quiet and orderly. The child observes without judging.

