

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

A Wish That Cannot Come True

from “Looking-Glass River” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

The poet makes the river so beautiful that the child wishes to live underwater. The wish is impossible, but that is the point. The poet uses an impossible wish to show how much beauty the child sees. This week we read a published poem, notice how the poet uses longing, 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.

Looking-Glass River

Smooth it glides upon its travel,
Here a wimple, there a gleam—
 O the clean gravel!
 O the smooth stream!

Sailing blossoms, silver fishes,
Paven pools as clear as air—
 How a child wishes
 To live down there!

We can see our coloured faces
Floating on the shaken pool
 Down in cool places,
 Dim and very cool;

Till a wind or water wrinkle,
Dipping marten, plumping trout,
 Spreads in a twinkle
 And blots all out.

SOURCE

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





TODAY'S THINKING JOB

NOTICE

“I can notice the impossible wish the poet uses to show beauty.”

EXACT TEKS WORDING

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Notice the wish.

Read the poem. Find the line where the child wishes for something impossible.

“How a child wishes To live down there!”

I CAN | I can notice the impossible wish the poet uses to show beauty.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

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

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Choose the strongest example.

Which line best captures the child’s longing?

A “Smooth it glides upon its travel.”

B “How a child wishes To live down there!”

C “Spreads in a twinkle And blots all out.”

I CAN | I can choose the line that best captures the child’s longing.



TODAY'S THINKING JOB

SHOW

“I can show how the ending makes the wish more powerful.”

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Show how the ending works.

How does the final stanza change the feeling of the wish?

The child sees beauty in the water. Then “a wind or water wrinkle... Spreads in a twinkle And blots all out.” The beauty is fragile.

I CAN | I can explain how the ending changes the feeling of the poem.



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TODAY'S THINKING JOB

OWN

“I can write an impossible wish to show how much something matters.”

EXACT TEKS WORDING

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Own it. Try the craft move.

Write two lines where a speaker wishes for something impossible, and the wish shows how beautiful the thing is.

Write two lines.
The wish must be **impossible.**
The wish must show how **beautiful something is.**

I CAN | I can write an impossible wish that shows beauty.



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TODAY'S THINKING JOB

DEFEND

"I can defend why an impossible wish is a stronger craft move than just describing beauty."

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Defend the poet's choice.

Why does "How a child wishes to live down there" work better than "The river is beautiful"?

Stevenson could have said the river is beautiful. Why is the impossible wish more powerful?

I CAN | I can defend why an impossible wish is a stronger way to show beauty.



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Write your own poem that uses an impossible wish.

Describe something so beautiful that the speaker wishes for something impossible. End with the beauty disappearing or changing.

**Describe something so beautiful the speaker makes an
impossible wish.
End with the beauty disappearing or changing.**

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 “How a child wishes To live down there!” The impossible wish tells the reader how beautiful the water looks.

CHOOSE B. The exclamation and the word “wishes” make the longing unmistakable.

SHOW The last stanza blots the beauty out. The wish was already impossible, and now the beauty is gone. That makes the longing sharper.

OWN Answers vary. One example: **"I wish I could walk inside that sunset and live where the colors meet the clouds."**

DEFEND An impossible wish measures beauty by the size of the longing. The reader feels the beauty through the wanting.

YOUR TURN Answers vary. One example: The snow turns the yard into a kingdom of white towers. I wish I could shrink and walk through those tiny crystal gates. But by morning the sun will melt every tower flat.



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READ THIS PASSAGE EXCERPT • FROM “WHAT IS PINK?” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“What is pink? a rose is pink
By the fountain’s brink.**

**What is red? a poppy’s red
In its barley bed.**

**What is blue? the sky is blue
Where the clouds float thro’.**

**What is white? a swan is white
Sailing in the light.**

**What is yellow? pears are yellow,
Rich and ripe and mellow.**

**What is green? the grass is green,
With small flowers between.”**

What is the poet’s purpose in this poem?

- A** To teach children the names of colors.
- B** To show that every color has a beautiful home in the natural world.
- C** To list every color in the rainbow.
- D** To explain how flowers get their colors.



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The answer is B.

A To teach children the names of colors.

The poem names colors, but its purpose is not a lesson. It is a celebration of the beauty behind each color.

B To show that every color has a beautiful home in the natural world.

Correct.

Each color is paired with something lovely: a rose, the sky, a swan, pears, grass. The poet connects colors to nature to help the reader see beauty everywhere.

C To list every color in the rainbow.

The poem does not list every color. It chooses specific ones and pairs each with something beautiful.

D To explain how flowers get their colors.

The poem does not explain science. It connects colors to images from nature.

