

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

Contrast That Reveals Renewal

from “An April Day” (Henry Wadsworth Longfellow, 1824)

Longfellow places winter’s cold beside spring’s warmth so the reader feels the change. The drooping tree that revives carries the message: what looked finished can begin again. This week we notice how contrast delivers the poet’s message.

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.

An April Day

When the warm sun, that brings
Seed-time and harvest, has returned again,
'T is sweet to visit the still wood, where springs
The first flower of the plain.

I love the season well,
When forest glades are teeming with bright forms,

Nor dark and many-folded clouds foretell
The coming-on of storms.

From the earth's loosened mould
The sapling draws its sustenance, and thrives;
Though stricken to the heart with winter's cold,
The drooping tree revives.

SOURCE

Henry Wadsworth Longfellow, 1824 (Project Gutenberg #1365, public domain)





TODAY'S THINKING JOB

NOTICE

“I can notice how the poet contrasts winter and spring to show renewal.”

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”

Notice the contrast.

Read the poem. Find the lines where the poet places winter and spring side by side.

**“Though stricken to the heart with winter’s cold,
The drooping tree revives.”**

I CAN | I can notice how the poet contrasts winter and spring to show renewal.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

"I can choose the line that best states the poet's message."

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"

Choose the message.

Which line best states the poet's message about renewal? Use the poem to decide.

A "'T is sweet to visit the still wood, where springs the first flower of the plain."

B "Though stricken to the heart with winter's cold, the drooping tree revives."

C "I love the season well."

I CAN | I can choose the line that best states the poet's message.



TODAY'S THINKING JOB

SHOW

“I can show how the poem proves the message.”

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”

Show how the poem proves the message.

How do the details about spring prove that renewal is the poet’s message?

The sun returns. The first flower springs. The sapling “draws its sustenance, and thrives.” Every detail shows something coming back to life after winter.

I CAN | I can show how the poem’s details prove the message of renewal.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write my own lines that use contrast to show renewal.”

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.

Write two to four lines that place something cold or difficult beside something warm or growing. Let the contrast carry your message, the way Longfellow does.

Write two to four lines.

Place something cold or difficult beside something warm or growing.

Let the contrast carry your message about renewal.

I CAN | I can write my own lines that use contrast to show renewal.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend why the poet uses contrast instead of simply stating the message."

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.

The poet could have written, "Spring always returns after winter." Why is the contrast between the stricken tree and its revival more powerful?

**"Though stricken to the heart with winter's cold,
The drooping tree revives."
Why is showing both sides stronger than just stating the lesson?**

I CAN

I can defend why the poet uses contrast instead of simply stating the message.



PUBLISHED TEXTS

Write your own poem using contrast.

Choose something that looked finished or hopeless. Show how it came back. Use at least two lines of contrast.

Choose something that looked finished or hopeless.

Show how it came back.

**Use at least two lines of contrast, the way Longfellow places
winter beside spring.**

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



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE The poet contrasts "stricken to the heart with winter's cold" with "the drooping tree revives." The cold and the revival sit side by side so the reader feels the change.

CHOOSE B. The tree stricken by cold that revives carries the full message. B describes a scene, and C states a feeling without proving it.

SHOW The sun returns, the first flower springs, the sapling thrives, and the tree revives. Every detail is a piece of evidence that nature renews itself.

OWN Answers vary. One example: "The pond froze solid in December, but by March a green shoot pushed through the mud at its edge."

DEFEND Contrast makes the reader feel the weight of winter before the relief of spring. Stating "spring returns" tells. Showing the stricken tree that revives lets the reader experience the renewal.

YOUR TURN Answers vary. One example: "The field was black after the fire, / but two weeks later green blades pushed through the ash, / reaching for the same sun that watched them burn."

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE ELVES AND THE SHOEMAKER (EXCERPT)” (BROTHERS GRIMM, TRANS. LUCY CRANE, 1882)

“A shoemaker, by no fault of his own, had become so poor that at last he had nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to begin to make the next morning, and as he had a good conscience, he lay down quietly in his bed and fell asleep. In the morning, after he had said his prayers, and was just going to sit down to work, the two shoes stood quite finished on his table. He was astounded, and knew not what to say to it.”

What is the author’s purpose in this excerpt?

- A** To explain how shoes are made.
- B** To show that help can come from unexpected places when someone lives with a good conscience.
- C** To describe a day at a cobbler’s shop.
- D** To warn people not to leave work unfinished.



PUBLISHED TEXTS

The answer is B.

To explain how shoes are made.

- A** The story does not teach shoe-making. The shoes appear finished without the shoemaker doing the work. The purpose is about unexpected help.

To show that help can come from unexpected places when someone lives with a good conscience.

- B** **Correct.**
The shoemaker is honest and hardworking. The shoes appear as if by a miracle. The author shows that goodness can attract help from surprising places.

To describe a day at a cobbler's shop.

- C** The story is not about daily work. It is about the mystery of help arriving when the shoemaker had given up hope.

To warn people not to leave work unfinished.

- D** The shoemaker did cut out his work. The message is not about laziness but about help arriving when someone is honest and in need.

