

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

Repetition That Deepens Feeling

from “Calico Pie” (Edward Lear, *Nonsense Songs*, 1871)

Lear repeats “they never came back to me” three times at the end of each stanza. Each repetition makes the feeling of loss grow stronger. The nonsense disguises a real sadness. This week we notice how repetition deepens feeling.

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.

Calico Pie

Calico pie,
The little birds fly
Down to the calico-tree:
Their wings were blue,
And they sang “Tilly-loo!”
Till away they flew;
And they never came back to me!
They never came back,
They never came back,

They never came back to me!

Calico jam,
The little Fish swam
Over the Syllabub Sea.
He took off his hat
To the Sole and the Sprat,
And the Willeby-wat:
But he never came back to me!

SOURCE

Edward Lear, Nonsense Songs, 1871 (Project Gutenberg #13650, public domain)



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TODAY'S THINKING JOB

NOTICE

“I can notice how the poet repeats a line to deepen feeling.”

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Notice the repetition.

Read the poem. Find the line the poet repeats at the end of the stanza. How does hearing it three times change how it feels?

“And they never came back to me!
They never came back,
They never came back,
They never came back to me!”

I CAN | I can notice how the poet repeats a line to deepen the feeling of loss.



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TODAY'S THINKING JOB

CHOOSE

“I can choose the line that best states what the repetition reveals.”

EXACT TEKS WORDING

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Choose the message.

Which best explains what the repetition reveals about the speaker?

A The speaker feels a growing sense of loss as each creature leaves and never returns.

B The speaker is listing animals in a nonsense world.

C The speaker wants to teach the reader about birds and fish.

I CAN | I can choose the line that best states the message the repetition reveals.



TODAY'S THINKING JOB

SHOW

"I can show how the poem proves the message."

EXACT TEKS WORDING

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Show how the poem proves the message.

How do the birds, the fish, and the repetition work together to prove the speaker's feeling of loss?

The birds fly away. The fish swims away. Each creature leaves, and the same refrain repeats: "never came back to me." The pattern proves the loss is not one moment but a growing emptiness.

I CAN | I can show how the poem's pattern of departure and refrain proves the feeling of loss.



TODAY'S THINKING JOB

OWN

“I can write my own lines that use repetition to deepen a feeling.”

EXACT TEKS WORDING

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Own it. Try the craft move.

Write a short stanza about something that left. End with a repeated line (at least twice) that makes the feeling of missing it grow stronger.

**Write a stanza about something that left.
End with a repeated line that deepens the feeling.
Say the line at least twice. Let each repetition make the missing stronger.**

I CAN | I can write my own lines that use repetition to deepen feeling.



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TODAY'S THINKING JOB

DEFEND

"I can defend why the poet uses repetition instead of saying the feeling once."

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Defend the poet's choice.

Lear could have written, "They left and I was sad." Why does repeating "they never came back" three times work better?

**"They never came back,
They never came back,
They never came back to me!"**

Why does hearing it three times hit harder than hearing it once?

I CAN

I can defend why the poet uses repetition instead of saying the feeling once.



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Write your own poem with a repeated refrain.

Choose something that left or ended. Write at least one stanza. End with a line repeated two or three times that makes the feeling grow.

Choose something that left or ended.

Write at least one stanza.

**End with a repeated line that makes the feeling grow stronger
each time.**

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 "They never came back to me" repeats three times. Each repetition deepens the feeling of loss, turning a fact into an ache.

CHOOSE A. The repetition reveals growing loss. B reduces it to a list, and C misses the emotion entirely.

SHOW Each creature leaves, each stanza ends with the same growing refrain. The pattern (arrive, depart, repeat) is the proof that loss is the poem's message.

OWN Answers vary. One example: "The balloon rose above the park, / above the trees, above the world. / And it never drifted back to me. / It never drifted back."

DEFEND One line tells. Three lines show. Repetition lets the reader feel the loss pile up, the way each empty return makes the silence louder.

YOUR TURN Answers vary. One example: "Summer packed its bags and left our street. / The swing set stood alone. / And it never swung again for me. / It never swung again. / It never swung again for me."



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READ THIS PASSAGE EXCERPT · FROM “THE CAT THAT WALKED BY HIMSELF (EXCERPT)” (RUDYARD KIPLING, JUST SO STORIES, 1902)

“The Dog was wild, and the Horse was wild, and the Cow was wild, and the Sheep was wild, and the Pig was wild, as wild as wild could be, and they walked in the Wet Wild Woods by their wild lones. But the wildest of all the wild animals was the Cat. He walked by himself, and all places were alike to him.”

What is the author’s purpose in this excerpt?

- A** To list all the wild animals.
- B** To explain why animals live in woods.
- C** To teach about animal behavior.
- D** To show that the Cat is set apart by his independence, walking alone while others follow the group.



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The answer is D.

To list all the wild animals.

- A** The list is a tool, not the purpose. The author names many animals to set up the contrast with the Cat, who is wilder and more independent than all of them.

To explain why animals live in woods.

- B** The Wet Wild Woods is the setting, not the message. The purpose is to show that the Cat is the most independent creature of all.

To teach about animal behavior.

- C** This is a story, not a textbook. The author uses animal characters to explore the idea of independence, not to teach facts.

To show that the Cat is set apart by his independence, walking alone while others follow the group.

- D** **Correct.**
Every other animal walks together. The Cat walks by himself. The repetition of "wild" builds to the Cat, who is the wildest because he belongs to no one.

