

# 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

### Perspective Shift Reveals a Bigger Truth

from “The Sun Travels” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

Stevenson starts with one child’s bedtime and then shifts to children on the other side of the earth waking up. That shift in perspective delivers the message: the world is always both ending and beginning at the same time. This week we notice how changing the viewpoint reveals a bigger truth.

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.

### The Sun Travels

The sun is not a-bed, when I  
At night upon my pillow lie;  
Still round the earth his way he takes,  
And morning after morning makes.

While here at home, in shining day,  
We round the sunny garden play,

Each little Indian sleepy-head  
Is being put to bed.

And when at eve I rise from tea,  
Day dawns beyond the Atlantic Sea;  
And all the children in the west  
Are getting up and being dressed.

#### SOURCE

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



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## TODAY'S THINKING JOB

# NOTICE

**“I can notice how the poet shifts perspective to reveal a bigger truth.”**

### EXACT TEKS WORDING

*“explain the author’s purpose and message within a text”*

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## Notice the perspective shift.

Read the poem. Find the moment where the poet moves from one child’s bedtime to children on the other side of the world.

**“And when at eve I rise from tea,  
Day dawns beyond the Atlantic Sea;  
And all the children in the west  
Are getting up and being dressed.”**

**I CAN** | I can notice the moment the poet shifts perspective to show the sun still traveling.



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## 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”*

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## Choose the message.

Which line best states the poet’s message about the sun and the world?

**A “The sun is not a-bed, when I at night upon my pillow lie.”**

**B “We round the sunny garden play.”**

**C “Still round the earth his way he takes, and morning after morning makes.”**

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



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## 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”*

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## Show how the poem proves the message.

How do the three stanzas work together to prove that the sun is always making morning for someone?

**Stanza 1: the sun keeps going when the speaker sleeps.**

**Stanza 2: while we play, children far away go to bed.**

**Stanza 3: when we have tea, children across the sea wake up.**

**Three views, one sun, always moving.**

**I CAN**

I can show how the three stanzas prove that the sun is always making morning somewhere.



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## TODAY'S THINKING JOB

# OWN

**“I can write my own lines that shift perspective to reveal a bigger truth.”**

### EXACT TEKS WORDING

*“explain the author’s purpose and message within a text”*

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## Own it. Try the craft move.

Write three to four lines that start from your own point of view and then shift to someone far away experiencing the same thing differently. Let the shift carry your message.

**Start from your point of view.**  
**Shift to someone far away experiencing the opposite.**  
**Let the shift reveal a truth bigger than either view alone.**

**I CAN** | I can write my own lines that shift perspective to reveal a bigger truth.



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## TODAY'S THINKING JOB

## DEFEND

**“I can defend why the poet uses a perspective shift instead of simply stating the message.”**

## EXACT TEKS WORDING

*“explain the author’s purpose and message within a text”*

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**Defend the poet’s choice.**

Stevenson could have written, “The sun shines on the whole world.” Why does showing one child’s bedtime and another child’s morning work better?

**“The sun is not a-bed, when I at night upon my pillow lie.”**  
**Why is showing two children’s opposite moments more powerful than a statement?**

**I CAN**

I can defend why the poet uses a perspective shift instead of stating the message directly.



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**Write your own poem that shifts perspective.**

Start with what you see or do at one time of day. Then shift to someone far away who is experiencing the opposite. Let the two views together reveal your message.

**Start with your moment.**  
**Shift to someone far away in the opposite moment.**  
**Let the two views together reveal your message.**

**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 shift happens at "Day dawns beyond the Atlantic Sea." One child's evening becomes another child's morning. The perspective move reveals the sun's endless journey.

**CHOOSE** C. "Still round the earth his way he takes, and morning after morning makes" captures the complete message. B begins the idea, and C describes one scene.

**SHOW** Three stanzas, three angles: nighttime here, daytime for others asleep, and dawn across the sea. Together they prove the sun never stops making morning.

**OWN** Answers vary. One example: "When I close my book for the night, a child across the sea opens hers for the first time today."

**DEFEND** A fact tells you the sun shines everywhere. The shift makes you feel two real lives under one sun. Understanding comes from picturing the contrast, not from hearing the rule.

**YOUR TURN** Answers vary. One example: "I set my alarm to wake up for school, / but somewhere a child watches the stars come out / and knows the same sky holds us both."

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

**“In a village dwelt a poor old woman, who had gathered together a dish of beans and wanted to cook them. So she made a fire on her hearth, and that it might burn the quicker, she lighted it with a handful of straw. When she was emptying the beans into the pan, one dropped without her observing it, and lay on the ground beside a straw, and soon afterwards a burning coal from the fire leapt down to the two. Then the straw began and said, ‘Dear friends, from whence do you come?’”**

**What is the author’s purpose in this excerpt?**

**A** To explain how to cook beans.

**B** To describe a kitchen fire.

**C** To warn about kitchen safety.

**D** To show how small, overlooked things can find one another and begin a shared journey.



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## The answer is D.

### To explain how to cook beans.

- A** The cooking is the setting, not the purpose. The author uses the kitchen scene to bring three unlikely characters together.

### To describe a kitchen fire.

- B** The fire is a detail, not the message. The purpose is to show how small, overlooked things can find one another and begin an adventure.

### To warn about kitchen safety.

- C** There is no warning. The coal, straw, and bean are characters who speak and act. The story is about companionship, not danger.

### To show how small, overlooked things can find one another and begin a shared journey.

- D** **Correct.**  
A dropped bean, a stray straw, and a leaping coal were all overlooked. The author gives them voices and a friendship. The purpose is to show that even the smallest, most forgotten things can become companions.

