

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

Comparison That Reveals Value

from “The Horses of the Sea” (Christina Rossetti, Sing-Song, 1893)

Rossetti compares wild waves (“horses of the sea”) with steady land horses. The sea horses rear and toss, but the land horses “serve us the best.” By placing the dramatic beside the useful, the poet reveals that steady service has its own greatness.

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.

The Horses of the Sea

The horses of the sea
Rear a foaming crest,
But the horses of the land
Serve us the best.

The horses of the land
Munch corn and clover,
While the foaming sea-horses
Toss and turn over.

SOURCE

Christina Rossetti, Sing-Song, 1893 (Project Gutenberg #76703, public domain)



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice how the poet uses comparison to reveal what is truly valuable."

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 comparison.

Read the poem. How does the poet compare two kinds of horses? What does each kind do?

Sea horses: "Rear a foaming crest" and "Toss and turn over."
Land horses: "Serve us the best" and "Munch corn and clover."
One is wild. One is useful.

I CAN | I can notice how the poet compares wild and steady to reveal what is truly valued.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that best states the poet’s message.”

EXACT TEKS WORDING

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Choose the message.

Which line best states the author’s message about value?

A “The horses of the sea rear a foaming crest.”

B “But the horses of the land serve us the best.”

C “Munch corn and clover.”

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 sea horses and land horses each prove that steady service is more valuable than wild beauty?

The sea horses "rear" and "toss." They are exciting but do nothing for us.
The land horses eat and serve. They are quiet but essential.
The contrast proves: usefulness outweighs spectacle.

I CAN | I can show how the contrast between the sea and land horses proves the message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write my own comparison that reveals what is truly valuable.”

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 comparing something wild or flashy with something steady and useful. Make the comparison reveal which one matters more, the way Rossetti does with her two kinds of horses.

**Choose something wild or flashy and something steady and useful.
Put them side by side in two to four lines.
Let the comparison reveal which one truly matters.**

I CAN | I can write my own comparison that reveals what is truly valuable.



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TODAY'S THINKING JOB

DEFEND

"I can defend why the poet uses comparison instead of simply praising one side."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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Defend the poet's choice.

Rossetti could have written, "Steady work is more valuable than wild beauty." Why does placing the wild beside the steady work better?

"The horses of the sea rear a foaming crest, but the horses of the land serve us the best."

Why is putting both side by side stronger than just praising one?

I CAN | I can defend why comparison is more powerful than a statement about value.



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Write your own comparison poem.

Compare two things that look different but reveal what truly matters when placed side by side. Write at least four lines.

Compare two things.
One should be flashy or dramatic. One should be steady or useful.
Let the comparison show which one truly matters.

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 Sea horses "rear a foaming crest" and "toss and turn over" (wild, dramatic). Land horses "serve us the best" and "munch corn and clover" (steady, useful). The comparison reveals that steady service holds real value.

CHOOSE B. "Serve us the best" carries the judgment. B describes the sea horses, and C is a feeding detail.

SHOW The sea horses are exciting but useless. The land horses are quiet but essential. Placing them together proves that usefulness outweighs spectacle.

OWN Answers vary. One example: "Lightning flashes bright but burns out in a second. / The porch light stays on all night and guides you home."

DEFEND Comparison lets the reader see both sides and judge. A flat statement tells you what to think. Two images side by side let you discover the truth yourself.

YOUR TURN Answers vary. One example: "The eagle soars above the clouds, majestic and alone. / But the sparrow knows every tree on the block / and sings outside your window every morning."



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

“These nuts, that I keep in the back of the nest, / Where all my tin soldiers are lying at rest, / Were gathered in Autumn by nursie and me / In a wood with a well by the side of the sea. / This whistle we made (and how clearly it sounds!) / By the side of a field at the end of the grounds.”

What is the poet’s purpose?

- A** To list things a child owns.
- B** To show that a child’s treasures are valuable because of the memories attached to them.
- C** To describe a day at the beach.
- D** To explain how whistles are made.



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The answer is B.

To list things a child owns.

- A** The poet names objects, but the purpose is not the list. Each object is introduced with a memory. The purpose is about why these things matter, not what they are.

To show that a child's treasures are valuable because of the memories attached to them.

Correct.

- B** The nuts were gathered with nursie by the sea. The whistle was made by the field. Each treasure carries a memory. The purpose is that memory, not cost, gives an object its worth.

To describe a day at the beach.

- C** The sea is mentioned, but the purpose is about treasuring objects for their memories, not about a beach visit.

To explain how whistles are made.

- D** The whistle-making is one memory, not the lesson. The purpose is that each object holds a story, not instructions for making things.

