

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

Extended Metaphor with a Twist

from “Hope is like a harebell” (Christina Rossetti, *Sing-Song*, 1893)

Rossetti compares hope, love, and faith to flowers. The harebell and lily are gentle and thornless. But the rose, which stands for love, “with all its thorns excels them both.” The twist is that the flower with thorns wins. This week we notice how a poet builds a metaphor and then surprises the reader at the end.

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.

Hope is like a harebell

Hope is like a harebell trembling from its birth,
Love is like a rose the joy of all the earth;
Faith is like a lily lifted high and white,
Love is like a lovely rose the world's delight;
Harebells and sweet lilies show a thornless growth,
But the rose with all its thorns excels them both.

SOURCE

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



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TODAY'S THINKING JOB

NOTICE

“I can notice how the poet compares feelings to flowers and surprises the reader at the end.”

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 metaphor and the twist.

Read the poem. Which feelings are compared to which flowers? What is the surprise in the last line?

Hope = harebell. Faith = lily. Love = rose.
“Harebells and sweet lilies show a thornless growth,
But the rose with all its thorns excels them both.”

I CAN | I can notice how the poet compares feelings to flowers and delivers a surprise about which one is greatest.



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TODAY'S THINKING JOB

CHOOSE

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

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Choose the message.

Which line best states the poet’s message about love, hope, and faith?

A “Hope is like a harebell trembling from its birth.”

B “Faith is like a lily lifted high and white.”

C “But the rose with all its thorns excels them both.”

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

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Show how the poem proves the message.

How does the poet build the metaphor step by step so the last line lands as a surprise?

Step 1: Hope = gentle harebell. Step 2: Faith = pure lily.
Step 3: "Harebells and sweet lilies show a thornless growth" (they seem perfect).
Step 4: "But the rose with all its thorns excels them both."
The twist: the imperfect flower wins.

I CAN | I can show how the poet builds the metaphor so the surprise ending proves the message.



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TODAY'S THINKING JOB

OWN

“I can write my own extended metaphor with a twist ending.”

EXACT TEKS WORDING

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Own it. Try the craft move.

Choose two or three qualities (like courage, patience, kindness). Compare each to something in nature. Then end with a twist: the one that seems hardest or imperfect is actually the greatest.

Pick two or three qualities. Compare each to something in nature.
Build them up so the reader expects one answer.
Then end with a twist: the imperfect one is the greatest.

I CAN | I can write my own extended metaphor with a twist ending.



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TODAY'S THINKING JOB

DEFEND

"I can defend why the poet saves the message for the last line."

EXACT TEKS WORDING

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Defend the poet's choice.

Rossetti could have started the poem with "Love is the greatest." Why does building the metaphor and saving the twist for the end work better?

"But the rose with all its thorns excels them both."
Why does saving the message for the last line make it hit harder?

I CAN

I can defend why the poet saves the message for the twist at the end.



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Write your own poem with an extended metaphor and a twist.

Compare qualities to things in nature. Build the reader's expectation, then end with a line that reverses it.

Compare qualities to things in nature.

Build the expectation one way.

End with a line that surprises the reader and delivers 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 Hope = harebell (gentle). Faith = lily (pure). Love = rose (thorny). The surprise: "the rose with all its thorns excels them both." The hardest virtue is the greatest.

CHOOSE C. The last line carries the judgment. B and C describe the other virtues without ranking them.

SHOW The poet praises gentle, thornless flowers first. The reader expects them to win. The last line reverses: the thorny rose (love) excels. The structure creates surprise.

OWN Answers vary. One example: "Speed is like the wind, free and fast. / Strength is like the oak, tall and firm. / But patience, like water wearing down rock, / with all its slowness reshapes the world."

DEFEND Starting with the answer removes the surprise. Building up hope and faith first creates an expectation. The twist reverses it. Surprise is what makes the message memorable.

YOUR TURN Answers vary. One example: "Talent shines like the sun at noon. / Hard work glows like a steady lantern. / But grit, like a root cracking stone, / with all its struggle, holds the tree."



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READ THIS PASSAGE EXCERPT • FROM “O SAILOR, COME ASHORE” (CHRISTINA ROSSETTI, SING-SONG, 1893)

“O sailor, come ashore, / What have you brought for me? / Red coral, white coral, / Coral from the sea. / I did not dig it from the ground, / Nor pluck it from a tree; / Feeble insects made it / In the stormy sea.”

What is the poet’s purpose?

A To teach about coral.

B To warn about the sea.

C To describe a harbor scene.

D To show that something beautiful can come from small, fragile creatures working in a difficult place.



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The answer is D.

A To teach about coral.

The poem mentions coral, but it is not a science lesson. The purpose goes deeper than the object itself.

To warn about the sea.

B The stormy sea is a detail, not a warning. The poet uses it to explain where the coral came from, not to frighten the reader.

To describe a harbor scene.

C The sailor coming ashore sets the scene, but the purpose is about what the coral reveals, not about the harbor.

To show that something beautiful can come from small, fragile creatures working in a difficult place.

D Correct.

"Feeble insects" made the coral "in the stormy sea." The poet reveals that beauty can come from weakness and struggle. The sailor brings home proof that small things can create something lasting.

