

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

A Simple List with a Quiet Message

from “Currants on a bush” (Christina Rossetti, *Sing-Song*, 1893)

Rossetti lists three fruits in their places and then adds “And Ned to gather them.” The list builds a picture of abundance, and the last line adds the person who makes it meaningful. Without Ned, the fruit just sits there. This week we notice how a simple list can carry a 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.

Currants on a bush

Currants on a bush,
And figs upon a stem,
And cherries on a bending bough,
And Ned to gather them.

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 a simple list to build a picture and then adds a person to give it meaning.”

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 list and the person.

Read the poem. What does the poet list? What does the last line add? Why does adding a person change the picture?

Currants on a bush. Figs upon a stem. Cherries on a bending bough.
“And Ned to gather them.”
Three fruits waiting. One person to make them matter.

I CAN | I can notice how adding a person at the end gives the list its meaning.



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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 best explains the poet’s message?

A Nature’s gifts become meaningful when someone is there to receive them.

B Fruit grows on different kinds of plants.

C Ned is a good gardener.

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 do the three fruit lines and the Ned line work together to prove the message?

Three lines of fruit (currants, figs, cherries) build a picture of plenty.
The fourth line (“And Ned to gather them”) adds the person.
Without Ned, the fruit stays uncollected. With Ned, it has purpose.

I CAN | I can show how the list of fruit and the person work together to prove the message.



TODAY'S THINKING JOB

OWN

“I can write my own list poem that adds a person at the end to deliver the message.”

EXACT TEKS WORDING

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

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Own it. Try the craft move.

Write a list of three things in nature or the world. Then add one line with a person who gives the list its meaning. Let the person complete the picture, the way Ned completes the fruit.

List three things in the world.
Add one line with a person who gives them meaning.
Let the person complete the picture.

I CAN | I can write my own list poem that adds a person at the end to deliver the message.



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TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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Defend the poet's choice.

Rossetti could have started with Ned. Why does listing the fruit first and adding Ned at the end work better?

Currants, figs, cherries... then Ned.
Why does putting the person last make the poem land?

I CAN | I can defend why saving the person for the last line makes the poem stronger.



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Write your own list poem with a person at the end.

List three things that are waiting or sitting still. Then add one person who gives the list its meaning. Keep it simple.

**List three things that are waiting.
Add one person who gives them purpose.
Keep it as simple as Rossetti's four lines.**

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 Three fruits listed in their places (currants, figs, cherries). "And Ned to gather them" adds the person. The fruit goes from scenery to provision when Ned appears.

CHOOSE A. Nature's gifts become meaningful when someone receives them. B is a fact, not a message. C invents a detail not in the poem.

SHOW Three lines of abundance. One line of a person. Without Ned, the fruit stays. With Ned, it has purpose. The structure proves the message.

OWN Answers vary. One example: "Books on a shelf, / chalk by the board, / sunlight through the window, / and a teacher to open the door."

DEFEND Listing the fruit first builds a picture that feels incomplete. The reader senses something missing. Ned fills the gap. The surprise of the person completing the scene is what makes the poem land.

YOUR TURN Answers vary. One example: "Seeds in the packet, / soil in the pot, / rain in the cloud, / and my little sister to plant them all."

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READ THIS PASSAGE EXCERPT • FROM “ALL THE BELLS WERE RINGING” (CHRISTINA ROSSETTI, SING-SONG, 1893)

“All the bells were ringing / And all the birds were singing, / When Molly sat down crying / For her broken doll: / O you silly Moll! / Sobbing and sighing / For a broken doll, / When all the bells are ringing, / And all the birds are singing.”

What is the poet’s purpose?

- A** To describe a day with bells and birds.
- B** To explain why dolls break.
- C** To show that a child’s grief can be real even when the world seems joyful.
- D** To teach children not to cry over toys.



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The answer is C.

To describe a day with bells and birds.

- A** The bells and birds are the background, not the message. The poet uses them to contrast with Molly's grief and show that sadness can exist inside a joyful world.

To explain why dolls break.

- B** The broken doll is the cause of Molly's tears, but the purpose is not about dolls. It is about how a child's sorrow is real even when the world around her is celebrating.

To show that a child's grief can be real even when the world seems joyful.

- C** **Correct.**
Bells ring and birds sing, but Molly cries for her broken doll. The contrast between the joyful world and her real sorrow is the message. Small grief matters, even in a happy world.

To teach children not to cry over toys.

- D** The poet calls Molly "silly," but the poem also circles back to her tears. The tone is tender, not scolding. The purpose is to show that small grief is real, not to dismiss it.

