

TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Text structure is the way an author puts a text together.

A story is often told in time order: first, next, then, and last.

The test asks how the author organizes the events, so I look at the whole story, not one part.

THIS WEEK’S FOCUS

Text Structure

from “The Recess Question”

Text structure is how an author organizes a text. Many stories tell events in **time order**, also called sequence. STAAR asks: **How does the author organize the events in the story?** Trap this week: **Wrong pattern named**, a real structure that does not fit this story.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice how a story begins."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the first event.

Read the beginning of the story. Notice the event that starts everything. Circle the time words.

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can notice the first events and the time words an author uses.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize the events in the story?**

“Then the whistle blew.”

A As a list of reasons recess is fun • **B** By comparing two schools • **C** In time order, from the start of recess to the end

I CAN | I can choose the structure that fits the whole story.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the order of events in a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the order.

STAAR asks: **What happens after Beth notices Lily?** Show the event that comes next.

“Then Beth noticed someone sitting alone near the fence.”

I CAN | I can explain what happens before and after an event.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author tells events in order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the structure.

STAAR asks: **Why does the author tell the events in time order?** Explain how it helps the reader.

“On the third try, she made it over.”

I CAN | I can explain how time order helps the reader follow a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The author organizes the story by comparing recess and class time.** Explain why it is a trap and name the trap.

""Because we get to move,' Max said. 'We sit a lot in class.'"

I CAN | I can prove why an answer names the wrong pattern.



TEXT STRUCTURE

Find the order on your own.

Go back to the story. Write three events in time order. Circle one time word that helps.

Go back to the reading.
Write three events in the order they happen.
Circle one time word that shows the order.

I CAN | I can tell events in order and find a time word.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The bell rings and the class goes out to recess. The time words a moment later show that one event comes after another.

CHOOSE C. In time order, from the start of recess to the end. The story begins when the bell rings and ends when the whistle blows. A is a Wrong pattern named trap. B is a Wrong pattern named trap.

SHOW Before: Beth turns the rope for Max. After: Beth stops turning the rope and asks Lily to play.

OWN Time order helps the reader follow recess from start to finish and see how Lily goes from alone to cheering.

DEFEND Wrong pattern named. Max mentions class one time, but the story is told in time order from the bell to the whistle.

YOUR TURN Answers vary. The bell rings. Beth invites Lily to jump rope. The whistle blows and recess is over. Time word: then.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The bell rang. ... Then Beth noticed someone sitting alone near the fence. ... Then the whistle blew.”

How does the author mainly organize the events in the story?

- A** By telling what happens in time order
- B** By listing ways to play on a playground
- C** By explaining what causes a fire
- D** By describing how the sun feels



TEXT STRUCTURE

The answer is A.

- A** **By telling what happens in time order** **Correct.**
The story moves from the bell, to the jump rope, to the whistle.
- B** **By listing ways to play on a playground**
Wrong pattern named trap. Games are named, but the story is not a list.
- C** **By explaining what causes a fire**
Word match trap. Nothing in the story is about fire; it borrows a pattern from another text.
- D** **By describing how the sun feels**
Too narrow trap. The warm sun is one detail, not how the story is organized.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Time order means events are told in the order they happen.

Time words like then, soon, and a moment later show me the order.

The test asks which words show the order, so I pick words about time, not just any words.

THIS WEEK’S FOCUS

Text Structure

from “The Recess Question”

Authors use **time words** to show the order of events. STAAR asks: **Which words show the order of events?** Trap this week: **Near-miss pattern**, words that sound close but do not tell when.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice time words in a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the time words.

Read the sentence. Notice the word that tells when this happens. Circle it.

“Soon Lily was jumping while Beth and Ava turned the rope.”

I CAN | I can notice the words an author uses to show when events happen.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the words that show order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the time words.

STAAR asks: **Which words show the order of events?** Read Lily's tries.

“Lily missed the rope on her first try.”

A First, then, again • **B** Rope, jump, cheer • **C** Lily, Beth, Ava

I CAN | I can choose the time words and skip the trap words.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show two events in order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the sequence.

STAAR asks: **What happens right after the whistle blows?** Show the two events in order.

“Then the whistle blew.”

I CAN | I can explain how a time word connects two events.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how time words help a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the time words.

STAAR asks: **How do the time words help the reader?** Explain in your own words.

“For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.”

I CAN | I can explain how time words help the reader follow the events.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said the words **bounce, bounce, bounce** show the order of events. Explain why it is a trap and name the trap.

“On the blacktop, basketballs went bounce, bounce, bounce.”

I CAN | I can prove why repeated words are not time words.



TEXT STRUCTURE

Find time words on your own.

Go back to the story. Find three time words. Write the event each one goes with.

Go back to the reading.
Find three time words.
Write the event each one goes with.

I CAN | I can find time words and the events they show.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Soon is the time word.** It shows that Lily starts jumping a short time after Beth invites her.

CHOOSE **A.** First, then, again. These words show Lily trying in order until she makes it. B is a Near-miss pattern trap, they are action words, not time words. C is a Word match trap, they are names, not time words.

SHOW **First the whistle blows.** Then recess is over and the children groan.

OWN **For a few minutes tells the reader that the happy playing lasts only a short time before recess ends.**

DEFEND **Near-miss pattern.** The words repeat, but they show a sound, not when events happen. Time words are words like then and soon.

YOUR TURN **Answers vary.** Then: Beth noticed Lily. Soon: Lily was jumping. Then: the whistle blew.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Lily missed the rope on her first try. ... Then she missed again. ... On the third try, she made it over.”

Which words from the excerpt best show the order of events?

A missed, rope, made

B Lily, she, her

C over, again, rope

D first, then, third



TEXT STRUCTURE

The answer is D.

- A missed, rope, made**
Near-miss pattern trap. These are action and thing words, not time words.
- B Lily, she, her**
Word match trap. These words are about who, not when.
- C over, again, rope**
One part, not the whole trap. Again is a time clue, but over and rope are not.
- D first, then, third Correct.**
These words tell when each try happens, in order.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Many stories have a beginning, a middle, and an end.

The beginning sets up a problem, the middle has clues or events, and the end solves it.

The test asks how the story is organized, so I check all three parts.

THIS WEEK’S FOCUS

Text Structure

from “The Mystery of the Traveling Shell”

Stories are often organized into a **beginning, middle, and end**. In a mystery, the beginning asks a question, the middle gives clues, and the end solves it. STAAR asks: **How does the author organize the story?**

Trap this week: **Wrong structure type.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice how a story begins."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the beginning.

Read the sentence from the beginning. Notice the question that starts the mystery.

"Emsy pulled out her notebook. 'Mystery number one: How did this shell travel so far?'"

I CAN | I can notice the problem or question at the beginning of a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a story is organized.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: How does the author organize the story?

“Mystery solved.”

A A list of museum rules • **B** Two shells compared side by side • **C** A question, then clues, then the answer

I CAN | I can choose the structure that fits the beginning, middle, and end.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what happens in the middle of a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the middle.

STAAR asks: **What happens in the middle of the story?** Show one clue and what it tells Emsy.

“Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger.”

I CAN | I can explain how the middle of a story builds toward the end.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the end of a story connects to the beginning.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the ending.

STAAR asks: **How does the ending connect to the beginning?** Explain.

“The seashell probably reached Poverty Point through long-distance trade.”

I CAN | I can explain how the ending answers the question from the beginning.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The story is organized as a list of facts about rivers.** Explain why it is a trap and name the trap.

“The map showed large rivers, including the Mississippi and Ohio Rivers.”

I CAN | I can prove why an answer names the wrong structure type.



TEXT STRUCTURE

Map the story on your own.

Go back to the story. Write the beginning, the middle, and the end in one sentence each.

Go back to the reading.
Write the beginning, the middle, and the end.
Use one sentence for each part.

I CAN | I can show the beginning, middle, and end of a story.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The beginning asks a question: How did the shell travel so far? This sets up the mystery.

CHOOSE C. A question, then clues, then the answer. The beginning asks how the shell traveled, the middle gives four clues, and the end solves it. A is a Wrong structure type trap. B is a Wrong structure type trap.

SHOW In the middle Emsy finds clues. The map shows the shell came from far away, so it could not roll there by itself.

OWN The ending answers the beginning question. The shell traveled so far because people traded it.

DEFEND Wrong structure type. Rivers are one clue, but the story is a mystery with a beginning question, middle clues, and an ending answer.

YOUR TURN Answers vary. Beginning: Emsy wonders how a shell got to Poverty Point. Middle: she finds four clues. End: she decides people traded the shell.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Emsy pulled out her notebook. “Mystery number one: How did this shell travel so far?” ... The seashell probably reached Poverty Point through long-distance trade.”

How does the author mainly organize the story?

A By listing the parts of a museum

B By describing how seashells are made

C By asking a question, giving clues, and then answering it

D By telling only about the map



TEXT STRUCTURE

The answer is C.

- A By listing the parts of a museum**
Wrong structure type trap. The museum is the setting, not the structure.
- B By describing how seashells are made**
Not in the text trap. The story never explains how shells are made.
- C By asking a question, giving clues, and then answering it **Correct.****
The beginning asks the question, the middle gives clues, and the end answers it.
- D By telling only about the map**
Too narrow trap. The map is one clue in the middle.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors put events in an order for a reason.

In a mystery, the clues come in order so I can solve the puzzle along with the character.

The test asks how the order helps me understand, so I explain the job of the order, not just one event.

THIS WEEK'S FOCUS

Text Structure

from “The Mystery of the Traveling Shell”

Text structure helps the author's purpose. When clues come **in order**, the reader solves the mystery step by step with Emsy. STAAR asks: **How does the order of events help the reader understand the story?** Trap this week: **Describes another part**, an answer about a different part of the story.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice order words in a story."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the order words.

Read how Emsy organizes her clues. Notice the order words she uses.

"First, the shell originated near the coast, while Poverty Point was inland."

I CAN | I can notice the words that put clues in order.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how the order of events helps the reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose how the order helps.

STAAR asks: **How does the order of events help the reader understand the story?**

“Still, one shell was not enough evidence.”

A It lets the reader solve the mystery one clue at a time • **B** It tells the reader what the museum looks like • **C** It shows how to draw a map

I CAN | I can choose how the structure helps the reader understand the whole story.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one event leads to another.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show how a clue changes things.

STAAR asks: **How does the fourth clue change what Emsy thinks?** Show before and after.

“She wrote quickly: Seashells came from far away. Copper came from far away. Both were discovered here.”

I CAN | I can explain how a later event changes the story.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the order helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

STAAR asks: **Why does the author have Emsy organize her clues before she writes her claim?**

“Emsy returned to her notebook and organized her clues.”

I CAN

I can explain how the structure helps show the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The order helps the reader see the shell behind the glass.** Explain why it is a trap and name the trap.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can prove why an answer describes another part of the story.



TEXT STRUCTURE

Explain the order on your own.

Go back to the story. List Emsy's clues in order. Then explain how the order helps you understand her claim.

Go back to the reading.

List the clues in order.

Explain how the order helps you understand Emsy's claim.

I CAN | I can explain how the order of events helps a reader.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE First tells the reader this is clue number one. Emsy lists her clues in order: first, second, third, fourth, finally.

CHOOSE A. It lets the reader solve the mystery one clue at a time. Each clue adds to the last, so the answer makes sense at the end. B is a Describes another part trap. C is a Wrong pattern trap.

SHOW Before, one shell was not enough. After she finds copper too, Emsy sees a pattern of objects from far away.

OWN The author wants to show that a strong claim needs evidence. Putting the clues in order first proves the claim makes sense.

DEFEND Describes another part. The shell behind the glass is a detail from the end. The order of clues helps the reader solve the mystery.

YOUR TURN Answers vary. Coast shell, long distance, rivers, copper, scarcity. The order builds the evidence so the trade claim makes sense.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Emsy returned to her notebook and organized her clues. ... She drew a box around her final claim.”

How does the order of events help the reader understand the story?

- A** It shows how Emsy packed her backpack.
- B** It compares Poverty Point with a modern city.
- C** It explains only what copper is.
- D** It shows the evidence first so the final claim makes sense.



TEXT STRUCTURE

The answer is D.

- A It shows how Emsy packed her backpack.**
Describes another part trap. The backpack is a small detail, not how the order helps.
- B It compares Poverty Point with a modern city.**
Wrong pattern trap. The story never compares these two places.
- C It explains only what copper is.**
Too narrow trap. Copper is one clue, not the whole story.
- D It shows the evidence first so the final claim makes sense. Correct.**
The clues come before the claim, so the reader can see why the claim is true.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

The central idea is the most important idea of the whole selection.

The details are pieces of evidence that support the central idea.

The test asks for the central idea, so I pick the idea that covers every paragraph, not just one detail.

THIS WEEK’S FOCUS

Text Structure

from “The Pilgrims Chose Plymouth”

Informational texts are built around a **central idea** with **supporting details**. STAAR asks: **What is the central idea of the selection?** Trap this week: **Too narrow central idea**, a detail that is true but too small to be the central idea.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice details in an informational text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the details.

Read the sentence. Notice the details that tell what Plymouth had.

“Nearby were forests filled with tall trees that could be used to build homes and ships.”

I CAN | I can notice details that support a bigger idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose the central idea of a text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Choose the central idea.

STAAR asks: **What is the central idea of the selection?**

"There was also fresh water and land where crops could be planted."

A Plymouth had tall trees • **B** The Pilgrims chose Plymouth because it had what they needed • **C** Many people sail on ships

I CAN | I can choose the central idea that the whole text supports.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a detail supports the central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the support.

STAAR asks: **Which detail best supports the idea that Plymouth was a safe place for the ship?** Explain.

“The harbor made it possible for their ship to anchor safely.”

I CAN | I can explain how a detail supports the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how details are organized around a central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the structure.

STAAR asks: **How does the author organize the selection?** Explain how the details are placed.

“Soon, Plymouth became the place where they settled and built their new colony.”

I CAN | I can explain how the structure helps the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The central idea is that winter was coming.** Explain why it is a trap and name the trap.

“Winter was coming, and the Pilgrims needed to begin building shelters quickly.”

I CAN | I can prove why a detail is too narrow to be the central idea.



TEXT STRUCTURE

Find the central idea on your own.

Go back to the passage. Write the central idea. Copy two details that support it.

Go back to the reading.
Write the central idea.
Copy two details that support it.

I CAN | I can state the central idea and support it with details.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Plymouth had forests with tall trees for **building**. This detail shows why Plymouth was a good place.

CHOOSE B. The Pilgrims chose Plymouth because it had what they needed. Every detail tells something Plymouth had or why they settled there. A is a Too narrow central idea trap. C is a Too broad trap.

SHOW The harbor let the ship anchor safely. This supports the idea that Plymouth had what the Pilgrims needed.

OWN The author tells the trip, lists what Plymouth had, then ends with the Pilgrims settling. The details lead to the central idea.

DEFEND Too narrow central idea. Winter is one detail in paragraph 2. The whole selection is about why the Pilgrims chose and settled in Plymouth.

YOUR TURN Answers vary. The Pilgrims chose Plymouth because it had what they needed. Details: forests with tall trees; fresh water and land for crops.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Pilgrims explored the land and found an area called Plymouth. ... There was also fresh water and land where crops could be planted.”

What is the central idea of the selection?

A The Pilgrims built fires in winter.

B Plymouth had what the Pilgrims needed, so they settled there.

C All travelers like to explore new land.

D The Atlantic Ocean is very deep.



TEXT STRUCTURE

The answer is B.

- A The Pilgrims built fires in winter.**
Too narrow central idea trap. Fires are one small detail.
- B Plymouth had what the Pilgrims needed, so they settled there. Correct.**
Every detail shows what Plymouth offered and why the Pilgrims stayed.
- C All travelers like to explore new land.**
Too broad trap. The selection is about the Pilgrims and Plymouth only.
- D The Atlantic Ocean is very deep.**
Not in the text trap. The selection never says this.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Problem and solution is a text structure.

The author tells a problem first and then tells how people solved it.

The test asks how the author organizes the paragraphs, so I look for both the problem and the solution.

THIS WEEK’S FOCUS

Text Structure

from “The Pilgrims Chose Plymouth”

In **problem and solution** structure, the author explains a problem and then how people solved it.

STAAR asks: **How does the author organize paragraphs 3 through 5?** Trap this week: **Only half the structure**, an answer that names the problem but not the solution.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the problem.

Read the sentence from paragraph 3. Notice the problem. Circle the signal word.

"Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly."

I CAN | I can notice the problem and a signal word.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes paragraphs.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize paragraphs 3 through 5?**

“Eventually, they found an area called Plymouth.”

A Compare and contrast • **B** Only a problem • **C** Problem and solution

I CAN | I can choose the structure that fits all the paragraphs.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show a problem and its solution.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the solution.

STAAR asks: **How did the harbor help solve a problem?** Show the problem and the solution.

“This made it easier for the settlers to move food, tools, and building supplies from the ship to the land.”

I CAN | I can explain how a solution fixes a problem.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author puts the problem first.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose.

STAAR asks: **Why does the author describe the problem before telling about Plymouth?**

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor.”

I CAN | I can explain how problem and solution helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **Paragraphs 3 through 5 tell about cold weather coming.** Explain why it is a trap and name the trap.

"After many weeks at sea, the travelers finally reached the coast of North America."

I CAN | I can prove why an answer gives only half the structure.



TEXT STRUCTURE

Find the problem and solution on your own.

Go back to the passage. Copy one sentence that shows a problem and one that shows the solution.

Go back to the reading.
Copy one sentence for the problem.
Copy one sentence for the solution.

I CAN | I can prove a problem and solution with sentences from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem is that cold weather is coming and the Pilgrims need a place to settle quickly. The signal word is so.

CHOOSE C. Problem and solution. Paragraph 3 gives the problem, needing a place to settle. Paragraphs 4 and 5 give the solution, Plymouth. A is a Wrong pattern trap. B is an Only half the structure trap.

SHOW Problem: supplies had to get from the ship to the land. Solution: the safe harbor made it easier to move them.

OWN When the reader knows the Pilgrims needed to settle fast, it makes sense why Plymouth, with water, forests, and a harbor, was a good choice.

DEFEND Only half the structure. Cold weather is the problem, but the paragraphs also give the solution: finding Plymouth and its harbor.

YOUR TURN Answers vary. Problem: the Pilgrims knew they needed to find a place to settle quickly. Solution: Eventually, they found an area called Plymouth.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly. ... Eventually, they found an area called Plymouth.”

How does the author organize paragraphs 3 through 5?

- A** By describing only the cold weather
- B** By comparing the Mayflower with another ship
- C** By listing the Pilgrims' names
- D** By telling a problem and then how it was solved



TEXT STRUCTURE

The answer is D.

- A By describing only the cold weather**
Only half the structure trap. It names the problem but not the solution.
- B By comparing the Mayflower with another ship**
Wrong pattern trap. No other ship is compared.
- C By listing the Pilgrims' names**
Not in the text trap. The passage does not list names.
- D By telling a problem and then how it was solved **Correct.****
The Pilgrims needed a place to settle. Plymouth and its harbor solved that problem.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Cause and effect is a text structure.

A cause is why something happens. An effect is what happens.

Signal words like because, so, and when help me find causes and effects.

THIS WEEK’S FOCUS

Text Structure

from “Life Along the Nile River”

In **cause and effect** structure, the author explains why things happen. STAAR asks: **The author uses cause and effect to help the reader understand what?** Trap this week: **Near-miss pattern**, an answer that sounds close to cause and effect but is really a different idea.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause and effect in a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the cause.

Read the sentences from paragraph 1. Notice the cause and the effect. Circle the signal words.

“In many places, the land was too dry to grow crops or raise animals. Because of this, most people settled close to the Nile River.”

I CAN | I can notice a cause, an effect, and the signal words.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose what cause and effect helps me understand.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose what cause and effect explains.

STAAR asks: The author uses cause and effect to help the reader understand

“Without the floods, farming would have been much harder in ancient Egypt.”

A Why the Nile was so important to life in Egypt • **B** What the Nile looks like at night • **C** Which river is the longest in the world

I CAN | I can choose the idea that cause and effect explains in the whole text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and its effect."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show the cause and effect.

STAAR asks: **What is one effect of the yearly floods?** Show the cause and the effect.

"When the floodwaters went back down, they left behind dark, rich soil."

I CAN | I can explain a cause and effect relationship in a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain a chain of causes and effects.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the chain.

STAAR asks: **How did the Nile help trade grow?** Explain the chain of causes and effects.

“Trade grew because of the Nile River. Merchants exchanged goods between communities.”

I CAN | I can explain how one cause leads to more effects.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said the author uses cause and effect to help the reader understand **how to catch fish**. Explain why it is a trap and name the trap.

“The river also supplied fish for people to eat.”

I CAN | I can prove why an answer is a near miss.



TEXT STRUCTURE

Find causes and effects on your own.

Go back to the passage. Find two causes and their effects. Circle a signal word for each.

Go back to the reading.
Find two causes and their effects.
Circle a signal word for each.

I CAN | I can find causes and effects and their signal words.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Cause: the land was too dry. Effect: people settled close to the Nile. Signal words: because of this.

CHOOSE A. Why the Nile was so important to life in Egypt. The author shows that the river caused farming, food, travel, and trade to grow. B is a Near-miss pattern trap, it is description, not cause and effect. C is a Not in the text trap.

SHOW Cause: the floodwaters went back down. Effect: they left dark, rich soil that was good for crops.

OWN The river let boats carry people and goods, so merchants could trade, so cities near the river grew busy.

DEFEND Near-miss pattern. Fish are an effect of the river, but the text never teaches how to catch fish. It explains why the Nile mattered.

YOUR TURN Answers vary. Dry land caused people to settle by the Nile (because of this). The Nile caused trade to grow (because).

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Because of this, most people settled close to the Nile River. ... Trade grew because of the Nile River.”

The author uses cause and effect to help the reader understand

A how boats are built

B what the desert sand feels like

C how the Nile River shaped life in ancient Egypt

D that fish were good to eat



TEXT STRUCTURE

The answer is C.

A **how boats are built**
Near-miss pattern trap. Boats are mentioned, but building them is not explained.

B **what the desert sand feels like**
Not in the text trap. The text does not describe how sand feels.

C **how the Nile River shaped life in ancient Egypt** **Correct.**
The causes and effects show the river led to farming, food, travel, and trade.

D **that fish were good to eat**
Too narrow trap. Fish are one effect, not the whole idea.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors choose a structure to help them explain a topic.

Cause and effect helps the author show why the Nile was so important.

The test asks how the structure helps, so I connect the structure to what the author wants me to learn.

THIS WEEK'S FOCUS

Text Structure

from “Life Along the Nile River”

Text structure **contributes to the author's purpose**. The author of this text uses cause and effect to show **why the Nile River mattered**. STAAR asks: **How does the structure help the author explain the topic?** Trap this week: **Too broad central idea**, an answer so big it fits any text.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the topic and the author's big idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the topic.

Read the sentence. Notice the topic and the big idea the author wants to explain.

“The Nile was very important to ancient Egypt because it provided water in a dry environment.”

I CAN | I can notice what the author wants to explain about a topic.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a structure helps the author.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose how the structure helps.

STAAR asks: How does the structure help the author explain the topic?

“As trade and farming improved, cities along the Nile became larger and stronger.”

A It shows that rivers are everywhere • **B** It tells only how flax is used • **C** It shows how the Nile caused farming, trade, and cities to grow

I CAN | I can choose how the structure helps explain the whole topic.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show effects that support the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the effects.

STAAR asks: **Which sentence best shows an effect of the Nile on daily life?** Explain.

“Farmers depended on floodwaters. Fishermen depended on the river for food. Merchants depended on boats for transportation and trade.”

I CAN | I can explain how effects help the author explain a topic.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the ending helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose.

STAAR asks: **Why does the author end with how geography shapes where people settle?**

“Historians study the Nile River because it shows how geography can influence where people settle and how civilizations develop.”

I CAN | I can explain how the structure leads to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The structure helps the author explain that water is important.** Explain why it is a trap and name the trap.

“The Nile also supplied water for drinking, cooking, and farming.”

I CAN | I can prove why an answer is too broad.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the passage. Name the structure. Explain how it helps the author explain the Nile. Copy one sentence as proof.

Go back to the reading.

Name the structure.

Explain how it helps the author. Copy one sentence as proof.

I CAN | I can explain how a structure helps the author's purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The topic is the Nile River. The author wants to explain why it was so important: it gave water in a dry place.

CHOOSE C. It shows how the Nile caused farming, trade, and cities to grow. Each cause and effect explains one way the river helped Egypt. A is a Too broad central idea trap. B is a Too narrow trap.

SHOW These sentences show three effects: farmers, fishermen, and merchants all depended on the river. This proves the Nile shaped daily life.

OWN All the causes and effects build to this idea: geography, like the Nile, shapes where people live and how civilizations grow.

DEFEND Too broad central idea. Water is important everywhere. This text explains how the Nile shaped ancient Egypt's farming, trade, and cities.

YOUR TURN Answers vary. Cause and effect. It shows why the Nile mattered. Proof: The Nile helped ancient Egypt become one of the world's earliest river valley civilizations.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks. ... As trade and farming improved, cities along the Nile became larger and stronger.”

How does the structure help the author explain the topic?

A It shows that every river floods.

B It shows how the Nile caused changes that helped Egypt grow.

C It tells the order of the pharaohs.

D It describes the color of the soil.



TEXT STRUCTURE

The answer is B.

A It shows that every river floods.

Too broad central idea trap. The text is about the Nile, not every river.

B It shows how the Nile caused changes that helped Egypt grow. Correct.

Each cause and effect shows a way the river helped farming, trade, and cities.

C It tells the order of the pharaohs.

Not in the text trap. Pharaohs are never named.

D It describes the color of the soil.

Too narrow trap. Dark soil is one detail.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A biography tells about a real person's life.

Many biographies use chronological order, from birth to later life.

The test asks how the author organizes the information, so I look for dates and time order across the whole text.

THIS WEEK'S FOCUS

Text Structure

from “Laura Ingalls Wilder”

Biographies often use **chronological order**, telling a person's life in time order. STAAR asks: **How does the author organize the information about the person's life?** Trap this week: **Wrong pattern named.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice time clues in a biography."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the time clues.

Read the sentence from paragraph 1. Notice the date and the time words.

"She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm."

I CAN | I can notice dates and time words in a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a biography.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize the information about the person's life?**

“As Laura grew older, she began to write about the experiences she had as a child.”

A As a problem and its solution • **B** In time order, from childhood to today • **C** By comparing Laura and her sisters

I CAN | I can choose the structure that fits the whole biography.



TEXT STRUCTURE



TODAY'S THINKING JOB

SHOW

“I can show events in a person's life in order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the sequence.

STAAR asks: **What happened after Laura began writing?** Show the events in order.

“Laura Ingalls Wilder became famous for writing the Little House books.”

I CAN | I can explain the order of events in a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

"I can explain why an author uses time order in a biography."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Own the purpose.

STAAR asks: **Why does the author tell Laura's life in time order?**

"Today, Laura Ingalls Wilder is remembered as an important author."

I CAN | I can explain how chronological order helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author compares life in Wisconsin with life today.** Explain why it is a trap and name the trap.

“Life was often difficult, but Laura remembered many interesting adventures.”

I CAN | I can prove why an answer names the wrong pattern.



TEXT STRUCTURE

Put Laura's life in order on your own.

Go back to the passage. Write three events from Laura's life in time order. Circle one time clue.

Go back to the reading.
Write three events from Laura's life in order.
Circle one time clue.

I CAN | I can tell a person's life in time order.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The date is 1867. The time words are when Laura was a little girl. They show the text starts at the beginning of her life.

CHOOSE B. In time order, from childhood to today. Paragraph 1 starts with her birth, the middle tells about her writing, and the end tells how she is remembered today. A is a Wrong pattern named trap. C is a Wrong pattern named trap.

SHOW First Laura grew up on the frontier. Then she wrote about her childhood. After that she became famous for the Little House books.

OWN Time order shows how Laura's childhood experiences led to her books, and why she is still remembered today.

DEFEND Wrong pattern named. The text does not compare two times side by side. It tells Laura's life in order from childhood to today.

YOUR TURN Answers vary. She was born in 1867. As she grew older she wrote about her childhood. Today she is remembered as an important author.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“She was born in 1867 in Wisconsin. ... As Laura grew older, she began to write about the experiences she had as a child. ... Today, Laura Ingalls Wilder is remembered as an important author.”

How does the author mainly organize the information about Laura's life?

A By comparing two authors

B By giving a problem and a solution

C In chronological order

D By describing the prairie only



TEXT STRUCTURE

The answer is C.

A By comparing two authors

Wrong pattern named trap. Only one author is described.

B By giving a problem and a solution

Wrong pattern named trap. Hard times are mentioned, but the text is in time order.

C In chronological order **Correct.**

The text moves from her birth, to her writing, to how she is remembered today.

D By describing the prairie only

Too narrow trap. The prairie is one detail.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Signal words tell me the order of events in an informational text.

Words like when, as, after, and today show how time moves.

The test asks which words signal the order, so I choose words about time, not just important words.

THIS WEEK’S FOCUS

Text Structure

from “**Laura Ingalls Wilder**”

Signal words for sequence show the order of events. In a biography they include **when**, **as** **Laura grew older**, and **today**. STAAR asks: **Which words signal the order of events in the selection?** Trap this week: **Near-miss pattern**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice signal words for sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the signal words.

Read the sentence. Notice the words that signal when this happened. Underline them.

“When Laura was growing up, there were not many towns on the prairie.”

I CAN | I can notice the words that signal when events happen.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the words that signal order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the signal words.

STAAR asks: Which words signal the order of events in the selection?

“As Laura grew older, she began to write about the experiences she had as a child.”

A As Laura grew older • **B** wide, open grasslands • **C** Wisconsin, Kansas, Minnesota

I CAN | I can choose sequence signal words and skip trap words.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how signal words connect past and present.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the signals at work.

STAAR asks: **How do the words Today and Even many years after show time?** Explain.

“Even many years after they were written, her stories help people understand what life was like on the American frontier.”

ICAN | I can explain how signal words show time passing.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how signal words help a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the sequence.

STAAR asks: **How do the signal words help the reader follow Laura's life?**

“Moving was not always easy, but it gave Laura many stories to remember.”

I CAN | I can explain how sequence signal words help the reader follow a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said **cold winters, long journeys, and hard work** signal the order of events. Explain why it is a trap and name the trap.

“She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.”

I CAN | I can prove why a list is not a sequence signal.



TEXT STRUCTURE

Hunt for signal words on your own.

Go back to the passage. Find three signal words or phrases. Write what time each one shows.

Go back to the reading.
Find three signal words or phrases.
Write the time each one shows.

I CAN | I can find signal words and explain what time they show.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE When Laura was growing up signals the time: during her childhood.

CHOOSE A. As Laura grew older. This phrase shows time moving forward from her childhood. B is a Near-miss pattern trap, it describes a place. C is a Word match trap, they are places in a list, not time words.

SHOW Even many years after shows a long time has passed since Laura wrote. Her stories still help readers today.

OWN Signal words like when, as Laura grew older, and today help the reader follow her life from childhood, to writing, to now.

DEFEND Near-miss pattern. Winters sounds like time, but this is a list of challenges, not words that show order.

YOUR TURN Answers vary. When Laura was a little girl: childhood. As Laura grew older: when she began writing. Today: now.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“When Laura was a little girl, her family moved many times as they looked for places to live and farm. ... Today, Laura Ingalls Wilder is remembered as an important author.”

Which words from the excerpt signal the order of events?

A When Laura was a little girl ... Today

B moved many times

C places to live and farm

D an important author



TEXT STRUCTURE

The answer is A.

- A** **When Laura was a little girl ... Today** **Correct.**
These words move the reader from her childhood to the present.
- B** **moved many times**
Near-miss pattern trap. This tells what happened, not when.
- C** **places to live and farm**
Word match trap. These are places, not time signals.
- D** **an important author**
True but not the answer trap. It describes Laura, it does not show order.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Compare means telling how two things are alike.

Contrast means telling how two things are different.

When I compare two people, I need both: how they are alike and how they are different.

THIS WEEK’S FOCUS

Text Structure

from “**Laura Ingalls Wilder and Carmen Lomas Garza**”

When we read two biographies, we can **compare** and **contrast** the two people. STAAR asks: **How does the author show how the two people are alike and different?** Trap this week: **Only half the structure**, an answer that tells only alike or only different.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice details I can compare."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the details.

Read the sentence from the Carmen Lomas Garza selection. Notice when and where she was born.

"She was born in 1948 in Kingsville, Texas."

I CAN | I can notice details about two people that I can compare.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how two people are alike and different.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the comparison.

STAAR asks: **How are Laura Ingalls Wilder and Carmen Lomas Garza alike and different?**

“In this way, Garza's art works almost like storytelling through pictures.”

A Both lived on the prairie • **B** Both shared stories from their own lives, but in different ways • **C** They are different because of their names

I CAN | I can choose an answer that shows both alike and different.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how two people are alike.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the alike part.

STAAR asks: **How are the two people alike?** Show one detail from each selection.

“Laura believed that ordinary people could tell important stories.”

I CAN | I can explain how two people are alike using both texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how two people are different.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the difference.

STAAR asks: **How are the two people different?** Explain with evidence from both.

“Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside.”

I CAN | I can explain a difference using evidence from both texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **Laura and Carmen are alike because they both told stories.** The question asks how they are alike and different. Explain why it is a trap and name the trap.

“Laura Ingalls Wilder became famous for writing the Little House books.”

I CAN | I can prove why an answer gives only half the structure.



TEXT STRUCTURE

Compare on your own.

Go back to both selections. Write one way the people are alike and one way they are different. Use a detail from each text.

Go back to both readings.
Write one way they are *alike* and one way they are *different*.
Use a detail from *each text*.

I CAN | I can compare and contrast two people with evidence from two texts.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Carmen was born in 1948 in Texas. Laura was born in 1867 in Wisconsin. They were born at different times and places.

CHOOSE B. Both shared stories from their own lives, but in different ways. Laura wrote books; Carmen painted pictures and wrote books. A is a Misreads a detail trap. C is an Only half the structure trap.

SHOW Laura believed ordinary people could tell important stories. Carmen painted everyday family moments. Both thought everyday life mattered.

OWN Laura told her stories in words in the Little House books. Carmen tells her stories mostly in paintings with bright colors.

DEFEND Only half the structure. The alike part is right, but the answer leaves out how they are different: Laura wrote books, Carmen painted.

YOUR TURN Answers vary. Alike: both shared stories about their childhood. Different: Laura wrote books about the frontier; Carmen painted family life in Texas.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Laura believed that ordinary people could tell important stories. ... In this way, Garza's art works almost like storytelling through pictures.”

How are Laura Ingalls Wilder and Carmen Lomas Garza alike and different?

A Both are storytellers.

B Laura was born first.

C Both tell stories about everyday life, but Laura uses words and Carmen uses pictures.

D Both paint pictures of family dinners.



TEXT STRUCTURE

The answer is C.

A Both are storytellers.

Only half the structure trap. It tells alike but not different.

B Laura was born first.

Only half the structure trap. It tells one difference but nothing alike.

C Both tell stories about everyday life, but Laura uses words and Carmen uses pictures. Correct.

It gives the alike part and the different part, both supported by the texts.

D Both paint pictures of family dinners.

Misreads a detail trap. Laura wrote; she did not paint.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Text features like titles, headings, and pictures help me understand a selection.

A heading tells me what a part of the text will be about.

The test asks how a heading helps, so I connect it to the information under it.

THIS WEEK’S FOCUS

Text Structure

from “Carmen Lomas Garza”

Text features, like the **title** and **headings**, are part of how an informational text is organized. They tell the reader what each part is about. STAAR asks: **How does the heading help the reader understand the selection?** Trap this week: **Wrong structure type.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice what a title or heading tells me.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice what the title tells you.

Read the title, Carmen Lomas Garza, and the first sentence. Notice what the title tells you the selection will be about.

“Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families.”

I CAN | I can notice how a title or heading tells what the text is about.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose a heading that fits a part of the text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the best heading.

STAAR asks: Which heading would best fit the part of the selection about her paintings?

“Her artwork uses bright colors and clear details to tell stories.”

A Her Art Tells Stories • **B** Life in Wisconsin • **C** Steps to Make Tamales

I CAN | I can choose a heading that matches the information in a section.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what a photo and caption add to a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show what the photo adds.

What does the **photo and its caption** add to the idea that Garza was an artist and a historian? Use the sentence and the photo.

“Many people view Garza as both an artist and a historian.”



Caption: An artist paints a happy family scene, the kind of memory Carmen Lomas Garza painted.

I CAN | I can explain how a photo and its caption support the ideas in a section.

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how text features help a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of features.

STAAR asks: **How do the title and headings help the reader understand the selection?**

“Instead of painting famous people or large historical events, she chose to paint scenes from everyday life.”

I CAN | I can explain how text features help the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said a heading helps the reader by **telling the steps in a recipe**. Explain why it is a trap and name the trap.

“One common scene she paints is families making tamales during the holidays.”

I CAN | I can prove why an answer names the wrong structure type.



TEXT STRUCTURE

Make headings on your own.

Go back to the passage. Write two headings for two parts of the selection. Copy one sentence that fits under each.

Go back to the reading.
Write two headings for two parts of the selection.
Copy one sentence that fits under each.

I CAN | I can write headings that match parts of a text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The title is a person's name, so the selection will be about her life and work. The first sentence tells she is an artist.

CHOOSE A. Her Art Tells Stories. These paragraphs explain that her paintings work like storytelling. B is a Wrong structure type trap, it belongs to a different text. C is a Word match trap.

SHOW The photo shows an artist painting a family memory. The caption tells me her paintings save memories, so she is a historian too.

OWN The title and headings tell the reader what each part is about, so it is easier to follow her life, her art, and why her art matters.

DEFEND Wrong structure type. The selection is a biography, not a recipe. Tamales are a scene in her paintings, not steps to follow.

YOUR TURN Answers vary. Growing Up in Texas: Growing up in South Texas, Carmen was surrounded by family traditions. Art That Tells Stories: Her artwork uses bright colors and clear details to tell stories.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Her artwork uses bright colors and clear details to tell stories. ... In this way, Garza's art works almost like storytelling through pictures.”

Which heading would best help the reader understand this part of the selection?

A How to Mix Paint Colors

B Bright Colors

C Famous Writers of the Frontier

D Paintings That Tell Stories



TEXT STRUCTURE

The answer is D.

- A How to Mix Paint Colors**
Wrong structure type trap. The selection is not a how-to text.
- B Bright Colors**
Too narrow trap. Colors are one detail; the part is about storytelling.
- C Famous Writers of the Frontier**
Wrong structure type trap. That heading belongs to a different selection.
- D Paintings That Tell Stories **Correct.****
The excerpt explains how her paintings work like stories, so this heading fits.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A poem is organized in lines and stanzas.

A stanza is a group of lines, like a paragraph in a poem.

The test asks how the poet organizes the poem, so I look at what each stanza does.

THIS WEEK'S FOCUS

Text Structure

from “Why We Need Laws”

Poems are organized into **lines** and **stanzas**. In this poem, the first stanzas tell a **problem** and the last stanza tells the **solution**. STAAR asks: **How does the poet organize the poem?** Trap this week: **Wrong structure type.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice what a stanza is about."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the problem stanza.

Read lines 3 and 4 from stanza 1. Notice the problem the poet describes.

"Without clear rules to guide what should be done, Many small problems quickly grew to one."

I CAN | I can notice the problem in a stanza of a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a poet organizes a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: How does the poet organize the poem?

“So people gathered, searching for a way, To write fair rules that everyone would obey.”

A A list of steps for a game • **B** A story told by a character • **C** Problems first, then a solution

I CAN | I can choose the structure that fits all the stanzas.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what a stanza adds to a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the problems.

STAAR asks: **What problems does stanza 2 add?** Show two of them.

“Some took more food while others had too little, Strong voices won while quiet ones stayed brittle.”

I CAN | I can explain how a stanza builds on the one before.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a poem's structure helps the poet's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the poet's purpose.

STAAR asks: **Why does the poet put the problems before the solution?**

“With laws to guide what people say and do, Communities could grow more safe and true.”

I CAN | I can explain how the order of stanzas helps the poet share an idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The poem is organized as a list of rules to follow.** Explain why it is a trap and name the trap.

“Disagreements spread like storms across the town,”

I CAN | I can prove why an answer names the wrong structure type.



TEXT STRUCTURE

Map the stanzas on your own.

Go back to the poem. Write what each stanza does: problem or solution. Copy one line from each.

Go back to the poem.
Write what each stanza does: problem or solution.
Copy one line from each.

I CAN | I can explain what each stanza of a poem does.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Stanza 1 tells a problem: without clear rules, small problems grew into a big one.

CHOOSE C. Problems first, then a solution. Stanzas 1 and 2 show problems without rules. Stanza 3 shows people writing fair laws. A is a Wrong structure type trap. B is a Wrong structure type trap.

SHOW Stanza 2 adds that some people took more food than others and that loud people won while quiet ones lost.

OWN After two stanzas of problems, the reader understands why laws matter. The solution stanza shows how laws make communities safe.

DEFEND Wrong structure type. The poem never lists any rules. It tells problems in stanzas 1 and 2, then the solution of fair laws in stanza 3.

YOUR TURN Answers vary. Stanza 1: problem, Long ago people argued over land and things. Stanza 2: problem, Disagreements spread like storms across the town. Stanza 3: solution, To write fair rules that everyone would obey.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

**“Without clear rules to guide what should be done, Many small problems quickly grew to one.
... So people gathered, searching for a way, To write fair rules that everyone would obey.”**

How does the poet mainly organize the poem?

- A** The first stanzas tell problems, and the last stanza tells a solution.
- B** Each stanza compares two towns.
- C** The poem lists the rules of a town.
- D** Every stanza describes storms.



TEXT STRUCTURE

The answer is A.

A **The first stanzas tell problems, and the last stanza tells a solution. Correct.**
Stanzas 1 and 2 show trouble without rules; stanza 3 shows people writing laws.

B **Each stanza compares two towns.**
Wrong structure type trap. Only one town is described.

C **The poem lists the rules of a town.**
Wrong structure type trap. No rules are listed.

D **Every stanza describes storms.**
Too narrow trap. Storms appear in one simile only.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Each stanza in a poem has a job.

The order of the stanzas helps the poet share a message.

The test asks how the parts help the poet, so I connect each stanza to the message of the whole poem.

THIS WEEK’S FOCUS

Text Structure

from “Why We Need Laws”

Each **stanza** does a job that helps the poet share a **message**. In this longer poem, the stanzas move from **problems**, to **laws**, to **what laws do for a town**. STAAR asks: **How do the parts of the poem help the poet share the message?** Trap this week: **Describes another part.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where a poem changes direction.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the turn.

Read lines 9 and 10. Notice the word that shows the poem is turning from the problem to the solution.

“So people gathered, searching for a way, To write fair rules that everyone would obey.”

I CAN | I can notice the word that signals a turn in a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the job of a part of a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the job of the later stanzas.

STAAR asks: How do the last stanzas help the poet share the message?

“The town became a place where trust could grow,”

A The later stanzas show how laws help a town • **B** The later stanzas describe storms • **C** The later stanzas list who wrote the laws

I CAN | I can choose how a part of a poem helps the message.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what a stanza adds to the message.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the effect.

STAAR asks: **What effect did the rules have on neighbors?** Show it with lines from the poem.

“The rules helped neighbors settle what was fair, And gave each person rights that all could share.”

I CAN | I can explain how a stanza supports the poet's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the parts of a poem build a message.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the message.

STAAR asks: **How does the order of the stanzas help the poet share the message?**

“Though rules could not remove each single fear, They helped bring order year after year.”

I CAN | I can explain how the order of stanzas helps the poet share a message.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said the last stanzas help the message by **showing people arguing over land**. Explain why it is a trap and name the trap.

“Long ago people argued over land and things,”

I CAN | I can prove why an answer describes another part.



TEXT STRUCTURE

Explain the parts on your own.

Go back to the poem. Write the job of the beginning, the middle, and the end. Then write the poet's message.

Go back to the poem.
Write the *job* of the beginning, middle, and end.
Then write the poet's *message*.

I CAN | I can explain how the parts of a poem build a message.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The word **So** shows a turn. Because of the problems, people gathered to write fair rules.

CHOOSE A. The later stanzas show how laws help a town. Stanzas 4 through 6 tell how rules helped neighbors, built trust, and brought order. B is a Describes another part trap. C is a Not in the text trap.

SHOW The rules helped neighbors decide what was fair and gave everyone rights. This supports the message that laws help people live together.

OWN The poem shows problems, then laws, then the good effects. This order proves the message that laws bring fairness and order.

DEFEND Describes another part. Arguing over land is in stanza 1. The last stanzas show how laws helped the town.

YOUR TURN Answers vary. Beginning: problems without rules. Middle: people write fair laws. End: laws bring trust and order. Message: fair laws help people live together.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“So people gathered, searching for a way, To write fair rules that everyone would obey. ... The town became a place where trust could grow,”

How do the parts of the poem help the poet share the message?

- A** They describe one argument over food.
- B** They move from problems, to making laws, to the good that laws bring.
- C** They compare two kinds of storms.
- D** They show that laws remove every fear.



TEXT STRUCTURE

The answer is B.

- A They describe one argument over food.**
Describes another part trap. Food is in stanza 2 only.
- B They move from problems, to making laws, to the good that laws bring. Correct.**
This order proves the message that fair laws help a community.
- C They compare two kinds of storms.**
Wrong structure type trap. Storms are a simile, not a comparison.
- D They show that laws remove every fear.**
Misreads a detail trap. The poem says rules could not remove each fear.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

A play, or drama, is written to be acted out.

A play has a list of characters, scenes, a narrator, and lines for each character.

The test asks how the parts of a play help me follow the events, so I look at how the play is built.

THIS WEEK’S FOCUS

Text Structure

from “The Lunchroom Discoveries”

A **drama** is organized differently from a story. It has a **cast of characters, scenes, a narrator, and lines** that characters speak. STAAR asks: **How do the scenes help the reader follow the events?** Trap this week: **Wrong structure type.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice the parts of a play."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the parts of a play.

Read the scene heading and the narrator's line. Notice where and when the scene happens.

"NARRATOR: It is lunchtime in the school cafeteria."

I CAN | I can notice how a scene heading and narrator set the scene.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a play is organized.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: How is *The Lunchroom Discoveries* organized?

“JORDAN: Oh! That's why milk is pasteurized now, right?”

A In paragraphs told by one character • **B** In stanzas that rhyme • **C** As a play, with characters' names before their lines

I CAN | I can choose the structure that fits a drama.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the order of events in a play.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show how the events move.

STAAR asks: **What happens after Nina joins the conversation?** Show the events in order.

“NINA: What are you two talking about?”

I CAN | I can explain how the lines move the events forward.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a part of a play helps the reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the narrator's job.

STAAR asks: **How do the narrator's lines help the reader follow the events?**

“NARRATOR: The students begin talking about how discoveries affect their daily lives.”

I CAN | I can explain how the narrator helps the reader follow a drama.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The play is organized as an article about Louis Pasteur's life.** Explain why it is a trap and name the trap.

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

I CAN | I can prove why an answer names the wrong structure type.



TEXT STRUCTURE

Find the play parts on your own.

Go back to the play. Find a character list, a scene heading, a narrator line, and a stage direction. Write what each one does.

Go back to the play.

Find a cast list, a scene heading, a narrator line, and a stage direction.

Write what each one does.

I CAN | I can name the parts of a play and tell what they do.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Scene 1 happens in the lunchroom at lunchtime.** The narrator tells the reader where and when.

CHOOSE C. As a play, with characters' names before their lines. Each line starts with who is speaking, like ALEX or JORDAN. A is a Wrong structure type trap. B is a Wrong structure type trap.

SHOW **First Alex and Jordan talk about Pasteur.** Then Nina walks over and asks about it. Next, she adds that many people did not believe in germs at first.

OWN **The narrator tells what is happening between the lines, like when the talk changes to discoveries in daily life.** This helps the reader follow along.

DEFEND **Wrong structure type.** Pasteur is the topic, but the text is a play with characters, a narrator, and spoken lines, not an article.

YOUR TURN **Answers vary.** Cast list: tells who is in the play. Scene 1: Lunchroom tells where. Narrator: explains what is happening. [Jordan points to the milk carton on the table.] tells what an actor does.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Scene 1: Lunchroom ... NARRATOR: It is lunchtime in the school cafeteria.”

How do the scene heading and the narrator help the reader follow the events?

- A** They list every food on the lunch trays.
- B** They explain how to pasteurize milk.
- C** They tell only what Nina thinks.
- D** They tell where and when the action happens.



TEXT STRUCTURE

The answer is D.

- A They list every food on the lunch trays.**
Not in the text trap. No list of foods is given.
- B They explain how to pasteurize milk.**
Wrong structure type trap. They set the scene; they are not steps.
- C They tell only what Nina thinks.**
Too narrow trap. Nina is one character.
- D They tell where and when the action happens. Correct.**
The heading names the lunchroom and the narrator says it is lunchtime.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Stage directions are the words in brackets in a play.

They tell the actors what to do and help the reader picture the action.

The test asks why the playwright includes stage directions, so I think about their job in the whole play.

THIS WEEK’S FOCUS

Text Structure

from “The Lunchroom Discoveries”

Stage directions are part of the structure of a drama. They are written in brackets and tell what characters do, where they move, and what the reader should picture. STAAR asks: **Why does the playwright include stage directions?** Trap this week: **Too narrow, one detail.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice stage directions in a play.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the stage direction.

Read the stage direction. Notice what it tells the actor to do.

“[Nina walks over carrying her lunch tray.]”

I CAN | I can notice what a stage direction tells the actors and reader.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose why a playwright uses stage directions.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the job.

STAAR asks: **Why does the playwright include stage directions?**

“[Jordan points to the milk carton on the table.]”

A To tell what the characters say • **B** To help the reader picture what the characters do • **C** To show only that Alex drinks milk

I CAN | I can choose the job stage directions do in the whole play.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a stage direction helps the reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show how directions guide the scene.

STAAR asks: **How does the stage direction in Scene 3 help the reader?** Show it.

“[Mr. Reyes walks through the cafeteria and notices the students talking.]”

I CAN | I can explain how a stage direction moves the play forward.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how parts of a play work together.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the structure.

STAAR asks: **How do scenes and stage directions work together to organize the play?**

“Scene 5: The Bell Rings NARRATOR: The cafeteria becomes louder as lunch begins to end.”

I CAN | I can explain how scenes and stage directions help the playwright's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The playwright includes stage directions to show Alex opening a milk carton.** Explain why it is a trap and name the trap.

“[Alex opens a milk carton and looks at the label.]”

I CAN | I can prove why an answer is too narrow.



TEXT STRUCTURE

Explain stage directions on your own.

Go back to the play. Copy two stage directions. Write what each one helps the reader picture.

Go back to the play.
Copy two stage directions.
Write what each one helps the reader picture.

I CAN | I can explain why a playwright includes stage directions.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The stage direction tells the actor playing Nina to walk over with her tray. It shows a new character joining.

CHOOSE B. To help the reader picture what the characters do. Directions like Jordan points to the milk carton show actions the lines do not say. A is a Wrong structure type trap, lines tell what they say. C is a Too narrow, one detail trap.

SHOW It shows a new character, Mr. Reyes, arriving and noticing the talk. It explains why he joins in the next line.

OWN Scene headings split the lunch into parts, and stage directions show the actions. Together they help the reader follow the talk from the first question to the bell.

DEFEND Too narrow, one detail. That is one direction. All the stage directions together help the reader picture what characters do and who enters.

YOUR TURN Answers vary. [Nina walks over carrying her lunch tray.] shows a new character joining. [Students around the room start cleaning their tables.] shows lunch is ending.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“[Nina walks over carrying her lunch tray.] ... [Mr. Reyes walks through the cafeteria and notices the students talking.]”

Why does the playwright include these stage directions?

- A** To show when new characters enter and what they do
- B** To show what Nina eats for lunch
- C** To list the rules of the cafeteria
- D** To tell the words each character says



TEXT STRUCTURE

The answer is A.

A To show when new characters enter and what they do **Correct.**
Both directions bring a new character into the scene and show an action.

B To show what Nina eats for lunch
Too narrow, one detail trap. Lunch trays are one detail.

C To list the rules of the cafeteria
Not in the text trap. No rules are given.

D To tell the words each character says
Wrong structure type trap. Lines tell words; directions tell actions.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

History texts often tell events in sequence, the order they happened.

Sequence can show a problem, what someone did, and what happened next.

The test asks how the author organizes certain paragraphs, so I look at what each of those paragraphs does.

THIS WEEK’S FOCUS

Text Structure

from “Benjamin Franklin and Electricity”

History texts often use **sequence** to show how events happened in order. In this text, the steps also follow a **problem and solution**. STAAR asks: **How does the author organize paragraphs 2 through 4?**
Trap this week: **Describes another part**, an answer about a paragraph the question does not ask about.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where a sequence begins.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the first step.

Read the sentence from paragraph 2. Notice the problem that starts the sequence.

“During Franklin’s time, lightning strikes often caused serious damage to buildings.”

I CAN | I can notice the event that begins a sequence in a history text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how paragraphs are organized.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: How does the author organize paragraphs 2 through 4?

“Through experiments, he learned that metal could conduct electricity.”

A Franklin's childhood in order • **B** A list of Franklin's inventions • **C** Problem, then experiments, then the invention and its result

I CAN | I can choose the organization of a set of paragraphs.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show steps in order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the steps.

STAAR asks: **What happens when lightning strikes the rod?** Show the steps in order.

“When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.”

I CAN | I can explain the order of steps in a process.



TEXT STRUCTURE



TODAY'S THINKING JOB

OWN

“I can explain why an author uses sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose.

STAAR asks: **Why does the author tell the events in this order?** Explain how it helps the reader.

“This invention helped protect homes, barns, and churches from fires caused by lightning.”

I CAN | I can explain how sequence helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student said paragraphs 2 through 4 tell **that Franklin was born in Boston**. Explain why it is a trap and name the trap.

"He was born in 1706 in Boston and grew up curious about how things worked."

I CAN | I can prove why an answer describes another part.



TEXT STRUCTURE

Show the sequence on your own.

Go back to the passage. Write what paragraphs 2, 3, and 4 each tell. Use first, next, and last.

Go back to the reading.
Write what paragraphs 2, 3, and 4 each tell.
Use first, next, and last.

I CAN | I can explain the sequence of paragraphs in a history text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The sequence starts with a problem: lightning damaged buildings. This comes before Franklin's invention.

CHOOSE C. Problem, then experiments, then the invention and its result. Paragraph 2 gives the problem, 3 tells his experiments and invention, 4 tells the result. A is a Describes another part trap. B is a Wrong pattern trap.

SHOW First lightning strikes the rod. Next the electricity travels through the wire. Then it goes safely into the ground instead of hurting the building.

OWN The order shows the problem, then how Franklin solved it, then the result. This helps the reader see why his invention mattered.

DEFEND Describes another part. Franklin's birth is in paragraph 1. Paragraphs 2 through 4 tell the lightning problem, the rod, and its result.

YOUR TURN Answers vary. First, lightning damaged buildings. Next, Franklin experimented and invented the lightning rod. Last, the rod protected buildings.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“During Franklin’s time, lightning strikes often caused serious damage to buildings. ... He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. ... Many buildings began adding lightning rods to their rooftops.”

How does the author organize paragraphs 2 through 4?

- A** By telling about Franklin's childhood
- B** By comparing lightning and rain
- C** By describing only the wire
- D** By telling a problem, the invention that solved it, and the result



TEXT STRUCTURE

The answer is D.

- A By telling about Franklin's childhood**
Describes another part trap. Childhood is in paragraph 1.
- B By comparing lightning and rain**
Wrong pattern trap. Rain is never compared.
- C By describing only the wire**
Too narrow trap. The wire is one detail.
- D By telling a problem, the invention that solved it, and the result **Correct.****
The paragraphs go in order from damage, to the rod, to safer buildings.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Cause and effect helps a history text explain why events happened.

A cause is why something happened. An effect is what happened because of it.

A full cause and effect answer has both halves, the cause and the effect.

THIS WEEK’S FOCUS

Text Structure

from “**Benjamin Franklin and Electricity**”

History texts use **cause and effect** to explain why events happened and what changed. STAAR asks: **The author uses cause and effect to help the reader understand** what? Trap this week: **Only half the structure**, an answer with only the cause or only the effect.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause and its signal word.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the cause.

Read the sentence from paragraph 2. Notice why people worried. Circle the signal word.

“People worried whenever storms rolled into their communities because they did not know how to protect their homes.”

I CAN | I can notice a cause, an effect, and the signal word that connects them.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose what cause and effect explains.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose what cause and effect explains.

STAAR asks: The author uses cause and effect to help the reader understand

“Stormy weather became less dangerous for many buildings because of the lightning rod.”

A Why storms happen • **B** Why Franklin's invention made communities safer • **C** That lightning hit houses

I CAN | I can choose the idea that cause and effect explains across the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and its effect."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show both halves.

STAAR asks: **What happened because Franklin learned that metal conducts electricity?** Show the cause and the effect.

"This knowledge helped him develop an invention that could protect buildings from lightning strikes."

I CAN | I can explain both halves of a cause and effect relationship.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how cause and effect helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose.

STAAR asks: **How does cause and effect help the author show why Franklin's work mattered?**

“His work encouraged other inventors and scientists to ask questions and search for solutions to problems.”

I CAN | I can explain how cause and effect shows the importance of events.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said cause and effect helps the reader understand **that lightning started fires**. Explain why it is a trap and name the trap.

“When lightning hit houses, barns, or churches, it could start fires that spread quickly.”

I CAN | I can prove why an answer gives only half the structure.



TEXT STRUCTURE

Find causes and effects on your own.

Go back to the passage. Find two causes and their effects. Copy the signal word if there is one.

Go back to the reading.
Find two causes and their effects.
Copy the signal word if there is one.

I CAN | I can find causes and effects in a history text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Effect: people worried during storms.** Cause: they did not know how to protect their homes. Signal word: because.

CHOOSE B. Why Franklin's invention made communities safer. The causes and effects connect lightning danger, the rod, and fewer lost buildings. A is a Near-miss pattern trap. C is an Only half the structure trap.

SHOW **Cause: Franklin learned metal conducts electricity.** Effect: he developed the lightning rod to protect buildings.

OWN **Cause and effect shows that Franklin's work caused safer buildings and also caused other scientists to keep learning about electricity.**

DEFEND **Only half the structure.** Fires are the problem effect of lightning, but the text also explains how the lightning rod caused buildings to be safer.

YOUR TURN **Answers vary.** Lightning hit buildings, so fires spread (when). Communities used lightning rods, so they lost fewer buildings (because of).

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“When lightning hit houses, barns, or churches, it could start fires that spread quickly. ... Communities that used lightning rods were less likely to lose buildings during storms.”

The author uses cause and effect to help the reader understand

A that fires could spread quickly

B how the lightning rod changed what happened during storms

C how to build a barn

D when Franklin was born



TEXT STRUCTURE

The answer is B.

A that fires could spread quickly

Only half the structure trap. It gives the problem but not the change.

B how the lightning rod changed what happened during storms Correct.

Lightning caused fires; lightning rods caused fewer lost buildings.

C how to build a barn

Near-miss pattern trap. Barns are named, but building one is not explained.

D when Franklin was born

Describes another part trap. His birth is in paragraph 1.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

The central idea is the most important idea the whole selection is about.

Every paragraph adds a detail that supports the central idea.

A trap answer can be too broad. It is so big that it could fit almost any history text.

THIS WEEK’S FOCUS

Text Structure

from “The Founding Fathers”

The **central idea** is the big idea every paragraph supports. The author **describes** the Founding Fathers and what they did, one paragraph at a time. STAAR asks: **What is the central idea of the selection?** Traps this week: **Too broad central idea**, **Too narrow**, and **Word match trap**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the sentence that tells the central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the big idea.

Read the first paragraph. Notice the sentence that tells what the whole selection is about.

“The Founding Fathers were a group of leaders who helped create the United States of America.”

I CAN | I can notice where an author states the central idea of a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose the central idea of a text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Choose the central idea.

STAAR asks: **What is the central idea of the selection?** Pick the idea every paragraph supports.

"Their ideas and hard work helped build the foundation of the United States."

A The Founding Fathers worked together to create a new nation and its government • **B** History is full of important people and events • **C** George Washington led the Continental Army

I CAN | I can choose the central idea and skip answers that are too broad or too narrow.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a detail supports the central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the supporting detail.

STAAR asks: **Which detail best supports the central idea?** Show how this detail supports it.

“In 1787, many of the nation's leaders gathered to write the Constitution.”

I CAN | I can explain how a detail from the text supports the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how describing details helps the central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the description structure.

STAAR asks: **How does the author describe the Founding Fathers?** Explain what paragraph 4 adds.

“Several important leaders emerged during this time.”

I CAN | I can explain how a descriptive paragraph helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The central idea is that leaders are important.** Explain why it is a trap and name the trap.

“The Founding Fathers showed leadership, courage, and determination as they helped form the United States.”

I CAN | I can prove why an answer is too broad to be the central idea.



TEXT STRUCTURE

Find the central idea on your own.

Go back to the passage. Write the central idea. Copy two details from different paragraphs that support it.

Go back to the reading.

Write the central idea in one sentence.

Copy two details from different paragraphs that support it.

I CAN | I can state the central idea and support it with details.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE This sentence tells the central idea. The Founding Fathers were leaders who helped create the United States.

CHOOSE A. The Founding Fathers worked together to create a new nation and its government. B is Too broad because it could fit any history text. C is Too narrow because it tells only one part.

SHOW Writing the Constitution is one big thing the Founding Fathers did to create the new government, so it supports the central idea.

OWN Paragraph 4 describes the leaders one by one, like Washington, Jefferson, and Franklin. This helps the reader know who the Founding Fathers were.

DEFEND Too broad central idea. Leaders are important in many texts. This selection is about how the Founding Fathers helped form the United States.

YOUR TURN Answers vary. Central idea: The Founding Fathers worked together to create the United States and its government. Details: In 1776, some of these leaders helped write an important document called the Declaration of Independence. In 1787, many of the nation's leaders gathered to write the Constitution.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Founding Fathers were a group of leaders who helped create the United States of America. ... Their ideas and hard work helped build the foundation of the United States.”

Which statement best describes the central idea of the selection?

- A** Many people in history worked hard.
- B** The colonists did not like British taxes.
- C** The Founding Fathers led the colonies to freedom and built a new government.
- D** The Constitution has three branches of government.



TEXT STRUCTURE

The answer is C.

A Many people in history worked hard.
Too broad central idea. It could fit almost any history text.

B The colonists did not like British taxes.
Too narrow. Taxes are only one part of paragraph 2.

C The Founding Fathers led the colonies to freedom and built a new government. Correct.
The selection describes how the Founding Fathers won freedom and created a government, from the beginning to the end.

D The Constitution has three branches of government.
Too narrow. The branches are one detail in paragraph 11.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors put events in an order so readers understand why they matter.

Time words like in 1776, soon after, and eventually help me follow the order.

A near-miss pattern sounds close, but it does not match how the whole text is built.

THIS WEEK'S FOCUS

Text Structure

from “The Founding Fathers”

This week the author tells the Founding Fathers' story in **time order**, and each event leads to the next problem and its solution. STAAR asks: **How does the organization help the author show why these events mattered?** Traps this week: **Near-miss pattern, One part, not the whole, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice time words that show order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the time words.

Read the sentence. Circle the words that tell when this happened.

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

I CAN | I can notice dates and time words that show the order of events.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a history text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: How does the author mostly organize the selection?

“Soon after, the colonies became involved in a war with Great Britain.”

A As one problem and one solution • **B** In time order, from the colonies' problems to the new government • **C** By comparing Great Britain and France

I CAN | I can choose the pattern that fits the whole text, not a pattern that is almost right.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one event leads to the next.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the event chain.

STAAR asks: **What happened because the colonies won the war?** Show the cause and the effect.

“Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation.”

I CAN | I can explain how events in a history text connect as cause and effect.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the order of events helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own why the order matters.

STAAR asks: **How does the organization help the author show why these events mattered?**

“The nation had won its freedom, but it still needed a system for making laws and leading the country.”

I CAN | I can explain how time order helps the author show why events mattered.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The author compares the colonies and Great Britain.** Explain why it is a trap and name the trap.

"During the late 1700s, the American colonies were controlled by Great Britain."

I CAN | I can prove why a near-miss pattern does not fit the whole text.



TEXT STRUCTURE

Show the order on your own.

Go back to the passage. List three events in time order. Write one sentence telling why the order helps the reader.

Go back to the reading.

List three events in order.

Tell how the order helps you understand why they mattered.

I CAN | I can explain how time order helps the author's purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE In 1776 is the time clue. It tells the reader when the Declaration of Independence was written.

CHOOSE B. In time order, from the colonies' problems to the new government. A is a Near-miss pattern because there is more than one problem and solution. C is a Wrong pattern because the text does not compare two countries.

SHOW Cause: the colonies won the war. Effect: the United States became an independent nation.

OWN Because the events are in order, the reader sees that winning freedom led to a new problem. That shows why writing the Constitution mattered.

DEFEND Near-miss pattern. Both groups are named, but the author does not tell how they are alike and different. The text follows events in time order.

YOUR TURN Answers vary. The Declaration of Independence was written in 1776. The colonies won the war. Leaders wrote the Constitution in 1787. The order shows that each event led to the next.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Eventually, the colonies won the war. ... After the American Revolution ended, leaders faced new challenges. ... In 1787, many of the nation’s leaders gathered to write the Constitution.”

How does the organization of these paragraphs help the author show why the Constitution mattered?

- A** It compares the war to the Constitution.
- B** It shows that winning the war led to a new challenge that the Constitution solved.
- C** It describes what soldiers ate during the war.
- D** It lists the names of every Founding Father.



TEXT STRUCTURE

The answer is B.

A It compares the war to the Constitution.

Near-miss pattern. The war and the Constitution are both named, but they are not compared.

It shows that winning the war led to a new challenge that the Constitution solved. Correct.

B The events are in order, so the reader sees that independence created a new problem and the Constitution answered it.

C It describes what soldiers ate during the war.

Not in the text trap. These paragraphs do not describe food at all.

D It lists the names of every Founding Father.

Describes another part. Names of the leaders appear in other paragraphs, not here.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A biography tells about a real person's life.

This author describes Henry Ford: who he was, what he liked, and what he made.

A trap may name the wrong pattern. I check what the paragraphs really do.

THIS WEEK'S FOCUS

Text Structure

from “**Henry Ford: Visionary of Travel**”

This week's text is a **biography** of Henry Ford. The author organizes it by **describing** his life and his big ideas. STAAR asks: **How does the author organize the information about this person?** Traps this week: **Wrong pattern named, Too narrow, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice words that describe a person.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the description.

Read the sentence from paragraph 1. Notice the words that describe Henry Ford.

“Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.”

I CAN | I can notice the details an author uses to describe a person in a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a biography.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: How does the author organize the information about this person?

“When Henry was young, he enjoyed taking machines apart to see how they worked.”

A By comparing Henry Ford to another inventor • **B** By giving steps for building a car • **C** By describing his life and his ideas

I CAN | I can choose the pattern that matches what the paragraphs do.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and its effect in a biography."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show the effect of his idea.

STAAR asks: **What was one effect of the moving assembly line?** Show the cause and the effect.

"This made building cars faster and less expensive."

I CAN | I can explain how a person's idea caused a change.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author describes a person's childhood.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the description.

STAAR asks: **Why does the author include paragraph 1?** Explain how it helps the reader.

“He was especially interested in engines and tools.”

I CAN | I can explain how describing a person's early life helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author tells the problem of horses and the solution.** Explain why it is a trap and name the trap.

“In 1903, Henry Ford started the Ford Motor Company.”

I CAN

I can prove why a wrong pattern does not describe the whole text.



TEXT STRUCTURE

Describe the structure on your own.

Go back to the passage. Name the structure. Copy two sentences that describe Henry Ford or his ideas.

Go back to the reading.

Name the structure the author uses.

Copy two sentences that describe Henry Ford or his ideas.

I CAN | I can name how a biography is organized and prove it.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE American engineer and businessman **describe who he was**. Helped change the way people traveled tells what he did.

CHOOSE C. By describing his life and his ideas. A is a Wrong pattern because there is no second person to compare. B is a Wrong pattern because there are no steps to follow.

SHOW Cause: the moving assembly line. Effect: building cars became faster and less expensive.

OWN Paragraph 1 shows Henry loved engines and tools as a child. This helps the reader understand why he grew up to build cars.

DEFEND Wrong pattern named. Horses are mentioned once, but the text mostly describes Henry Ford's life and ideas.

YOUR TURN Answers vary. Description. He was especially interested in engines and tools. Henry Ford also introduced a new way of building cars called the moving assembly line.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. ... His inventions and new ways of building products helped change transportation and industry in the United States.”

How does the author mainly organize the selection?

- A** By comparing horses and cars
- B** By telling the steps to drive a Model T
- C** By describing Henry Ford's life and the ideas he is known for
- D** By describing dusty roads between towns



TEXT STRUCTURE

The answer is C.

A By comparing horses and cars
Wrong pattern named. Horses and cars are mentioned, but the text is not a comparison.

B By telling the steps to drive a Model T
Wrong pattern named. No steps for driving are given.

C By describing Henry Ford's life and the ideas he is known for **Correct.**
Each paragraph describes his life or an idea, like the Model T and the assembly line.

D By describing dusty roads between towns
Too narrow. Dusty roads are one detail in paragraph 4.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Some biographies show a problem the person wanted to solve.

Paragraphs 2 and 3 tell the problem. Later paragraphs tell the solution.

A near-miss trap names a pattern that is close, like cause and effect, but does not fit these paragraphs best.

THIS WEEK’S FOCUS

Text Structure

from “**Henry Ford: Visionary of Travel**”

This week we look for **problem and solution** inside a biography. Henry Ford saw a problem and worked to solve it. STAAR asks: **Which pattern does the author use in paragraphs 1 through 3?** Traps this week: **Near-miss pattern, Only half the structure, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the problem in a biography.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the problem.

Read the sentence from paragraph 2. Notice the problem. Circle the signal word.

“Cars were very rare and very expensive, so only a few people could afford them.”

I CAN | I can notice the problem and the signal words an author uses.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the pattern in part of a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the pattern.

STAAR asks: **Which pattern does the author use in paragraphs 1 through 3?**

“Henry wanted to build a car that was dependable, easy to use, and affordable.”

A Time order from birth to old age • **B** Problem and solution • **C** Compare and contrast

I CAN | I can choose the pattern that fits these paragraphs and skip a near-miss.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show the solution to a problem."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show the solution.

STAAR asks: **How did Henry Ford solve the problem?** Show the solution and its effect.

"A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars."

I CAN | I can explain how a solution fixes the problem in a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author tells the problem first.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own how the structure helps.

STAAR asks: **Why does the author tell about travel by horse and wagon before the Model T?**

“At that time, most people traveled by horse and wagon.”

I CAN | I can explain how problem and solution helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **Paragraphs 1 through 3 use cause and effect, because Henry liked machines.** Explain why it is a trap and name the trap.

“He believed that if cars cost less money, more people would be able to own them.”

I CAN | I can prove why a near-miss pattern is not the best answer.



TEXT STRUCTURE

Find the problem and solution on your own.

Go back to the passage. Copy one sentence that shows the problem and one sentence that shows a solution.

Go back to the reading.
Copy one sentence for the problem.
Copy one sentence for a solution.

I CAN | I can prove a problem and solution with sentences from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem is that cars cost too much, so only a few people could buy them. The signal word is so.

CHOOSE B. Problem and solution. Paragraph 2 tells the problem, and paragraph 3 tells Henry's plan to fix it. A is a Near-miss pattern. C is a Wrong pattern.

SHOW Solution: the Model T, a car that was much more affordable. Effect: many families could finally buy a car.

OWN The author tells the problem first so the reader understands why the Model T was such a big change.

DEFEND Near-miss pattern. There is a cause and effect idea, but the paragraphs mainly show a problem, costly cars, and Henry's plan to fix it.

YOUR TURN Answers vary. Problem: Cars were very rare and very expensive, so only a few people could afford them. Solution: Henry Ford also introduced a new way of building cars called the moving assembly line.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Cars were very rare and very expensive, so only a few people could afford them. ... Henry wanted to build a car that was dependable, easy to use, and affordable.”

Which pattern does the author use in paragraphs 2 and 3?

A Problem and solution

B Cause and effect about horses

C Steps for building a wagon

D Problem only



TEXT STRUCTURE

The answer is A.

- A Problem and solution Correct.**
Paragraph 2 tells the problem of expensive cars. Paragraph 3 tells Henry's plan to build an affordable car.
- B Cause and effect about horses**
Near-miss pattern. Horses are mentioned, but the paragraphs are built around a problem and a fix.
- C Steps for building a wagon**
Word match trap. Wagon appears, but no steps are given.
- D Problem only**
Only half the structure. The problem is there, but so is the plan to solve it.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Two texts can be organized in the same way or in different ways.

Both biographies start with childhood, tell a problem, and then tell how the person solved it.

A complete answer tells how the structures are alike AND how they are different, not only half.

THIS WEEK’S FOCUS

Text Structure

from “**Henry Ford: Visionary of Travel and Sam Walton**”

This week we read two biographies, **Henry Ford** and **Sam Walton**, and **compare their structures**. Both start with childhood, then show a problem and a solution in time order. STAAR asks: **How are the structures of the two selections alike and different?** Traps this week: **Only half the structure**, **Wrong pattern**, and **Word match trap**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how two texts begin.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice how each text begins.

Read the first sentence of the Sam Walton text. Notice how the author begins. Then think about how the Henry Ford text begins.

“Sam Walton grew up during a difficult time in American history.”

I CAN | I can notice how the beginnings of two texts are alike.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how two texts are organized alike.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose how they are alike.

STAAR asks: **How are the structures of the two selections alike?**

“He opened a small store in Rogers, Arkansas called Walmart.”

A Both give steps to build a business • **B** Both describe stores in small towns • **C** Both tell a problem and a solution, in time order

I CAN | I can choose how the structures of two texts are alike.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show the problem in two texts."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show the problem in each text.

STAAR asks: **What problem did each man see?** Show the problem from Sam Walton's text and from Henry Ford's text.

"Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed."

I CAN | I can explain how each text sets up a problem.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how two text structures are different.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own how they are different.

STAAR asks: **How is the structure of the Henry Ford text different from the Sam Walton text?**

“On an assembly line, workers stayed in one location while parts moved from station to station.”

I CAN | I can explain a difference between the structures of two texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **Both texts start with childhood.** The question asked how the structures are alike AND different. Explain why it is a trap and name the trap.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN

I can prove why an answer that tells only half the structure is not complete.



TEXT STRUCTURE

Compare the structures on your own.

Go back to both passages. Write one way the structures are alike and one way they are different. Copy one sentence from each text as proof.

Go back to both readings.

Write how the structures are **alike and how they are **different**.**

Copy one sentence from each text as proof.

I CAN | I can compare the structures of two texts with proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Both texts begin with the person's early life. The Henry Ford text tells about his childhood with machines. The Sam Walton text tells about growing up in hard times.

CHOOSE C. Both tell a problem the man saw and the solution he created, in time order. A is a Wrong pattern because neither text is a list of steps. B is a Word match trap because stores only appear in one text.

SHOW Sam Walton's problem: stores charged high prices. Henry Ford's problem: cars were very rare and very expensive. Both problems were about families not being able to afford things.

OWN The Henry Ford text spends several paragraphs explaining how the assembly line works, step by step. The Sam Walton text spends more time on how his stores grew and why customers came back.

DEFEND Only half the structure. The answer tells how they are alike but not how they are different. A full answer adds that Ford's text explains a process and Walton's text explains how his stores grew.

YOUR TURN Answers vary. Alike: both tell a problem and a solution in time order. Different: Ford's text explains the assembly line process. Proof: In 1903, Henry Ford started the Ford Motor Company. In 1962, Sam Walton decided to try his idea.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A few years later, Henry Ford introduced the Model T. ... In 1962, Sam Walton decided to try his idea.”

How are the structures of the two selections alike?

- A** Both compare two inventors.
- B** Both tell, in time order, how a man saw a problem and created a solution.
- C** Both describe how a store is built.
- D** Both tell only about the man's childhood.



TEXT STRUCTURE

The answer is B.

A Both compare two inventors.

Wrong pattern. Each text is about one man, not a comparison of two.

B Both tell, in time order, how a man saw a problem and created a solution. Correct.

Both texts follow time order, from childhood to a problem to the man's solution.

C Both describe how a store is built.

Word match trap. Stores appear only in the Sam Walton text.

D Both tell only about the man's childhood.

Only half the structure. Childhood is only the beginning of each text.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

An author picks a structure to help readers understand the purpose.

This author tells Sam Walton's life in time order: the hard times, the problem he saw, and the store he built.

A trap may describe another part of the text instead of the part the question asks about.

THIS WEEK’S FOCUS

Text Structure

from “Sam Walton”

This week you explain a structure **on your own**. The author of **Sam Walton** tells his life in **time order** and shows how his early **problem** led to his **solution**, Walmart. STAAR asks: **Short response: How does the structure help the author's purpose?** Traps this week: **Describes another part, Too broad, and Wrong pattern.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice signal words that show cause and effect.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the cause.

Read the sentence from paragraph 3. Circle the signal words. Notice what caused Sam's hard work.

“Because of these experiences, Sam developed a strong work ethic.”

I CAN | I can notice the signal words that connect events in a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a biography.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize the information about Sam Walton?**

“In 1962, Sam Walton decided to put his ideas into action.”

A By describing what Walmart stores sell today • **B** In time order, from his childhood to his growing company • **C** By comparing Sam Walton to his parents

I CAN | I can choose the structure that fits the whole biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show a problem and solution in a biography.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the problem and solution.

STAAR asks: **What problem did Sam want to solve, and what was his solution?**

“Many stores charged high prices for everyday items.”

I CAN | I can explain how a problem in a biography leads to a solution.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a structure helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the structure.

STAAR asks: **Short response: How does the structure help the author's purpose?** Write two or three sentences.

“He grew up during a time when many families struggled financially.”

I CAN

I can write a short response explaining how structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student wrote: **The structure helps because paragraph 16 tells about jobs.** Explain why it is a trap and name the trap.

“As Walmart expanded, it created jobs for many people.”

I CAN

I can prove why an answer that describes another part does not answer the question.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the passage. Name the structure, tell how it helps the reader, and tell the author's purpose. Copy one sentence as proof.

Go back to the reading.

Name the structure. Tell how it helps the reader.

Tell the author's purpose and copy one sentence as proof.

I CAN | I can explain how structure helps the author's purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Because of is the signal.** The cause is his childhood experiences. The effect is a strong work ethic.

CHOOSE B. In time order, from his childhood to his growing company. A is Describes another part because only a few paragraphs tell about stores today. C is a Wrong pattern because the text does not compare two people.

SHOW **Problem: stores charged high prices for everyday items.** Solution: Sam opened Walmart to sell many products at lower prices.

OWN **The author tells Sam's life in time order.** Starting with his hard childhood helps the reader see why he wanted to help families save money. This supports the purpose of showing how one person's ideas can make a difference.

DEFEND **Describes another part.** Paragraph 16 tells one effect, jobs. The question asks how the whole structure helps the author's purpose.

YOUR TURN **Answers vary.** Time order with a problem and solution. It shows how his childhood led to Walmart. Purpose: show how one person's ideas can make a difference. Proof: Sam's story demonstrates how one person's ideas can make a difference.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“He grew up during a time when many families struggled financially. Instead of forgetting those experiences, he used them to guide his decisions as a businessman.”

Why does the author tell about Sam Walton's childhood first?

- A** To show how his early life led to his goal of helping families save money
- B** To describe how to deliver newspapers
- C** To compare the Great Depression to today
- D** To explain how Walmart hires workers



TEXT STRUCTURE

The answer is A.

A To show how his early life led to his goal of helping families save money **Correct.**
Starting with his childhood shows why he later wanted lower prices for families.

B To describe how to deliver newspapers
Word match trap. Newspapers are mentioned, but the text does not teach how to deliver them.

C To compare the Great Depression to today
Wrong pattern. The text does not compare the past and today.

D To explain how Walmart hires workers
Describes another part. Jobs are in a later paragraph, not the childhood part.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Stories are organized too. Many stories have a problem and a resolution.

The resolution is how the problem gets solved at the end.

A trap may name the wrong pattern, like compare and contrast, for a story that is really problem and resolution.

THIS WEEK’S FOCUS

Text Structure

from “Crash”

This week's story is **Crash**. The author organizes it with a **problem** (a broken jar and a hard choice) and a **resolution** (Amina tells the truth). STAAR asks: **How does the author organize the problem and the solution in the story?** Traps this week: **Wrong pattern named, Only half the structure, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the problem.

Read the sentences from paragraph 2. Notice the problem that starts the story moving.

"Crash! The glass jar fell to the floor and broke."

I CAN | I can notice the event that creates the problem in a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose how a story is organized."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Choose the structure.

STAAR asks: **How does the author organize the problem and the solution in the story?**

"For a moment, Amina wondered if she should stay quiet."

A A problem happens, then Amina makes a choice that solves it • **B** The author compares two classrooms • **C** The author gives steps for growing a plant

I CAN | I can choose the structure that fits the whole story.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the action that solves a story problem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the turning point.

STAAR asks: **What does Amina do that begins to solve the problem?** Show the action and its effect.

“Amina took a deep breath and raised her hand.”

I CAN | I can explain how a character's action leads to the resolution.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author ends a story a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own why the author ends this way.

STAAR asks: **Why does the author end the story with paragraph 9?**

“She had made a mistake, but her honesty helped make things right.”

I CAN | I can explain how the ending of a story helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author compares Amina and Diego.** Explain why it is a trap and name the trap.

“As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper.”

I CAN | I can prove why the wrong pattern does not fit a story.



TEXT STRUCTURE

Find the problem and resolution on your own.

Go back to the story. Copy one sentence that shows the problem and one sentence that shows the resolution.

Go back to the story.
Copy one sentence for the problem.
Copy one sentence for the resolution.

I CAN | I can prove a story's problem and resolution with sentences from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem starts when the glass jar falls and breaks. Now Amina has to decide what to do.

CHOOSE A. A problem happens, then Amina makes a choice that solves it. B is a Wrong pattern named because the story does not compare two classes. C is a Wrong pattern named because it does not give steps.

SHOW Amina raised her hand and told the truth. Because she did, Mrs. Ramirez thanked her and the class helped clean up.

OWN Paragraph 9 shows the problem is fixed and tells what Amina learned. It helps the author share the lesson that honesty makes things right.

DEFEND Wrong pattern named. Diego and Amina are both in the story, but the author never tells how they are alike and different. The story is problem and resolution.

YOUR TURN Answers vary. Problem: The glass jar fell to the floor and broke. Resolution: She had made a mistake, but her honesty helped make things right.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“For a moment, Amina wondered if she should stay quiet. ... Amina took a deep breath and raised her hand. ... Amina felt proud.”

How does the author organize the events in the story?

- A** By describing the plant in the jar
- B** By telling a problem and showing how Amina solves it
- C** By comparing Mrs. Ramirez and Amina
- D** By listing the colors of the markers



TEXT STRUCTURE

The answer is B.

- A By describing the plant in the jar**
Too narrow. The plant is one detail at the beginning.
- B By telling a problem and showing how Amina solves it **Correct.****
Amina faces a choice after the jar breaks, tells the truth, and the problem is resolved.
- C By comparing Mrs. Ramirez and Amina**
Wrong pattern named. The two characters are not compared.
- D By listing the colors of the markers**
Word match trap. Markers appear, but the story is not a list.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Some events change the direction of a story.

Before the crash, the class is calm. After the crash, Amina has to make a hard choice.

A full answer tells what changed: what it was like before AND after the event.

THIS WEEK’S FOCUS

Text Structure

from “Crash”

This week we look at how one event, **the crash**, changes the direction of the story. STAAR asks: **How does the event change the direction of the story?** A full answer tells **before** and **after**. Traps this week: **Only half the structure**, **Wrong pattern**, and **Describes another part**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice how a story begins."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Notice the calm beginning.

Read the sentence from the beginning of the story. Notice how the classroom feels before anything goes wrong.

"Everyone was focused on the project."

I CAN | I can notice the mood of a story before a big event.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the event that changes a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the turning point.

STAAR asks: Which event changes the direction of the story?

“While reaching for a green marker, Amina’s elbow bumped the table.”

A The students make plant posters • **B** The jar breaks after Amina bumps the table • **C** The class cleans up the floor

I CAN | I can choose the turning point in a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what changes before and after an event.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show before and after.

STAAR asks: **How does the crash change things?** Show what it was like before and after.

“For a moment, the room became completely silent.”

I CAN | I can explain how an event changes the direction of a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an event matters to a story's structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own why the event matters.

STAAR asks: **Why is the crash important to the structure of the story?**

“But deep down, Amina knew that was not the right choice.”

I CAN | I can explain how a turning point helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The crash makes the room silent.** The question asked how the crash changes the direction of the story. Explain why it is a trap and name the trap.

“For a moment, Amina wondered if she should stay quiet.”

I CAN

I can prove why an answer that tells only half the change is not complete.



TEXT STRUCTURE

Explain the change on your own.

Go back to the story. Tell what the classroom was like before the crash and after the crash. Copy one sentence for each.

Go back to the story.
Tell what it was like before the crash and after the crash.
Copy one sentence for each.

I CAN | I can explain how an event changes a story with proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Before the crash, the classroom is calm and everyone is focused on the project.

CHOOSE B. The jar breaks after Amina bumps the table. A is Describes another part because the posters happen before the change. C is Only half the structure because cleaning up comes after the change.

SHOW Before: the class was busy and focused. After: the room went silent and Amina had to decide whether to tell the truth.

OWN The crash creates Amina's problem. Without it, she would not have to choose to tell the truth, and the author could not teach the lesson about honesty.

DEFEND Only half the structure. The room did go silent, but that is only part of the change. The crash turns the story toward Amina's choice to tell the truth.

YOUR TURN Answers vary. Before: Everyone was focused on the project. After: For a moment, the room became completely silent. The crash turned the story toward Amina's choice.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“While reaching for a green marker, Amina’s elbow bumped the table. ... For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.”

How does the crash change the direction of the story?

- A** It shows that the plant needs sunlight.
- B** It ends the science project for good.
- C** It turns a calm class project into a hard choice for Amina.
- D** It makes Diego draw roots.



TEXT STRUCTURE

The answer is C.

- A** **It shows that the plant needs sunlight.**
Describes another part. Sunlight is from earlier in the story.
- B** **It ends the science project for good.**
Not in the text trap. The project goes on, and the plant is saved.
- C** **It turns a calm class project into a hard choice for Amina. Correct.**
Before the crash, everyone is focused. After it, Amina must decide whether to tell the truth.
- D** **It makes Diego draw roots.**
Describes another part. Drawing roots happens before the crash.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors put events in an order that leads a character to a choice.

Each event in *The Good Citizen* builds toward Elena's choice to go back to the shelter.

A trap may name the wrong structure type, like description, for a story told in sequence.

THIS WEEK'S FOCUS

Text Structure

from “*The Good Citizen*”

This week we follow how the author of **The Good Citizen** puts events in **sequence** so they lead to Elena's big **choice**. STAAR asks: **How does the author organize the events that lead to the character's choice?** Traps this week: **Wrong structure type, Only half the structure, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice words that show sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the sequence words.

Read the sentences about Elena's routine. Circle the words that show order.

“Each Saturday, Elena followed the same routine. First, she checked the water bowls. Then she measured food for each dog.”

I CAN | I can notice the time and order words an author uses.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how events in a story are organized.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose how the events are organized.

STAAR asks: **How does the author organize the events that lead to the character's choice?**

“One busy Saturday, however, things felt different.”

A In time order, with each event leading to Elena's choice to go back • **B** As a list of facts about dog shelters • **C** By comparing Rusty to the other dogs

I CAN | I can choose the structure that shows how events lead to a choice.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one event causes another.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the chain of events.

STAAR asks: **What caused Elena to forget Rusty's food?** Show the cause and the effect.

“She still completed her tasks, but she moved much faster than usual.”

I CAN | I can explain how events connect as cause and effect in a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author puts events in a certain order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

STAAR asks: **Why does the author show Elena having fun at the park before she remembers?**

“Everything seemed perfect.”

I CAN

I can explain how the order of events helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author describes the shelter.** Explain why it is a trap for this question and name the trap.

“The shelter was one of Elena's favorite places.”

I CAN | I can prove why the wrong structure type does not fit the events.



TEXT STRUCTURE

Trace the events on your own.

Go back to the story. List three events in order that lead to Elena's choice. Copy the sentence that shows her choice.

Go back to the story.
List three events in order that lead to Elena's choice.
Copy the sentence that shows her choice.

I CAN | I can trace how events lead to a character's choice.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE First and then show the order of Elena's routine. Each Saturday shows it happens every week.

CHOOSE A. In time order, with each event leading to Elena's choice to go back. B is a Wrong structure type because the story is not a list of facts. C is a Wrong structure type because it does not compare two dogs.

SHOW Cause: Elena wanted to meet her friends, so she rushed. Effect: she moved much faster than usual and forgot to fill Rusty's food bowl.

OWN Showing the perfect afternoon first makes the moment she remembers feel sudden and serious. It helps the reader feel how hard her choice is.

DEFEND Wrong structure type. The beginning does describe the shelter, but the events that lead to Elena's choice are told in time order, one leading to the next.

YOUR TURN Answers vary. She rushed through her chores. She played at the park. She remembered Rusty's bowl. Choice: "I have to go back to the shelter," Elena replied.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

"But she could not remember filling Rusty's food bowl. ... "I have to go back to the shelter," Elena replied."

How does the author organize the events that lead to Elena's choice?

- A** By describing the trees by the shelter
- B** By comparing Elena and her friends
- C** By listing facts about how to feed a dog
- D** By telling events in order, from rushing to remembering to going back



TEXT STRUCTURE

The answer is D.

- A By describing the trees by the shelter**
Describes another part. The setting is not how the events are organized.
- B By comparing Elena and her friends**
Wrong structure type trap. The story does not compare Elena and her friends.
- C By listing facts about how to feed a dog**
Wrong structure type trap. The story is not a list of facts.
- D By telling events in order, from rushing to remembering to going back **Correct.****
Each event leads to the next: she rushes, forgets, remembers, and chooses to return.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

An author chooses a structure on purpose.

This author tells events in order, shows a mistake, and then shows how Elena fixes it.

A trap answer can be too broad, like saying the author wants to tell a story. Every author does that.

THIS WEEK’S FOCUS

Text Structure

from “The Good Citizen”

This week we write **why the author chose this structure**. **The Good Citizen** moves in order from a routine, to a **mistake**, to how Elena **fixes it**. STAAR asks: **Short response: Why did the author choose this structure?** Traps this week: **Too broad central idea, Describes another part, and Only half the structure.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a signal word that shows a change.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the turning point word.

Read the sentence. Circle the word that tells the reader something is about to change.

“However, one particular Saturday turned out differently.”

I CAN | I can notice signal words that mark a turning point.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure of a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **Which structure best describes the story?**

“Because she was distracted, Elena moved more quickly than usual.”

A A description of the shelter • **B** A story about a girl • **C** A mistake and how Elena makes it right, told in time order

I CAN | I can choose the structure and explain why it fits.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a character solves a problem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the problem and fix.

STAAR asks: **How does Elena fix her mistake?** Show the problem and the solution.

“The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home.”

I CAN | I can explain how a character's solution answers the problem.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author chose a structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own why the author chose this structure.

STAAR asks: **Short response: Why did the author choose this structure?** Write two or three sentences.

“Responsibility means admitting mistakes, correcting them, and learning from them.”

I CAN

I can write a short response analyzing how structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student wrote: **The author chose this structure to tell a story.** Explain why it is a trap and name the trap.

“Rusty could count on her.”

I CAN | I can prove why an answer is too broad to explain a structure.



TEXT STRUCTURE

Analyze the structure on your own.

Go back to the story. Write why the author chose this structure. Use one sentence from the beginning and one from the end as proof.

Go back to the story.

Explain why the author chose this structure.

Copy one sentence from the beginning and one from the end.

I CAN | I can analyze why an author chose a structure, with proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **However signals a change.** The normal routine is about to be broken.

CHOOSE C. A mistake and how Elena makes it right, told in time order. A is Describes another part because only the start tells about the shelter. B is Too broad because it could fit any story.

SHOW **Problem: Elena forgot Rusty's food because she rushed.** Solution: she went back to feed him, and then she made a checklist so she would not forget again.

OWN **The author tells the events in order, from the mistake to the fix.** This shows Elena learning step by step, so the reader learns the lesson too: responsibility means admitting and fixing mistakes.

DEFEND **Too broad.** Every story author wants to tell a story. A strong answer says the author shows a mistake and its fix in order to teach about responsibility.

YOUR TURN **Answers vary.** The author shows a mistake and how Elena fixes it, in order, to teach responsibility. Beginning: Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town. End: Rusty could count on her.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Without taking one final look at her checklist, Elena grabbed her backpack. ... The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home.”

Why does the author end the story with Elena's checklist?

- A** To show how Elena fixed her mistake and learned from it
- B** To show that stories have endings
- C** To describe the weather at the park
- D** To compare Elena's friends



TEXT STRUCTURE

The answer is A.

A To show how Elena fixed her mistake and learned from it **Correct.**
The checklist shows Elena learned from forgetting, which completes the move from mistake to fix.

B To show that stories have endings
Too broad central idea. Every story has an ending. This does not explain this one.

C To describe the weather at the park
Describes another part. The weather is from the middle of the story.

D To compare Elena's friends
Wrong structure type trap. The story does not compare her friends.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Poems are organized in stanzas, groups of lines.

Poets repeat words and patterns, like rhyme, to hold the poem together.

A trap may name the wrong structure type, like problem and solution, for a poem built on a repeated pattern.

THIS WEEK'S FOCUS

Text Structure

from “A Dream Can Grow”

This week's poem is **A Dream Can Grow**. The poet organizes it with **stanzas**, **rhyming pairs**, and **repeated words** like **dream** and **grow**. STAAR asks: **How does the repeated pattern help organize the poem?** Traps this week: **Wrong structure type**, **Describes another part**, and **Word match trap**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice rhyming words in a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the rhyme.

Read the first two lines of stanza 1. Circle the two words that rhyme.

“A dream can start inside your heart, A tiny hope, a little start.”

I CAN | I can notice the rhyme pattern a poet uses.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose how a repeated pattern organizes a poem."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Choose the pattern.

STAAR asks: How does the repeated pattern help organize the poem?

"A dream can grow from friend to friend, Its hopeful journey does not end."

A The words dream and grow repeat, showing the dream getting bigger • **B** The poet tells a problem and a solution • **C** The poet compares two friends

I CAN | I can choose how repetition helps organize a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an idea changes across stanzas.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the dream growing.

STAAR asks: **How does the dream change from stanza 1 to stanza 3?** Show the change.

“It moves through classrooms, homes, and towns, And lifts our hearts when we feel down.”

I CAN | I can explain how a poem's stanzas build an idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why a poet repeats words.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the pattern.

STAAR asks: **Why does the poet repeat the word grow?**

“Together we can help it grow, By sharing kindness as we go.”

I CAN | I can explain how repetition helps the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The poem is organized as a problem and solution.** Explain why it is a trap and name the trap.

“The future waits for what we do, For dreams need helping hands there too.”

I CAN | I can prove why the wrong structure type does not fit a poem.



TEXT STRUCTURE

Find the pattern on your own.

Go back to the poem. Copy two lines that repeat the word dream or grow. Tell how the pattern helps organize the poem.

Go back to the poem.
Copy two lines that repeat dream or grow.
Tell how the pattern helps organize the poem.

I CAN | I can explain how a repeated pattern organizes a poem.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Heart and start rhyme.** The poet uses rhyming pairs of lines all through the poem.

CHOOSE **A.** The words dream and grow repeat, showing the dream getting bigger stanza by stanza. B is a Wrong structure type because a poem about a dream is not a problem and solution. C is a Word match trap because friend appears, but no friends are compared.

SHOW **In stanza 1 the dream is a tiny hope inside one heart.** In stanza 3 it moves through classrooms, homes, and towns. The dream grows bigger.

OWN **Repeating grow reminds the reader that a dream gets bigger when people share it.** That is the poet's message.

DEFEND **Wrong structure type trap.** The poem does not set up a problem to solve. It uses stanzas and repeated words to show a dream growing.

YOUR TURN **Answers vary.** A dream can grow from friend to friend. But many hearts can help it grow. The repeated words show the dream getting bigger from stanza to stanza.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A dream can start inside your heart, ... A dream can grow from friend to friend, ... But many hearts can help it grow.”

How does the repeated pattern help organize the poem?

A It lists the towns where the poet lived.

B It shows the dream growing bigger from the first stanza to the last.

C It tells the steps to make a wish.

D It describes one classroom.



TEXT STRUCTURE

The answer is B.

- A** **It lists the towns where the poet lived.**
Word match trap. Towns appear, but the poem is not a list of places.
- B** **It shows the dream growing bigger from the first stanza to the last. Correct.**
Dream and grow repeat as the dream moves from one heart to many hearts.
- C** **It tells the steps to make a wish.**
Wrong structure type trap. The poem gives no steps.
- D** **It describes one classroom.**
Describes another part. Classrooms are one detail in stanza 3.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

The order of stanzas in a poem is planned.

This poem moves from a day long ago, to the dream spreading, to the dream inside the speaker today.

A trap may describe another part of the poem instead of the part the question asks about.

THIS WEEK'S FOCUS

Text Structure

from “A Dream Can Grow”

This week we study the **order of the stanzas** in **A Dream Can Grow**. The poem moves from hearing Dr. King's dream, to the dream spreading, to the speaker carrying it today. STAAR asks: **How does the order of the stanzas support the poet's purpose?** Traps this week: **Describes another part, Wrong structure type, and Too narrow.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the setting at the start of a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice where the poem begins.

Read stanza 2. Notice where the speaker is at the start of the poem.

“I stood beside my mama there, With summer sunshine everywhere.”

I CAN | I can notice how the first stanzas set up a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how the stanzas of a poem are ordered.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the order.

STAAR asks: **How are the stanzas of the poem organized?**

“It moved through voices, row by row, And planted hope so it could grow.”

A As a list of facts about Dr. King • **B** From hearing the dream, to the dream spreading, to the speaker carrying it today • **C** By describing a school day

I CAN | I can choose the order of stanzas that best fits the poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how repeated words connect stanzas.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the repeated line.

STAAR asks: **Which words repeat in stanzas 6 and 7, and what do they show?**

“I carry it into school each day, In how I work and how I play.”

I CAN | I can explain how repeated words build an idea across stanzas.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how stanza order helps the poet's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own how the order supports the purpose.

STAAR asks: How does the order of the stanzas support the poet's purpose?

“Dr. King spoke hope for us to see, And now that dream is part of me.”

I CAN | I can explain how the order of stanzas supports the poet's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The order shows Mama crying.** Explain why it is a trap and name the trap.

“I looked at Mama's shining eyes, And saw the tears that made me wise.”

I CAN

I can prove why an answer that describes another part does not answer the question.



TEXT STRUCTURE

Explain the order on your own.

Go back to the poem. Copy one line from the beginning and one line from the end. Tell how the order supports the poet's message.

Go back to the poem.
Copy one line from the beginning and one from the end.
Tell how the order supports the message.

I CAN | I can explain how stanza order supports a poet's purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The speaker stands beside Mama in a crowd, listening to a speech. The poem begins on that day long ago.

CHOOSE B. From the day the speaker heard the dream, to the dream spreading, to the speaker carrying it today. A is a Wrong structure type. C is Describes another part because school is only one stanza.

SHOW I carry it repeats. It shows the speaker brings the dream into everyday life: school, play, and helping others.

OWN The poem moves from hearing the dream to living it. Ending with now that dream is part of me shows the message: a dream grows when people share it and live it.

DEFEND Describes another part. Mama crying is in stanza 3 only. The question is about the order of all the stanzas, which moves from hearing the dream to living it.

YOUR TURN Answers vary. Beginning: I heard it spoken far away. End: And now that dream is part of me. The order shows the dream traveling from a speech long ago into the speaker's life today.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“I did not make the dream that day, I heard it spoken far away. ... Dr. King spoke hope for us to see, And now that dream is part of me.”

How does the order of the stanzas support the poet's purpose?

- A** It describes the summer weather.
- B** It compares the speaker and Mama.
- C** It tells how to give a speech.
- D** It shows the dream moving from a speech long ago into the speaker's life today.



TEXT STRUCTURE

The answer is D.

A It describes the summer weather.

Describes another part. Summer sunshine is one detail in stanza 2.

B It compares the speaker and Mama.

Wrong structure type trap. The poem does not compare the two.

C It tells how to give a speech.

Wrong structure type trap. The poem gives no steps for speaking.

D It shows the dream moving from a speech long ago into the speaker's life today. Correct.

The stanzas move from hearing the dream, to it spreading, to the speaker living it, which shows the message.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Some poems move through time, from the past to the present to the future.

Time clues like that winter morning, the years moved on, and today show where we are.

A near-miss trap names an order that is close, but not the way this poem moves.

THIS WEEK'S FOCUS

Text Structure

from “What Will You Give?”

This week's poem is **What Will You Give?** The poet moves from **the past** (Grandpa hearing a speech) to **the present** (Grandpa telling the story) to **the future** (what the speaker will give). STAAR asks: **How does the poet move from the past to the future?** Traps this week: **Near-miss pattern, Only half the structure, and Word match trap.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice clues that show the past.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the past.

Read stanza 4. Notice the clue that this happened long ago.

“Grandpa stood among the crowd, And heard the message spoken loud.”

I CAN | I can notice time clues that show when part of a poem happens.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose the stanza that moves a poem through time."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Choose the time move.

STAAR asks: Which stanza shows the poem moving forward in time?

"The years moved on; the seasons flew, And Grandpa's dark hair silver grew."

A Stanza 3, because it gives the message • **B** Stanza 2, because it names winter • **C** Stanza 9, because the years moved on

I CAN | I can choose the stanza that marks a shift in time.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a poem moves into the present.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show the present.

STAAR asks: **Where and when is the speaker in stanza 10?** Show the clue.

“It crossed our little kitchen space, Through Grandpa's words and smiling face.”

I CAN | I can explain how a stanza brings the poem into the present.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a poem moves from past to future.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own how the poem reaches the future.

STAAR asks: **How does the poet move from the past to the future?**

“So when I wonder where to start, I'll look nearby and use my heart.”

I CAN | I can explain how a past to future structure helps the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The poem moves from winter to summer.** Explain why it is a trap and name the trap.

“It crossed the cold of winter air, And reached the people gathered there.”

I CAN | I can prove why a near-miss pattern does not fit the poem.



TEXT STRUCTURE

Trace the time on your own.

Go back to the poem. Copy one line from the past, one from the present, and one about the future.

**Go back to the poem.
Copy one line from the **past**, one from the **present**,
and one about the **future**.**

I CAN | I can trace how a poem moves from past to future.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Grandpa heard the message in a crowd long ago. Stood and heard are past tense, so this part is in the past.

CHOOSE C. Stanza 9, because the years moved on and Grandpa's hair grew silver. A is a Near-miss pattern because stanza 3 gives the message but stays in the past. B is a Word match trap because winter is in the past.

SHOW The speaker is in the kitchen with Grandpa now, listening to his story. The message from the past has reached the present.

OWN The poem starts with Grandpa hearing the message long ago, moves to the kitchen today, and ends with I'll, what the speaker will do. This shows the message is still asking us to serve.

DEFEND Near-miss pattern. The poem does move through time, but not from winter to summer. It moves from Grandpa's past, to today, to what the speaker will give.

YOUR TURN Answers vary. Past: Grandpa stood among the crowd. Present: It crossed our little kitchen space. Future: I'll look nearby and use my heart.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“That winter morning slipped away, But still its message lives today. ... So when I wonder where to start, I'll look nearby and use my heart.”

How does the poet move from the past to the future?

- A** By comparing winter and summer
- B** By listing the countries volunteers visited
- C** By moving from Grandpa's memory, to today, to what the speaker will do
- D** By describing only the crowd



TEXT STRUCTURE

The answer is C.

- A By comparing winter and summer**
Near-miss pattern. Time passes, but the poem is not about seasons.
- B By listing the countries volunteers visited**
Word match trap. Seas and lands appear, but no countries are listed.
- C By moving from Grandpa's memory, to today, to what the speaker will do **Correct.****
The poem begins with Grandpa's past, comes to the kitchen today, and ends with I'll.
- D By describing only the crowd**
Only half the structure. The crowd is only the past part.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

To defend a structure claim, I name the structure and prove it with lines.

This poem moves through time, from Grandpa's memory to the speaker's choice, and asks a question.

A trap may name the wrong pattern, like compare and contrast, for a poem that moves through time.

THIS WEEK'S FOCUS

Text Structure

from “What Will You Give?”

This week we **defend a structure claim** for **What Will You Give?** The poem moves in **time order**, from Grandpa's memory of a speech, to the kitchen today, to the speaker's plan, and ends with a **question**.

STAAR asks: **Which structure best describes the poem, and what proves it?** Traps this week: **Wrong pattern named, Describes another part, and Too broad.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice clues that a poem starts with a memory.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the memory.

Read stanza 2. Notice the clues that tell this is a memory.

“One memory starts with winter snow, With frozen streets and winds that blow.”

I CAN | I can notice how a poem begins in the past.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure that best describes a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **Which structure best describes the poem?**

“The years rolled onward, fast and free; The young man Grandpa used to be Became the man across from me, Still holding pieces of history.”

A Compare and contrast two cities • **B** Time order, from Grandpa's memory to the speaker's plan • **C** A description of the Peace Corps

I CAN | I can choose a structure and know which lines prove it.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show lines that prove a structure."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show the proof.

STAAR asks: **Which lines prove the poem reaches the present?** Show your proof.

"Just Grandpa, me, my notebook there, And afternoon light in the air."

I CAN | I can explain how lines from a poem prove a structure claim.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can make a structure claim and prove it.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the claim.

STAAR asks: **Which structure best describes the poem, and what proves it?** Write your claim and proof.

“I'll look around and choose to live By asking this: What will I give?”

I CAN | I can defend a structure claim with lines from a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The poem compares Grandpa and the speaker.** Explain why it is a trap and name the trap.

“These are not hands the world would know; No cameras follow where they go.”

I CAN | I can prove why the wrong pattern does not describe the poem.



TEXT STRUCTURE

Defend a structure claim on your own.

Go back to the poem. Write which structure best describes it. Copy two lines that prove it.

Go back to the poem.
Write the structure that best describes it.
Copy two lines that prove your claim.

I CAN | I can defend a structure claim with proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE One memory tells us this part happened long ago. The poem begins in Grandpa's past.

CHOOSE B. Time order, from Grandpa's memory to the speaker's plan. A is a Wrong pattern named because the poem does not compare two cities. C is Describes another part because the Peace Corps is only a few stanzas.

SHOW These lines show the speaker sitting with Grandpa now, with a notebook. The poem has moved from the past to the present.

OWN The poem is in time order. It starts with Grandpa's memory of winter snow, moves to the kitchen today, and ends with the speaker's plan: I'll look around and choose to live by asking what will I give.

DEFEND Wrong pattern named. The speaker and Grandpa are both in the poem, but the poem is not built to show how they are alike and different. It moves through time to the speaker's choice.

YOUR TURN Answers vary. Time order. One memory starts with winter snow, With frozen streets and winds that blow. So first, before I wait to see What everyone will do for me.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“One memory starts with winter snow, ... The years rolled onward, fast and free; ... I'll look around and choose to live By asking this: What will I give?”

Which structure best describes the poem?

- A** Problem and solution about snow
- B** Time order, from a memory long ago to a choice the speaker will make
- C** A list of things hands can do
- D** Compare and contrast of a president and a child



TEXT STRUCTURE

The answer is B.

- A Problem and solution about snow**
Wrong pattern named. Snow is a detail, not a problem that gets solved.
- B Time order, from a memory long ago to a choice the speaker will make **Correct.****
The poem moves from Grandpa's memory, through the years, to the speaker's plan.
- C A list of things hands can do**
Describes another part. The list of things hands can do is only a few stanzas.
- D Compare and contrast of a president and a child**
Wrong pattern named. Both are named, but the poem is not built on a comparison.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Some research texts are organized around a central question.

Each section answers part of the question, like water, land, trade, and travel.

A trap can be too narrow. It names one section instead of the big idea of the whole text.

THIS WEEK’S FOCUS

Text Structure

from “A Place to Grow”

This week's research text is **A Place to Grow**. The author organizes it around **central questions**: How does where people live affect how they live? Each **section** answers part of that question. STAAR asks: **How does the central question organize the selection?** Traps this week: **Too narrow central idea**, **Wrong structure type**, and **Word match trap**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice questions that organize a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the questions.

Read the questions near the beginning of the selection. Notice what the author wants the reader to wonder about.

“Where will we get water? How will we find or grow food? What materials can we use for homes?”

I CAN | I can notice the questions an author uses to set up a research text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a central question organizes a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: How does the central question organize the selection?

“The answers have been different in different places, but one idea appears again and again: where people live affects how they live.”

A Each section answers part of the question of how a place helps a community grow • **B** The whole text explains the Nile River • **C** The text tells a story about one family

I CAN | I can choose how a central question shapes the sections of a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a section answers a question.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show a section's answer.

STAAR asks: **How does the section about trade answer one of the questions?**

“What can they do? They can trade.”

I CAN | I can explain how one section answers part of a central question.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a question structure helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own how the question helps the purpose.

STAAR asks: **Why does the author organize the selection around questions?**

“Every community begins with a place, but people decide how that place will grow.”

I CAN

I can explain how a central question structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The central idea is that people traded seashells.** Explain why it is a trap and name the trap.

“One of the most interesting clues is seashells.”

I CAN | I can prove why an answer is too narrow to be the central idea.



TEXT STRUCTURE

Use the central question on your own.

Go back to the selection. Write the central question. Choose two sections and tell how each one answers part of it.

Go back to the reading.
Write the central question.
Tell how two sections answer part of it.

I CAN | I can explain how sections answer a central question.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author asks what people need to build a **community: water, food, and homes**. The rest of the text answers these questions.

CHOOSE A. Each section answers part of the question of how a place helps a community grow. B is Too narrow because the Nile is only one example. C is a Wrong structure type because the text is not a story.

SHOW The question is what a community can do if it does **not have a resource**. The answer is trade. Poverty Point is the example.

OWN The questions guide the reader through each need, **like water, land, trade, and travel**. By the end, the reader can answer the big question: people use the place to decide how their community will grow.

DEFEND **Too narrow central idea.** Seashells are one clue in the trade section. The whole text answers how where people live affects how they live.

YOUR TURN **Answers vary.** Central question: How does where people live affect how they live? Water Changes Everything shows people settle near water. People Use What the Land Provides shows people use wood, soil, and fish.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Throughout history, people have had to ask important questions before a community could grow. ... where people live affects how they live.”

How does the central question organize the selection?

- A** Each section answers part of the question of how a place affects the people who live there.
- B** It explains only how to grow wheat.
- C** It tells the steps for crossing an ocean.
- D** It describes the Mayflower.



TEXT STRUCTURE

The answer is A.

Each section answers part of the question of how a place affects the people who live there. Correct.

The sections on water, land, trade, travel, and work each answer part of the big question.

B **It explains only how to grow wheat.**
Too narrow central idea. Wheat is one crop named in one section.

C **It tells the steps for crossing an ocean.**
Wrong structure type trap. The text does not give steps.

D **It describes the Mayflower.**
Too narrow central idea. The Mayflower is one detail about the Pilgrims.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Research texts often show cause and effect across many sections.

A person notices a problem, takes action, and the action causes change.

A full cause and effect answer tells both halves: what caused it AND what it changed.

THIS WEEK’S FOCUS

Text Structure

from “People Make the Difference”

This week's research text is **People Make the Difference**. Across its sections, the author shows **cause and effect**: people's ideas and actions **cause** changes in communities. STAAR asks: **The author uses cause and effect to help the reader understand ...** Traps this week: **Only half the structure, Near-miss pattern, and Describes another part.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a pattern an author sets up.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the pattern.

Read the sentences near the beginning. Notice the steps the author says many stories follow.

“Someone noticed something. Someone asked a question. Someone made a choice. Then an idea or action created change.”

I CAN | I can notice the cause and effect pattern an author sets up at the start.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose what cause and effect helps the reader understand.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the cause and effect.

STAAR asks: The author uses cause and effect to help the reader understand ...

“As cars became more affordable and more common, daily life began to change.”

A why milk is heated • **B** how people's ideas and actions changed communities • **C** how cars are built in a factory

I CAN | I can choose what an author's cause and effect structure helps the reader understand.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show both a cause and its effect.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show both halves.

STAAR asks: **What did Benjamin Franklin's lightning rod cause?** Show the cause and the effect.

“Instead, it helped people respond to one of the dangers storms could cause.”

I CAN | I can explain both halves of a cause and effect relationship.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

"I can explain how cause and effect helps the author's purpose."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Own how it helps the purpose.

STAAR asks: How does cause and effect across the sections help the author's purpose?

"Communities become stronger when individuals understand that their actions affect other people."

I CAN

I can explain how cause and effect across sections contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student wrote: **Henry Ford wanted to make cars cheaper.** The question asked for the cause and the effect. Explain why it is a trap and name the trap.

"Ford wanted to produce a dependable automobile at a lower price."

I CAN | I can prove why an answer with only half the structure is not complete.



TEXT STRUCTURE

Find cause and effect on your own.

Go back to the selection. Choose two people. For each one, write the cause and the effect. Copy one sentence as proof.

Go back to the reading.

Choose two people. Write the cause and the effect for each.

Copy one sentence as proof.

I CAN | I can show cause and effect across sections with proof.

TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE People notice, ask, and choose. Those actions are the causes. Change is the effect.

CHOOSE B. how people's ideas and actions changed communities. A is Describes another part because milk is only the Pasteur example. C is a Near-miss pattern because the text is not mainly about how cars are built.

SHOW Cause: Franklin developed the lightning rod.
Effect: people could protect buildings from lightning fires.

OWN Each section shows a person's action causing a change. Seeing this again and again proves the author's point: people make the difference in communities.

DEFEND Only half the structure. The answer tells what Ford wanted, the cause, but not the effect. A full answer adds that people could travel farther and daily life changed.

YOUR TURN Answers vary. Franklin made the lightning rod, so buildings were safer. Ford made cars more affordable, so people could travel farther. Proof: People could travel farther in less time.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Henry Ford saw a transportation problem. ... As cars became more affordable and more common, daily life began to change. People could travel farther in less time.”

The author uses cause and effect to help the reader understand

A what a Model T looked like.

B why roads are made of stone.

C that Henry Ford invented the first car.

D how one person's idea can change daily life for many people.



TEXT STRUCTURE

The answer is D.

- A** **what a Model T looked like.**
Describes another part. The text does not describe how the car looked.
- B** **why roads are made of stone.**
Not in the text trap. Road materials are never explained.
- C** **that Henry Ford invented the first car.**
Misreads a detail trap. The text says automobiles existed before Ford.
- D** **how one person's idea can change daily life for many people. Correct.**
Ford's idea is the cause. Travel and daily life changing is the effect.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author’s purpose”

WHAT DOES THIS MEAN TO ME?

Research texts use features like headings to organize sections.

Each heading tells what the section is about, like Water Matters.

A research clue box at the end gives questions to help me study.

THIS WEEK’S FOCUS

Text Structure

from “What Helps a Community Grow?”

This week's research text is **What Helps a Community Grow?** The author uses **headings** to divide it into **sections**, and ends with a **Community Quest Research Clue**. STAAR asks: **How do the sections help the reader study the research?**

Traps this week: **Wrong structure type**, **Too narrow**, and **Word match trap**.

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice headings in a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the headings.

Read the heading and the sentence after it. Notice how the heading tells what the section is about.

“Water Matters”

I CAN | I can notice how headings divide a text into sections.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how sections help a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose how sections help.

STAAR asks: How do the sections help the reader study the research?

“What If Something Is Missing?”

A Each section answers one part of what helps a community grow • **B** The sections tell a story in time order • **C** The sections all explain Poverty Point

I CAN | I can choose how the sections of a research text help the reader.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show what a photo and caption add to a text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose"

Show what the photo adds.

How does the **photo and its caption** help explain the section People Make Communities Stronger? Use the sentence and the photo.

"A good location is helpful, but people make communities work."



Caption: *Neighbors plant a community garden together.*

I CAN | I can explain how a photo and its caption support the ideas in a section.

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author includes a text feature.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose of the research clue.

STAAR asks: **Why does the author include the Community Quest Research Clue at the end?**

“What did the place provide? What problem did people face? What did people do about it?”

I CAN | I can explain how a text feature contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The sections are organized in time order, from Egypt to today.** Explain why it is a trap and name the trap.

“Ancient Egyptians built many communities near the Nile River.”

I CAN | I can prove why the wrong structure type does not fit a research text.



TEXT STRUCTURE

Study the sections on your own.

Go back to the selection. Copy two headings. Under each, write what the section teaches.

**Go back to the reading.
Copy two headings.
Write what each section teaches.**

I CAN | I can explain how sections help me study research.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The heading **Water Matters** tells me this section explains why water is important to communities.

CHOOSE **A.** Each section answers one part of what helps a community grow. B is a Wrong structure type because the text is not a story in time order. C is Too narrow because Poverty Point is one example.

SHOW The photo shows neighbors working together in a garden. The caption tells what they are doing. It shows the main idea: people make communities work.

OWN The research clue gives readers questions to use when they collect evidence. It helps them study any community the same way the sections did.

DEFEND **Wrong structure type.** Egypt is long ago, but the sections are not in time order. They are organized by topic: water, resources, missing resources, and people.

YOUR TURN **Answers vary.** Water Matters: people need water for drinking, farming, and travel. People Use Nearby Resources: people use wood, soil, and rivers.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

**“People Use Nearby Resources ... People often use resources found in their environment. ...
What If Something Is Missing? ... No community has every resource it needs.”**

How do the sections help the reader study the research?

A They tell what happened to one family.

B They list the steps to build a home.

C Each heading names one thing that helps a community, so the reader can find and study each part.

D They describe only seashells.

TEXT STRUCTURE

The answer is C.

A They tell what happened to one family.
Wrong structure type trap. The text is not a story about a family.

B They list the steps to build a home.
Wrong structure type trap. No steps are given.

C Each heading names one thing that helps a community, so the reader can find and study each part. Correct.
Headings like Water Matters and People Use Nearby Resources divide the research into parts.

D They describe only seashells.
Too narrow. Seashells are one example in one section.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors choose a structure to help their purpose.

This text shows four steps of change, gives examples, and ends with a big idea.

A trap may describe another part instead of the whole structure.

THIS WEEK'S FOCUS

Text Structure

from “**Small Choices, Strong Communities**”

This is our **capstone** week. **Small Choices, Strong Communities** shows four steps of change, then **examples** of people who made a difference, then **questions** for researchers and a **Big Idea**. STAAR asks: **Short response: How does the structure help the author's purpose?** Traps this week: **Describes another part, Too broad, and Only half the structure.**

This deck teaches **text structure the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author sets up a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Notice the problem.

Read the first sentences. Notice what the author says every community has.

“Every community has problems to solve. Sometimes the problems are large.”

I CAN | I can notice how the beginning of a text sets up a problem and solution structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes examples.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize the examples of Franklin, Pasteur, and Garza?**

“Scientists can make a difference too.”

A The author compares the three people's childhoods • **B** The author lists small things students can do • **C** Each example shows a person who noticed a need and acted to help

I CAN | I can choose the structure the author uses for examples.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show a cause and effect in an example.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Show cause and effect in an example.

STAAR asks: **What effect did Benjamin Franklin's work have?** Show the cause and the effect.

“His work gave people a way to better protect buildings during storms.”

I CAN | I can explain how an example shows cause and effect.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how structure helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Own the purpose.

STAAR asks: **Short response: How does the structure help the author's purpose?** Write two or three sentences.

“People do not have to become famous to make a difference.”

I CAN

I can write a short response analyzing how structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student wrote: **The structure helps because a volunteer might help at an animal shelter.** Explain why it is a trap and name the trap.

“A volunteer might help at an animal shelter.”

I CAN

I can prove why an answer that describes another part does not explain the whole structure.



TEXT STRUCTURE

Defend in writing on your own.

Go back to the selection. Write a short response: How does the structure help the author's purpose? Copy two sentences as proof.

Go back to the reading.
Write a short response: How does the structure help the author's purpose?
Copy two sentences as proof.

I CAN | I can defend a structure and purpose claim in writing.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Every community has problems to solve. The text will show how people solve them.

CHOOSE C. Each example shows a person who noticed a need and acted to help. A is a Wrong structure type because the examples are not compared side by side. B is Describes another part because the list of small actions comes later.

SHOW Cause: Franklin studied electricity and helped develop the lightning rod. Effect: people could better protect buildings during storms.

OWN The author first shows famous people who solved problems, then shows small actions anyone can take. This order helps the purpose of showing that everyone, even children, can strengthen a community.

DEFEND Describes another part. The shelter is one small example. The question asks how the whole structure, steps, examples, and big idea, helps the author's purpose.

YOUR TURN Answers vary. The author shows how change happens, gives examples of people, and ends with a big idea. This helps show that anyone can help a community. Proof: People do not have to become famous to make a difference. Each action begins with a choice.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Every community has problems to solve. ... People do not have to become famous to make a difference. ... Each action begins with a choice.”

How does the structure help the author's purpose?

- A** It moves from famous helpers to everyday actions, showing that anyone can make a difference.
- B** It explains how pasteurization works.
- C** It describes Carmen Lomas Garza's paintings.
- D** It tells the history of one town.

TEXT STRUCTURE

The answer is A.

- A** It moves from famous helpers to everyday actions, showing that anyone can make a difference. **Correct.**

The text shows famous examples first and then small choices anyone can make, which supports the Big Idea.

- B** It explains how pasteurization works.
Describes another part. Pasteurization is one example.

- C** It describes Carmen Lomas Garza's paintings.
Describes another part. The paintings are one example.

- D** It tells the history of one town.
Wrong structure type trap. The text is not the history of one town.

