

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning what text structure means. Text structure is how an author puts a text together.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question, like how does the author organize the events, and we will learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 1 . a class or student copy of “The Recess Question” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell three things they did this morning in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 1 of 36 • Prepare Cluster • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a story begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Authors often start a story at the very first event. Listen for words that tell when."

▶ Read the sentences twice. Students circle a moment later on the NOTICE row.

ANSWER KEY: First event: the class goes out to recess. Time words: a moment later.

CHECK FOR UNDERSTANDING

Ask a student what happens first in the story.

COMMON MISCONCEPTION

Students may describe the playground instead of naming an event.

POSSIBLE STUDENT QUESTION

What are time words? Words like first, then, a moment later, and soon that tell when.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event. Keep the demand at this level.

RAISE THE THINKING

Ask what happens right after the class reaches the playground.

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.

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Grade 3 · Prepare Cluster · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at how the story moves. Does it go from one event to the next in time?"

▶ Students choose privately, then point to the first and last event with a partner.

ANSWER KEY: C. In time order, from the start of recess to the end.

CHECK FOR UNDERSTANDING

Ask a student which event comes last.

COMMON MISCONCEPTION

Students may pick A because the kids give reasons near the end. That is one part, not how the whole story is built.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? A real structure that does not match this story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time word from the story.

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.

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Grade 3 · Prepare Cluster · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the order of events in a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An event in the middle has something before it and something after it."

▶ Students write one event before and one event after on the SHOW row.

ANSWER KEY: Before: jumping rope with Max. After: Beth stops and invites Lily.

CHECK FOR UNDERSTANDING

Ask a student to retell the three events in order.

COMMON MISCONCEPTION

Students may mix up the order. Have them find each event in the text.

POSSIBLE STUDENT QUESTION

How do I know what comes next? Find the event and read the very next sentences.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what Lily does on her third try.

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.

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Grade 3 · Prepare Cluster · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author tells events in order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how would the story feel if the events were mixed up?"

▶ Students write how time order helps on the OWN row.

ANSWER KEY: It helps the reader follow the events and see how things change.

CHECK FOR UNDERSTANDING

Ask a student to finish: Time order helps me understand...

COMMON MISCONCEPTION

Students may retell the story instead of explaining why the order helps.

POSSIBLE STUDENT QUESTION

Why not tell the end first? The reader would not see how Lily's day changed.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps the reader. Keep the demand at this level.

RAISE THE THINKING

Ask what changes for Lily from the start to the end.

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.

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Grade 3 · Prepare Cluster · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a real structure, compare, but it does not fit this story."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The story is told in time order.

CHECK FOR UNDERSTANDING

Ask a student to name the time words that prove time order.

COMMON MISCONCEPTION

Students may accept compare because class and recess are both mentioned.

POSSIBLE STUDENT QUESTION

How do I test a pattern? See if it fits the beginning, middle, and end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different Wrong pattern named trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Find the events first. Then put them in order and circle a time word."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the kids play games at recess.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning about time words. Time words show the order of events in a story.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question which words show the order of events, and we will spot trap words that only look right.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 2 . a class or student copy of “The Recess Question” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to use then and soon to tell about their morning.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Prepare Cluster · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice time words in a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A time word answers the question when."

▶ Read the sentence twice. Students circle soon on the NOTICE row.

ANSWER KEY: Soon.

CHECK FOR UNDERSTANDING

Ask a student what question a time word answers.

COMMON MISCONCEPTION

Students may circle jumping or turned. Those are actions, not time words.

POSSIBLE STUDENT QUESTION

Is while a time word? Yes. It shows two things happen at the same time.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding time words. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find a second time word in the sentence.

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.

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Grade 3 · Prepare Cluster · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the words that show order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Only one choice tells when. The others tell what or who."

▶ Students choose privately, then read the three tries aloud with a partner.

ANSWER KEY: A. First, then, again.

CHECK FOR UNDERSTANDING

Ask a student to say the three tries using the time words.

COMMON MISCONCEPTION

Students may choose B because those are things that happen. Time words tell when, not what.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? It sounds close to the right idea but misses the real job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting time words. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add another time word that could fit.

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.

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Grade 3 · Prepare Cluster · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show two events in order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Then tells us this event comes after the one before."

▶ Students write first and then on the SHOW row.

ANSWER KEY: First: the whistle blows. Then: recess is over.

CHECK FOR UNDERSTANDING

Ask a student to say the events with first and then.

COMMON MISCONCEPTION

Students may skip the time word and just list events.

POSSIBLE STUDENT QUESTION

Why do authors use then so often? It is a clear signal that the next event is starting.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining sequence with time words. Keep the demand at this level.

RAISE THE THINKING

Ask what happens as the class lines up.

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.

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Grade 3 · Prepare Cluster · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how time words help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what would be confusing if this time phrase were gone?"

▶ Students write how the time words help on the OWN row.

ANSWER KEY: They tell how long and when things happen so the reader can follow along.

CHECK FOR UNDERSTANDING

Ask a student to finish: The time words help me know...

COMMON MISCONCEPTION

Students may only copy the words without saying how they help.

POSSIBLE STUDENT QUESTION

Can a time word be more than one word? Yes, like for a few minutes.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how time words help. Keep the demand at this level.

RAISE THE THINKING

Ask why the author says recess feels too short.

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.

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Grade 3 · Prepare Cluster · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap repeats words in a pattern, so it looks like order. Check if it tells when."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. Bounce is a sound word, not a time word.

CHECK FOR UNDERSTANDING

Ask a student to give a real time word from the story.

COMMON MISCONCEPTION

Students may think any repeated pattern shows order.

POSSIBLE STUDENT QUESTION

How do I test a time word? Ask: does it tell when?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap for this question.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Hunt for words that tell when. Then write the event that goes with each one.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the words are about things that happen.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning that many stories have a beginning, a middle, and an end.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the author organize the story, and we will learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 3 . a class or student copy of “The Mystery of the Traveling Shell” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the beginning, middle, and end of a favorite fairy tale.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a story begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The beginning of a mystery gives the reader a question to solve."

▶ Read the sentence twice. Students underline the question on the NOTICE row.

ANSWER KEY: The beginning asks how the shell traveled so far.

CHECK FOR UNDERSTANDING

Ask a student to say the mystery question in their own words.

COMMON MISCONCEPTION

Students may name the shell as the beginning. The beginning is the question about the shell.

POSSIBLE STUDENT QUESTION

Why start with a question? It makes the reader want to find the answer.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning. Keep the demand at this level.

RAISE THE THINKING

Ask where Emsy is when the story begins.

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.

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Grade 3 • Prepare Cluster • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 3 of 36 • Prepare Cluster • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a story is organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about all three parts of the story before you choose."

▶ Students choose privately, then name the beginning, middle, and end with a partner.

ANSWER KEY: C. A question, then clues, then the answer.

CHECK FOR UNDERSTANDING

Ask a student which part holds the clues.

COMMON MISCONCEPTION

Students may pick B because there is only one shell to compare. There is no second shell.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a real way to organize text that this story does not use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to count the clues in the middle.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what happens in the middle of a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The middle is where the action or the clues happen."

▶ Students write one clue and what it shows on the SHOW row.

ANSWER KEY: Clue: the map. It shows the shell traveled a long distance.

CHECK FOR UNDERSTANDING

Ask a student to name a different clue from the middle.

COMMON MISCONCEPTION

Students may say the ending instead of a middle event.

POSSIBLE STUDENT QUESTION

How do I know it is the middle? It comes after the question and before the answer.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the middle. Keep the demand at this level.

RAISE THE THINKING

Ask why Emsy needs more than one clue.

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.

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Grade 3 · Prepare Cluster · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the end of a story connects to the beginning."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A good ending often answers what the beginning asked."

▶ Students write the beginning question and the ending answer on the OWN row.

ANSWER KEY: The ending answers the question: trade moved the shell.

CHECK FOR UNDERSTANDING

Ask a student to read the question and the answer back to back.

COMMON MISCONCEPTION

Students may say the ending is when Emsy smiles. The real ending answers the mystery.

POSSIBLE STUDENT QUESTION

Why does the order matter? Without the clues in the middle, the answer would not make sense.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about connecting beginning and end. Keep the demand at this level.

RAISE THE THINKING

Ask what the last sentence tells us about the shell.

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.

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Grade 3 · Prepare Cluster · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap turns one clue into the whole structure."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. The story goes question, clues, answer.

CHECK FOR UNDERSTANDING

Ask a student to point to the beginning, middle, and end.

COMMON MISCONCEPTION

Students may accept it because rivers really are in the story.

POSSIBLE STUDENT QUESTION

Can a story have facts in it? Yes, but the facts are clues inside the story structure.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a One part, not the whole trap.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the beginning question, the middle clues, and the ending answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the map is an important clue.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning that authors put events in order for a reason. The order helps us understand the story.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the order of events help the reader, and we will learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 4 . a class or student copy of "The Mystery of the Traveling Shell" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a recipe lists its steps in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice order words in a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Emsy is a careful thinker. She puts her clues in order."

▶ Read the sentence twice. Students circle First on the NOTICE row.

ANSWER KEY: First. The clues are listed in order.

CHECK FOR UNDERSTANDING

Ask a student which order words come after first.

COMMON MISCONCEPTION

Students may think first means the first event of the story. Here it is the first clue in her list.

POSSIBLE STUDENT QUESTION

Why number the clues? It helps the reader keep track of each one.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing order words. Keep the demand at this level.

RAISE THE THINKING

Ask what word Emsy uses for her last clue.

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.

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Grade 3 · Prepare Cluster · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how the order of events helps the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about what the order does for you as a reader."

▶ Students choose privately, then explain their choice to a partner using the word clue.

ANSWER KEY: A. It lets the reader solve the mystery one clue at a time.

CHECK FOR UNDERSTANDING

Ask a student why one shell was not enough.

COMMON MISCONCEPTION

Students may pick B because the museum appears at the start. That describes another part, not the job of the order.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It talks about a different part of the story instead of answering the question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how structure helps. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if the answer came first.

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.

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Grade 3 · Prepare Cluster · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one event leads to another."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some events change everything. Look for the words That changed everything."

▶ Students write before and after on the SHOW row.

ANSWER KEY: Before: one shell. After: a pattern of faraway objects.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that comes right after this one.

COMMON MISCONCEPTION

Students may only name the copper without saying how it changes Emsy's thinking.

POSSIBLE STUDENT QUESTION

Why put this clue near the end? It makes the pattern clear right before the answer.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how events connect. Keep the demand at this level.

RAISE THE THINKING

Ask what word in the story means a pattern of clues.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the order helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the author want readers to learn about solving a mystery?"

▶ Students write the purpose of the order on the OWN row.

ANSWER KEY: It shows that good thinkers line up evidence before making a claim.

CHECK FOR UNDERSTANDING

Ask a student to finish: The clues come first because...

COMMON MISCONCEPTION

Students may retell the clues instead of explaining why they come first.

POSSIBLE STUDENT QUESTION

What is a claim? The answer Emsy believes, backed by evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which sentence tells what a strong conclusion needs.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is a real detail, but it does not answer how the order helps."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. It is a detail, not the job of the order.

CHECK FOR UNDERSTANDING

Ask a student to restate the question before answering.

COMMON MISCONCEPTION

Students may accept it because the sentence is in the story.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Reread the question and check that my answer matches it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“List the clues in order first. Then explain how the order helps.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the backpack appears in the story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about the central idea, the most important idea of an informational text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question what is the central idea of the selection, and we will learn to spot answers that are too narrow.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 1
. a class or student copy of “The Pilgrims Chose Plymouth”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name the central idea of a book about dogs that has chapters on food, exercise, and baths.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice details in an informational text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A detail is a small piece of information. Listen for what Plymouth had."

▶ Read the sentence twice. Students underline forests and tall trees on the NOTICE row.

ANSWER KEY: Detail: forests with tall trees for building.

CHECK FOR UNDERSTANDING

Ask a student what the trees could be used for.

COMMON MISCONCEPTION

Students may think this detail is the central idea. It is one piece of evidence.

POSSIBLE STUDENT QUESTION

What is a detail? A small fact that helps explain the big idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing details. Keep the demand at this level.

RAISE THE THINKING

Ask for a second thing Plymouth had.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the central idea of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The central idea is like an umbrella. Every detail fits under it."

▶ Students choose privately, then name two details that fit under their choice.

ANSWER KEY: B. The Pilgrims chose Plymouth because it had what they needed.

CHECK FOR UNDERSTANDING

Ask a student to name two details that support the central idea.

COMMON MISCONCEPTION

Students may pick A because it is true. True is not enough if it is too small.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? An answer about only one detail.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the central idea. Keep the demand at this level.

RAISE THE THINKING

Ask why C is too broad.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Text Structure • Wednesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Evidence must connect to the central idea. Use because."

▶ Students write the detail and a because sentence on the SHOW row.

ANSWER KEY: The harbor kept the ship safe, so Plymouth met their needs.

CHECK FOR UNDERSTANDING

Ask a student to finish: This supports the central idea because...

COMMON MISCONCEPTION

Students may copy the detail without explaining the connection.

POSSIBLE STUDENT QUESTION

What does anchor mean? To stop a ship and hold it in one place.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining support. Keep the demand at this level.

RAISE THE THINKING

Ask which detail is about food.

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.

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Grade 3 · Cluster 1 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how details are organized around a central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how do the details build up to the last sentence?"

▶ Students write how the details are placed on the OWN row.

ANSWER KEY: Details about Plymouth come first, then the choice to settle.

CHECK FOR UNDERSTANDING

Ask a student which sentence tells the result.

COMMON MISCONCEPTION

Students may only list details without saying how they are organized.

POSSIBLE STUDENT QUESTION

Why end with settling? It shows what all the details led to.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure. Keep the demand at this level.

RAISE THE THINKING

Ask what problem made them build shelters quickly.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it only covers one sentence."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow central idea. Winter is one detail.

CHECK FOR UNDERSTANDING

Ask a student to show a detail that winter does not cover.

COMMON MISCONCEPTION

Students may accept it because winter is important to the story.

POSSIBLE STUDENT QUESTION

How do I test a central idea? See if it fits every paragraph.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the big idea first. Then find two details that fit under it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because building fires is a true detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about problem and solution, a way authors organize information.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the author organize the paragraphs, and we will learn to spot answers that give only half.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 2
. a class or student copy of “The Pilgrims Chose Plymouth”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell a problem from their day and how they solved it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the problem in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A problem is something people need to fix. Listen for what the Pilgrims needed."

▶ Read the sentence twice. Students write the problem and circle so on the NOTICE row.

ANSWER KEY: Problem: they need a place to settle before the cold.
Signal word: so.

CHECK FOR UNDERSTANDING

Ask a student to say the problem in their own words.

COMMON MISCONCEPTION

Students may say the problem is the ship. The problem is needing a place to settle.

POSSIBLE STUDENT QUESTION

What does so show? It shows a result: because of the cold, they needed to settle fast.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what else made the trip hard.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes paragraphs."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look across all three paragraphs. Is there a problem and then a fix?"

▶ Students choose privately, then show a partner where the solution begins.

ANSWER KEY: C. Problem and solution.

CHECK FOR UNDERSTANDING

Ask a student which paragraph gives the solution.

COMMON MISCONCEPTION

Students may pick B because paragraph 3 is all about a problem. The question asks about three paragraphs.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It names one part but leaves out the other.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a signal word for a solution.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a problem and its solution."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A solution answers the problem. Match them up."

▶ Students fill in problem and solution on the SHOW row.

ANSWER KEY: Problem: moving supplies. Solution: the harbor.

CHECK FOR UNDERSTANDING

Ask a student to say it with so: The harbor was safe, so...

COMMON MISCONCEPTION

Students may name the solution without the problem.

POSSIBLE STUDENT QUESTION

Can a text have more than one problem? Yes. Each one can have its own solution.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining problem and solution. Keep the demand at this level.

RAISE THE THINKING

Ask what problem winter caused in paragraph 6.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author puts the problem first."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how does knowing the problem help you understand the solution?"

▶ Students write the reason on the OWN row.

ANSWER KEY: The problem first helps the reader see why Plymouth was the right solution.

CHECK FOR UNDERSTANDING

Ask a student to finish: The problem comes first so the reader...

COMMON MISCONCEPTION

Students may summarize Plymouth instead of explaining the order.

POSSIBLE STUDENT QUESTION

What if the solution came first? The reader would not know what it was solving.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the Pilgrims were looking for.

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.

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Grade 3 · Cluster 1 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap tells the problem and stops. The question needs both halves."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It leaves out the solution.

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may accept it because cold weather really is in paragraph 3.

POSSIBLE STUDENT QUESTION

How do I check for both halves? Ask: what was wrong, and how did they fix it?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the problem first. Then find how it was solved.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because cold weather is described in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 • Cluster 1 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning cause and effect. A cause is why something happens, and an effect is what happens.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR stem the author uses cause and effect to help the reader understand, and we will learn to spot near misses.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 3
. a class or student copy of “Life Along the Nile River”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell a cause and effect from the weather today.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 1 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause and effect in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A cause is the why. An effect is the what happened."

▶ Read the sentences twice. Students circle because of this on the NOTICE row.

ANSWER KEY: Cause: dry land. Effect: people settled by the Nile.

CHECK FOR UNDERSTANDING

Ask a student to say it with because: People settled by the Nile because...

COMMON MISCONCEPTION

Students may switch the cause and the effect. Ask which happened first.

POSSIBLE STUDENT QUESTION

What do the words because of this point to? They point back to the cause in the sentence before.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what the Nile gave people that the desert did not.

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.

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Grade 3 · Cluster 1 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what cause and effect helps me understand."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at all the effects. What do they explain together?"

▶ Students choose privately, then name two effects of the river with a partner.

ANSWER KEY: A. Why the Nile was so important to life in Egypt.

CHECK FOR UNDERSTANDING

Ask a student to name two effects of the Nile.

COMMON MISCONCEPTION

Students may pick B because description is a real way to write. The question is about cause and effect.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? It sounds like the right pattern but explains something else.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what the structure explains. Keep the demand at this level.

RAISE THE THINKING

Ask a student which effect matters most for food.

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.

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Grade 3 · Cluster 1 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When is a signal word. It shows the cause happens first."

▶ Students fill in cause and effect on the SHOW row. Take two or three answers.

ANSWER KEY: Cause: floods went down. Effect: rich soil was left behind.

CHECK FOR UNDERSTANDING

Ask a student which happened first.

COMMON MISCONCEPTION

Students may write the effect only. Require both parts.

POSSIBLE STUDENT QUESTION

Can one effect cause something else? Yes. Rich soil then helped crops grow.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what effect the rich soil had.

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.

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Grade 3 · Cluster 1 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain a chain of causes and effects."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what did the river cause, and what did that cause next?"

▶ Students write a chain with so on the OWN row.

ANSWER KEY: River, then boats, then trade, then busy cities.

CHECK FOR UNDERSTANDING

Ask a student to read their chain aloud with so.

COMMON MISCONCEPTION

Students may stop after one effect.

POSSIBLE STUDENT QUESTION

What is a chain? When one effect becomes the cause of the next thing.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a chain of effects. Keep the demand at this level.

RAISE THE THINKING

Ask what jobs the Nile created.

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.

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Grade 3 · Cluster 1 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a real detail, but it explains the wrong thing."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. Fish is one effect, not how to fish.

CHECK FOR UNDERSTANDING

Ask a student what the cause and effect really explain.

COMMON MISCONCEPTION

Students may accept it because fish are in the text.

POSSIBLE STUDENT QUESTION

How do I spot a near miss? Ask: is this what the whole text explains?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the why and the what happened. Then circle the signal word.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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).

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because boats appear in the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how text structure helps an author explain a topic.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the structure help the author explain the topic, and we will learn to spot answers that are too broad.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 4
. a class or student copy of “Life Along the Nile River”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student why a science book might use cause and effect.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the topic and the author's big idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The topic is what the text is about. The purpose is what the author wants to explain about it."

▶ Read the sentence twice. Students write the topic and circle because on the NOTICE row.

ANSWER KEY: Topic: the Nile. Big idea: it was important because it gave water.

CHECK FOR UNDERSTANDING

Ask a student to name the topic in two words.

COMMON MISCONCEPTION

Students may say the topic is Egypt. The text focuses on the Nile in Egypt.

POSSIBLE STUDENT QUESTION

How is purpose different from topic? Topic is what; purpose is why the author wrote.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing topic and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what word in the sentence shows a cause.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a structure helps the author."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Connect the structure, cause and effect, to the topic, the Nile."

▶ Students choose privately, then tell a partner one effect that proves their choice.

ANSWER KEY: C. It shows how the Nile caused farming, trade, and cities to grow.

CHECK FOR UNDERSTANDING

Ask a student to name one cause and its effect from the text.

COMMON MISCONCEPTION

Students may pick A because it sounds big and important. It fits any river text, not this one.

POSSIBLE STUDENT QUESTION

What is a Too broad trap? An answer so general it could fit many texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how structure helps. Keep the demand at this level.

RAISE THE THINKING

Ask why B is too narrow.

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.

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Grade 3 · Cluster 1 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show effects that support the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for a pattern: the word depended appears three times."

▶ Students write the three effects on the SHOW row.

ANSWER KEY: Effects: farming, fishing, and trade all depended on the river.

CHECK FOR UNDERSTANDING

Ask a student which word repeats and why.

COMMON MISCONCEPTION

Students may list jobs without connecting them to the river.

POSSIBLE STUDENT QUESTION

Why repeat depended? To show many people relied on the same cause.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining effects. Keep the demand at this level.

RAISE THE THINKING

Ask what other group depended on the river.

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.

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Grade 3 · Cluster 1 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the ending helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what bigger lesson do all the effects lead to?"

▶ Students write the author's purpose on the OWN row.

ANSWER KEY: The effects build to the idea that geography shapes civilizations.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author wants me to understand...

COMMON MISCONCEPTION

Students may summarize the last paragraph instead of naming the purpose.

POSSIBLE STUDENT QUESTION

Is this too broad? No, because the whole text proves it with the Nile.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what geography means.

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.

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Grade 3 · Cluster 1 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it could fit almost any text about water."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad central idea. It does not name the Nile or Egypt.

CHECK FOR UNDERSTANDING

Ask a student to make the answer specific to this text.

COMMON MISCONCEPTION

Students may accept it because water really is important.

POSSIBLE STUDENT QUESTION

How do I fix a too broad answer? Add who, where, and what this text says.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the structure first. Then explain how it helps, and copy your proof."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because flooding is described in the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 1 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 2 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how biographies are organized. A biography tells about a real person's life.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the author organize the information about the person's life, and we will spot wrong patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 1
. a class or student copy of “Laura Ingalls Wilder” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell three events from their own life in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 2 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 9 of 36 • Cluster 2 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice time clues in a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Biographies often start when the person was born."

▶ Read the sentences twice. Students circle 1867 and when Laura was a little girl on the NOTICE row.

ANSWER KEY: Time clues: 1867, when Laura was a little girl.

CHECK FOR UNDERSTANDING

Ask a student what part of Laura's life the text starts with.

COMMON MISCONCEPTION

Students may circle Wisconsin. That is a place, not a time.

POSSIBLE STUDENT QUESTION

Why start with birth? It is the very beginning of a person's life.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing time clues. Keep the demand at this level.

RAISE THE THINKING

Ask how Laura's family traveled.

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.

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Grade 3 · Cluster 2 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Follow Laura's life through the paragraphs. Does it move through time?"

▶ Students choose privately, then point to a time word in paragraph 2.

ANSWER KEY: B. In time order, from childhood to today.

CHECK FOR UNDERSTANDING

Ask a student which phrase shows time moving forward.

COMMON MISCONCEPTION

Students may pick A because frontier life had challenges. The text is still organized by time.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? A real structure that does not fit this text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask what the last paragraph tells about.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show events in a person's life in order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Put Laura's life in order: childhood, writing, fame."

▶ Students write first, then, after that on the SHOW row.

ANSWER KEY: Childhood, then writing, then famous books.

CHECK FOR UNDERSTANDING

Ask a student to retell the three events in order.

COMMON MISCONCEPTION

Students may say she was famous first. Check the order in the text.

POSSIBLE STUDENT QUESTION

How does the order help? It shows how her childhood became her books.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what Laura wanted people to understand.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author uses time order in a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how does starting with childhood help you understand her books?"

▶ Students write the reason on the OWN row.

ANSWER KEY: It shows how her life led to her books and her fame.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author starts with childhood so...

COMMON MISCONCEPTION

Students may say the order makes it longer. Focus on how it helps understanding.

POSSIBLE STUDENT QUESTION

Why end with today? To show her books still matter.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what keeps history alive, according to the text.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names compare and contrast. Check if the text really compares."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The biography is in time order.

CHECK FOR UNDERSTANDING

Ask a student to find the time words that prove time order.

COMMON MISCONCEPTION

Students may accept it because the text says life was difficult long ago.

POSSIBLE STUDENT QUESTION

What would a compare text need? Two things described as alike and different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the events first. Then put them in the order they happened.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Laura's family faced hard times.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning signal words that show the order of events in a biography.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question which words signal the order of events, and we will spot near misses.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 2
. a class or student copy of “Laura Ingalls Wilder”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name three signal words that show time.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 2 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice signal words for sequence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Signal words are like road signs. They tell you where you are in time."

▶ Read the sentence twice. Students underline *When Laura was growing up* on the NOTICE row.

ANSWER KEY: Signal words: When Laura was growing up.

CHECK FOR UNDERSTANDING

Ask a student what time in Laura's life this sentence is about.

COMMON MISCONCEPTION

Students may underline prairie or towns. Those are places, not time signals.

POSSIBLE STUDENT QUESTION

Is a signal word always one word? No. It can be a phrase, like as Laura grew older.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing sequence signal words. Keep the demand at this level.

RAISE THE THINKING

Ask what Laura helped her family with.

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.

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Grade 3 · Cluster 2 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the words that signal order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask of each choice: does it tell when?"

▶ Students choose privately, then use the phrase in a sentence with a partner.

ANSWER KEY: A. As Laura grew older.

CHECK FOR UNDERSTANDING

Ask a student how As Laura grew older moves time forward.

COMMON MISCONCEPTION

Students may choose C because the list of states is in order. A list of places is not a time signal.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? It looks like the right kind of answer but does a different job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting signal words. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another signal phrase in the text.

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."

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

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Grade 3 · Cluster 2 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how signal words connect past and present."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some signal words jump forward in time. Look for how far."

▶ Students write what the words show on the SHOW row.

ANSWER KEY: They show a long time has passed, but her stories still matter.

CHECK FOR UNDERSTANDING

Ask a student to name the time in the past and the time now.

COMMON MISCONCEPTION

Students may think the sentence is about the frontier only.

POSSIBLE STUDENT QUESTION

Why use signal words at the end? To bring the reader from the past to today.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining signal words. Keep the demand at this level.

RAISE THE THINKING

Ask what keeps history alive.

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.

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Grade 3 · Cluster 2 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how signal words help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how would the text feel without the signal words?"

▶ Students write how the signal words help on the OWN row.

ANSWER KEY: They help the reader follow her life step by step.

CHECK FOR UNDERSTANDING

Ask a student to finish: Signal words help me...

COMMON MISCONCEPTION

Students may list words without saying how they help.

POSSIBLE STUDENT QUESTION

Do all paragraphs have signal words? Not always, but the key ones do.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how signal words help. Keep the demand at this level.

RAISE THE THINKING

Ask how moving gave Laura stories.

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.

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Grade 3 · Cluster 2 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap has a time word in it, winters, but it does a different job."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. It is a list of challenges, not order.

CHECK FOR UNDERSTANDING

Ask a student to give a real signal phrase instead.

COMMON MISCONCEPTION

Students may accept it because winter is a season.

POSSIBLE STUDENT QUESTION

How do I check? Ask if the words move the reader through time.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Hunt for words that tell when. Then write what time each one shows.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because moving is something that happened.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 • Cluster 2 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are comparing two people from two biographies, Laura Ingalls Wilder and Carmen Lomas Garza.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how are the two people alike and different, and we will spot answers that give only half.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 3
. a class or student copy of “Laura Ingalls Wilder” and “Carmen Lomas Garza”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell one way two classmates are alike and one way they are different.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 2 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice details I can compare."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare, we need the same kind of detail about both people."

▶ Read the sentence. Students write both birth years and places on the NOTICE row.

ANSWER KEY: Carmen: 1948, Texas. Laura: 1867, Wisconsin. Different.

CHECK FOR UNDERSTANDING

Ask a student which person was born first.

COMMON MISCONCEPTION

Students may only write Carmen's details. Comparing needs both people.

POSSIBLE STUDENT QUESTION

Why use the same kind of detail? So you can see if they match or not.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing details to compare. Keep the demand at this level.

RAISE THE THINKING

Ask what each person did as a child.

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.

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Grade 3 · Cluster 2 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how two people are alike and different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A strong compare answer has an alike part and a different part."

▶ Students choose privately, then tell a partner the alike part and the different part.

ANSWER KEY: B. Both shared stories from their own lives, but in different ways.

CHECK FOR UNDERSTANDING

Ask a student to name the alike part.

COMMON MISCONCEPTION

Students may pick A because Laura lived on the prairie. Carmen grew up in South Texas.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It tells alike or different, not both.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the comparison. Keep the demand at this level.

RAISE THE THINKING

Ask how Carmen tells stories without words.

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.

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Grade 3 · Cluster 2 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two people are alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Find a detail in each text that says the same kind of thing."

▶ Students write one detail from each text on the SHOW row.

ANSWER KEY: Both believed everyday life tells important stories.

CHECK FOR UNDERSTANDING

Ask a student to find the matching idea in the Garza text.

COMMON MISCONCEPTION

Students may give two details that do not match.

POSSIBLE STUDENT QUESTION

What word shows alike? Both, also, too, and same.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining similarities. Keep the demand at this level.

RAISE THE THINKING

Ask what everyday moments Carmen paints.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how two people are different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how did each person share their stories?"

▶ Students write the difference on the OWN row using *but* or *however*.

ANSWER KEY: Laura used words; Carmen mostly used paintings.

CHECK FOR UNDERSTANDING

Ask a student to say it with *but*: Laura wrote, *but* Carmen...

COMMON MISCONCEPTION

Students may give a difference with no evidence.

POSSIBLE STUDENT QUESTION

What words show different? *But*, *however*, and *instead*.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a difference. Keep the demand at this level.

RAISE THE THINKING

Ask what else Carmen made besides paintings.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it answers only half the question."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It has no difference.

CHECK FOR UNDERSTANDING

Ask a student to add the different half.

COMMON MISCONCEPTION

Students may think a true answer is always complete.

POSSIBLE STUDENT QUESTION

How do I check? Count: one alike, one different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Misreads a detail trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find one alike and one different. Use a detail from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is true that both are storytellers.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 2 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how text features like titles and headings help organize an informational text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the heading help the reader understand the selection, and we will spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 4
. a class or student copy of “Carmen Lomas Garza”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how chapter titles help them find a part of a book.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a title or heading tells me."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A title or heading is a preview. It tells you what to expect."

▶ Read the title and the sentence. Students write what the title tells on the NOTICE row.

ANSWER KEY: The title tells the selection is about Carmen Lomas Garza.

CHECK FOR UNDERSTANDING

Ask a student what kind of text has a person's name as the title.

COMMON MISCONCEPTION

Students may skip the title. Text features are part of the text.

POSSIBLE STUDENT QUESTION

Is a title a text feature? Yes. Titles, headings, photos, and captions are all text features.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a text feature. Keep the demand at this level.

RAISE THE THINKING

Ask what heading could fit the part about her paintings.

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.

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Grade 3 · Cluster 2 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a heading that fits a part of the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A good heading names what the whole section is about."

▶ Students choose privately, then tell a partner one sentence the heading covers.

ANSWER KEY: A. Her Art Tells Stories.

CHECK FOR UNDERSTANDING

Ask a student which words in the sentence match the heading.

COMMON MISCONCEPTION

Students may pick C because tamales are mentioned. The section is about her art, not a recipe.

POSSIBLE STUDENT QUESTION

What is a Word match trap? An answer that uses a word from the text but misses the idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a heading. Keep the demand at this level.

RAISE THE THINKING

Ask a student to make up a heading for the part about her books.

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.

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Grade 3 · Cluster 2 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: The photo and caption show her paintings save family memories, like a historian.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

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.

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Grade 3 · Cluster 2 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how text features help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how do features help you find and understand information?"

▶ Students write how features help on the OWN row.

ANSWER KEY: They tell what each part is about so the reader can follow and find information.

CHECK FOR UNDERSTANDING

Ask a student to finish: Headings help me...

COMMON MISCONCEPTION

Students may say headings make the page look nice. Focus on understanding.

POSSIBLE STUDENT QUESTION

Can a picture help like a heading does? Yes. A photo can show what the text describes.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how features help purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what photo would help this selection.

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.

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Grade 3 · Cluster 2 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a how-to structure. Check what kind of text this really is."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is a biography, not a how-to text.

CHECK FOR UNDERSTANDING

Ask a student what kind of text this selection is.

COMMON MISCONCEPTION

Students may accept it because tamales are in the text.

POSSIBLE STUDENT QUESTION

How do I know the text type? Look at the title and the whole selection.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find two parts of the text first. Then write a heading that names each part.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the excerpt mentions bright colors.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how a poem is organized into lines and stanzas.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the poet organize the poem, and we will spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 1
. a class or student copy of “Why We Need Laws”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how a stanza is like a paragraph.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a stanza is about."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A stanza is a group of lines. Ask what this group is about."

▶ Read the lines twice. Students write the problem on the NOTICE row.

ANSWER KEY: Problem: no clear rules, so problems grew.

CHECK FOR UNDERSTANDING

Ask a student how many lines are in stanza 1.

COMMON MISCONCEPTION

Students may think each line is a stanza. A stanza is a group of lines.

POSSIBLE STUDENT QUESTION

How do I find a stanza? Look for the space between groups of lines.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a stanza's job. Keep the demand at this level.

RAISE THE THINKING

Ask what people argued over in line 1.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a poet organizes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at what each stanza does. Then look at the order."

▶ Students choose privately, then point to the stanza where the solution starts.

ANSWER KEY: C. Problems first, then a solution.

CHECK FOR UNDERSTANDING

Ask a student which word begins the solution.

COMMON MISCONCEPTION

Students may pick C because poems can tell stories. This poem has no character telling it.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a kind of organization this poem does not use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the poet uses So to start stanza 3.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a stanza adds to a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Stanza 2 keeps the problem going with more examples."

▶ Students write two problems from stanza 2 on the SHOW row.

ANSWER KEY: Unfair food and loud voices winning.

CHECK FOR UNDERSTANDING

Ask a student how stanza 2 is like stanza 1.

COMMON MISCONCEPTION

Students may copy the lines without saying the problem.

POSSIBLE STUDENT QUESTION

Why add more problems? It shows how much the town needed rules.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a stanza adds. Keep the demand at this level.

RAISE THE THINKING

Ask what disagreements spread like.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a poem's structure helps the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how does reading the problems first change how you feel about the solution?"

▶ Students write the reason on the OWN row.

ANSWER KEY: Problems first show why laws are needed.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet wants me to understand...

COMMON MISCONCEPTION

Students may say what laws are instead of why the order helps.

POSSIBLE STUDENT QUESTION

Is the title a clue? Yes. Why We Need Laws tells the purpose.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the title connects to the last stanza.

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.

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Grade 3 · Cluster 3 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses the word rules from the poem, but the poem is not a list."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is problem then solution, not a list.

CHECK FOR UNDERSTANDING

Ask a student to find one actual rule in the poem. There is none.

COMMON MISCONCEPTION

Students may accept it because the poem talks about rules.

POSSIBLE STUDENT QUESTION

How do I check? Ask what each stanza does.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Read one stanza at a time. Decide if it tells a problem or a solution.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the word rules appears in the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how the stanzas of a poem work together to share a message.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how do the parts of the poem help the poet share the message, and we will spot answers about another part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 2
. a class or student copy of “Why We Need Laws”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what job the first page of a picture book does.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice where a poem changes direction."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A turn is where a poem changes direction. Listen for a signal word."

▶ Read the lines twice. Students circle So on the NOTICE row.

ANSWER KEY: So signals the turn from problem to solution.

CHECK FOR UNDERSTANDING

Ask a student what came before the turn.

COMMON MISCONCEPTION

Students may circle gathered. So is the signal word.

POSSIBLE STUDENT QUESTION

Is so a cause and effect word? Yes. The problems caused people to make rules.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a turn. Keep the demand at this level.

RAISE THE THINKING

Ask what the people were searching for.

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.

The Writing Academy®, LLC

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the job of a part of a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read the last three stanzas. What do they all show?"

▶ Students choose privately, then read one proof line to a partner.

ANSWER KEY: A. The later stanzas show how laws help a town.

CHECK FOR UNDERSTANDING

Ask a student which line proves the town got better.

COMMON MISCONCEPTION

Students may pick B because storms appear earlier. That describes another part of the poem.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It tells about a different part than the question asks about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a stanza's job. Keep the demand at this level.

RAISE THE THINKING

Ask what trust means.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a stanza adds to the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This stanza shows what happened after the laws were written."

▶ Students write the effect on the SHOW row.

ANSWER KEY: Neighbors settled what was fair and shared rights.

CHECK FOR UNDERSTANDING

Ask a student to say it with because: Neighbors got along because...

COMMON MISCONCEPTION

Students may only copy the lines.

POSSIBLE STUDENT QUESTION

How is this stanza different from stanza 2? Stanza 2 shows unfairness; this one shows fairness.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a stanza adds. Keep the demand at this level.

RAISE THE THINKING

Ask what problem from stanza 2 this stanza fixes.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the parts of a poem build a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the reader understand by the last stanza that they did not at the start?"

▶ Students write the message and how the order helps on the OWN row.

ANSWER KEY: Problem, laws, effects: the order proves laws bring order.

CHECK FOR UNDERSTANDING

Ask a student to say the message in one sentence.

COMMON MISCONCEPTION

Students may give a topic, laws, instead of a message.

POSSIBLE STUDENT QUESTION

Why say rules could not remove each fear? The poet is honest that laws help but are not perfect.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and message. Keep the demand at this level.

RAISE THE THINKING

Ask what year after year shows.

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.

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Grade 3 · Cluster 3 · Text Structure · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is a real line, but from a different part of the poem."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. That line is from stanza 1.

CHECK FOR UNDERSTANDING

Ask a student to find where the line really is.

COMMON MISCONCEPTION

Students may accept it because the line is in the poem.

POSSIBLE STUDENT QUESTION

How do I check? Find the part the question names and read only that part.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the job of each part first. Then put the parts together into a message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the poem uses a storm simile.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how a play, or drama, is organized.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how do the scenes help the reader follow the events, and we will spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 3
. a class or student copy of “The Lunchroom Discoveries”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how a play is different from a story.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 15 of 36 • Cluster 3 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the parts of a play."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A play starts with a scene. The narrator helps us picture it."

▶ Read the line. Students write where and when on the NOTICE row.

ANSWER KEY: Where: the school cafeteria. When: lunchtime.

CHECK FOR UNDERSTANDING

Ask a student who the narrator is talking to.

COMMON MISCONCEPTION

Students may think the narrator is a character in the action. The narrator explains to the audience.

POSSIBLE STUDENT QUESTION

What is a scene? One part of a play that happens in one place and time.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the parts of a play. Keep the demand at this level.

RAISE THE THINKING

Ask which characters are in the cast list.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a play is organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at how each line begins."

▶ Students choose privately, then point to two speaker names.

ANSWER KEY: C. As a play, with characters' names before their lines.

CHECK FOR UNDERSTANDING

Ask a student how they know who is talking.

COMMON MISCONCEPTION

Students may pick A because stories have characters too. A play shows names before lines.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a way of organizing that fits a different kind of text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask why a play needs names before lines.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the order of events in a play."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"In a play, the lines move the events forward, one speaker at a time."

▶ Students write first, then, next on the SHOW row.

ANSWER KEY: Alex and Jordan talk, Nina joins, Nina adds new information.

CHECK FOR UNDERSTANDING

Ask a student what new information Nina adds.

COMMON MISCONCEPTION

Students may skip the bracket line that tells Nina walks over.

POSSIBLE STUDENT QUESTION

Who tells us Nina walks over? The words in brackets, called stage directions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining sequence in a play. Keep the demand at this level.

RAISE THE THINKING

Ask what other discoveries the students name.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a part of a play helps the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what would be confusing if the narrator were gone?"

▶ Students write the narrator's job on the OWN row.

ANSWER KEY: The narrator explains what is happening so the reader can follow.

CHECK FOR UNDERSTANDING

Ask a student to find another narrator line and tell its job.

COMMON MISCONCEPTION

Students may say the narrator is just another character.

POSSIBLE STUDENT QUESTION

Do all plays have a narrator? No, but this one uses one to guide the audience.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a part of a drama. Keep the demand at this level.

RAISE THE THINKING

Ask what the narrator tells us in line 2 of the scene.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap mixes up the topic with the structure."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is a play, not an article.

CHECK FOR UNDERSTANDING

Ask a student to name two parts that prove it is a play.

COMMON MISCONCEPTION

Students may accept it because the play teaches facts about Pasteur.

POSSIBLE STUDENT QUESTION

Can a play teach facts? Yes, but it is still organized as a play.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Hunt for each part of the play. Then write its job.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because Pasteur's discovery is about milk.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning about stage directions, the words in brackets that tell what happens in a play.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question why does the playwright include stage directions, and we will spot answers about only one detail.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 4
. a class or student copy of “The Lunchroom Discoveries”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to act out a stage direction: [Walks to the door and waves.]

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice stage directions in a play."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Stage directions are not spoken. They tell what happens."

▶ Read the direction. Students write what it tells on the NOTICE row.

ANSWER KEY: Nina walks over with her tray. A new character joins.

CHECK FOR UNDERSTANDING

Ask a student how they can spot a stage direction.

COMMON MISCONCEPTION

Students may read stage directions aloud as lines. They are not spoken.

POSSIBLE STUDENT QUESTION

Why use brackets? So readers know these words are directions, not lines.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing stage directions. Keep the demand at this level.

RAISE THE THINKING

Ask what Nina says first after she walks over.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why a playwright uses stage directions."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about all the stage directions, not just one."

▶ Students choose privately, then find a second stage direction that proves their answer.

ANSWER KEY: B. To help the reader picture what the characters do.

CHECK FOR UNDERSTANDING

Ask a student to read another stage direction aloud.

COMMON MISCONCEPTION

Students may pick C because one direction is about milk. That is one detail.

POSSIBLE STUDENT QUESTION

What is a Too narrow, one detail trap? It is about one detail instead of the whole job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the job of stage directions. Keep the demand at this level.

RAISE THE THINKING

Ask what the audience would miss without this direction.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a stage direction helps the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Directions often bring in a character or show a change."

▶ Students write what the direction shows on the SHOW row.

ANSWER KEY: Mr. Reyes arrives and notices the students, so he joins in.

CHECK FOR UNDERSTANDING

Ask a student what Mr. Reyes says right after.

COMMON MISCONCEPTION

Students may describe Mr. Reyes instead of the direction's job.

POSSIBLE STUDENT QUESTION

Could the play work without it? It would be confusing when Mr. Reyes suddenly talks.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how directions help. Keep the demand at this level.

RAISE THE THINKING

Ask what the scene heading for Scene 3 tells us.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how parts of a play work together."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how do the scenes break up the story?"

▶ Students write how the parts work together on the OWN row.

ANSWER KEY: Scenes split the play into parts; directions show the actions.

CHECK FOR UNDERSTANDING

Ask a student to name the five scene headings.

COMMON MISCONCEPTION

Students may describe only one part.

POSSIBLE STUDENT QUESTION

Why name the last scene The Bell Rings? It tells the reader the lunch is ending.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what idea the students leave thinking about.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true for one direction, but the question asks about all of them."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow, one detail. The question is about all the directions.

CHECK FOR UNDERSTANDING

Ask a student to give two other directions and their jobs.

COMMON MISCONCEPTION

Students may accept it because the direction really is in the play.

POSSIBLE STUDENT QUESTION

How do I avoid a too narrow answer? Make sure it fits every example.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong structure type trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the words in brackets first. Then write what each helps you picture.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because lunch trays appear in the directions.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 3 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how a history text uses sequence to tell events in order.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the author organize paragraphs 2 through 4, and we will spot answers about another part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 1 . a class or student copy of “Benjamin Franklin and Electricity” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell the steps of washing hands in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 4 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice where a sequence begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A sequence has a first step. Here it is the problem."

▶ Read the sentence twice. Students write the first step on the NOTICE row.

ANSWER KEY: First step: lightning damaged buildings.

CHECK FOR UNDERSTANDING

Ask a student what during Franklin's time tells us.

COMMON MISCONCEPTION

Students may say the first step is Franklin's birth. That is paragraph 1, not paragraphs 2 through 4.

POSSIBLE STUDENT QUESTION

Is during Franklin's time a time clue? Yes. It tells when the problem happened.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what people did not understand.

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.

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Grade 3 • Cluster 4 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how paragraphs are organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read only paragraphs 2, 3, and 4. What does each one do?"

▶ Students choose privately, then label each paragraph with a partner.

ANSWER KEY: C. Problem, then experiments, then the invention and its result.

CHECK FOR UNDERSTANDING

Ask a student what paragraph 4 tells.

COMMON MISCONCEPTION

Students may pick A because paragraph 1 tells about his life. The question asks about 2 through 4.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It tells about paragraphs the question does not ask about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask what Franklin learned through experiments.

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.

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Grade 3 • Cluster 4 • Text Structure • Wednesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show steps in order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This sentence hides a sequence. Find each step."

▶ Students write first, next, then on the SHOW row.

ANSWER KEY: Strike, wire, ground.

CHECK FOR UNDERSTANDING

Ask a student to trace the path with a finger on a drawing.

COMMON MISCONCEPTION

Students may skip the wire step.

POSSIBLE STUDENT QUESTION

What signal word starts the sentence? When, which shows one step causes the next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a sequence. Keep the demand at this level.

RAISE THE THINKING

Ask where the wire runs.

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.

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Grade 3 · Cluster 4 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author uses sequence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: why does the result come last?"

▶ Students write the reason on the OWN row.

ANSWER KEY: It shows how the problem led to the invention and its result.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author ends with the result so...

COMMON MISCONCEPTION

Students may restate the invention without the reason for the order.

POSSIBLE STUDENT QUESTION

What would happen if paragraph 4 came first? The reader would not know what it protected against.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what paragraph 5 adds.

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.

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Grade 3 · Cluster 4 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it comes from a different paragraph."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. That is paragraph 1.

CHECK FOR UNDERSTANDING

Ask a student to number the paragraphs and point to paragraph 1.

COMMON MISCONCEPTION

Students may accept it because it is true about Franklin.

POSSIBLE STUDENT QUESTION

How do I check? Reread only the paragraphs the question names.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Read one paragraph at a time. Write what each one tells in order.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Franklin's childhood is in the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 4 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how a history text uses cause and effect to explain why events happened.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice the STAAR stem the author uses cause and effect to help the reader understand, and we will spot answers that give only half.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 2 . a class or student copy of “Benjamin Franklin and Electricity” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to finish: I was late because... What is the cause and the effect?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 4 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause and its signal word."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Because points to the cause. Find what comes after it."

▶ Read the sentence twice. Students circle because and underline the cause on the NOTICE row.

ANSWER KEY: Cause: they did not know how to protect homes. Effect: they worried.

CHECK FOR UNDERSTANDING

Ask a student to say the cause in their own words.

COMMON MISCONCEPTION

Students may think storms are the cause. The sentence says not knowing how to protect homes is why they worried.

POSSIBLE STUDENT QUESTION

Does the cause always come first in the sentence? No. With because, the cause often comes second.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a cause. Keep the demand at this level.

RAISE THE THINKING

Ask what incorrect ideas people had.

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.

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Grade 3 • Cluster 4 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 18 of 36 • Cluster 4 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what cause and effect explains."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the biggest cause and the biggest effect in the text."

▶ Students choose privately, then tell a partner the cause and the effect.

ANSWER KEY: B. Why Franklin's invention made communities safer.

CHECK FOR UNDERSTANDING

Ask a student to finish: Buildings were safer because...

COMMON MISCONCEPTION

Students may pick C because it is a cause from the text. It has no effect.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It gives just the cause or just the effect.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what the structure explains. Keep the demand at this level.

RAISE THE THINKING

Ask why A is a near miss.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This knowledge points back to what he learned. That is the cause."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: metal conducts electricity. Effect: he invented the rod.

CHECK FOR UNDERSTANDING

Ask a student what this knowledge refers to.

COMMON MISCONCEPTION

Students may give only the effect.

POSSIBLE STUDENT QUESTION

How do I find the cause when the sentence says this? Look at the sentence before.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask for an effect of the rod in paragraph 5.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how cause and effect helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what effects did Franklin's work have on other people?"

▶ Students write the effects and the purpose on the OWN row.

ANSWER KEY: It shows his work caused safety and more learning.

CHECK FOR UNDERSTANDING

Ask a student to name an effect that reaches today.

COMMON MISCONCEPTION

Students may list effects without connecting them to why his work mattered.

POSSIBLE STUDENT QUESTION

Can one cause have many effects? Yes. Franklin's work had several.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what modern things depend on electricity.

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.

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Grade 3 · Cluster 4 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it stops halfway through the text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It leaves out the rod and its effect.

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may accept it because the sentence is in the text.

POSSIBLE STUDENT QUESTION

How do I check for both halves? Ask: what caused it, and what happened because of it?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find a cause first. Then find what happened because of it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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).

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because fires spreading is in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 4 · Text Structure

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning about the central idea and how authors use description to support it. We will read about the Founding Fathers.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like what is the central idea of the selection, and we will learn to spot answers that are too broad.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 3
. a class or student copy of “The Founding Fathers”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and a central idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 4 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the sentence that tells the central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Authors often tell the big idea near the beginning. Listen for who and what the whole text is about."

▶ Read the sentence twice. Students underline who the text is about and what they did on the NOTICE row.

ANSWER KEY: The Founding Fathers were leaders who helped create the United States.

CHECK FOR UNDERSTANDING

Ask a student to say the central idea in their own words.

COMMON MISCONCEPTION

Students may name only the topic, the Founding Fathers, without telling what they did.

POSSIBLE STUDENT QUESTION

What is the difference between a topic and a central idea? A topic is a few words. A central idea is a full sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the stated central idea. Keep the demand at this level.

RAISE THE THINKING

Ask what the next paragraphs will probably describe.

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.

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Grade 3 · Cluster 4 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the central idea of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice is so big it could fit many texts. One choice is only one small part."

▶ Students choose privately, then tell a partner the trap name for B and C.

ANSWER KEY: A. The Founding Fathers worked together to create a new nation and its government.

CHECK FOR UNDERSTANDING

Ask a student which paragraphs support choice A.

COMMON MISCONCEPTION

Students may pick B because it sounds important. Important is not the same as specific to this text.

POSSIBLE STUDENT QUESTION

How do I spot Too broad? Ask if the answer could be the central idea of a different book too.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the central idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the trap in B and in C.

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.

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Grade 3 · Cluster 4 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A supporting detail is a piece of proof. It helps hold up the big idea."

▶ Students write how the detail supports the central idea on the SHOW row. Take two or three answers.

ANSWER KEY: Writing the Constitution shows the leaders creating the new government.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the central idea because...

COMMON MISCONCEPTION

Students may copy the detail without connecting it to the central idea.

POSSIBLE STUDENT QUESTION

Can a date be a supporting detail? Yes, if the event on that date supports the big idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining supporting evidence. Keep the demand at this level.

RAISE THE THINKING

Ask for a second detail that supports the central idea.

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.

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Grade 3 · Cluster 4 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how describing details helps the central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When an author describes, the author gives details about one topic. Ask what this paragraph helps us picture."

▶ Students write the job of paragraph 4 on the OWN row.

ANSWER KEY: It describes the leaders so the reader knows who the Founding Fathers were.

CHECK FOR UNDERSTANDING

Ask a student to name two leaders paragraph 4 describes.

COMMON MISCONCEPTION

Students may list names without telling why the author included them.

POSSIBLE STUDENT QUESTION

Why would an author describe people? So the reader understands who did the important work.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how description supports the central idea. Keep the demand at this level.

RAISE THE THINKING

Ask what paragraph 11 describes.

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.

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Grade 3 · Cluster 4 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is not wrong about life. It is just too big for this text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad central idea. It does not name the Founding Fathers or the new nation.

CHECK FOR UNDERSTANDING

Ask a student to fix the trap so it fits this text.

COMMON MISCONCEPTION

Students may accept it because the selection does talk about leadership.

POSSIBLE STUDENT QUESTION

How do I make a broad answer fit? Add who and what from this text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the central idea first. Then copy two details that hold it up.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds true and important.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 4 · Text Structure

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how the order of events in a history text helps us understand why those events mattered.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the organization help the author, and we will learn to spot near-miss patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 4
. a class or student copy of “The Founding Fathers”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell three things they did this morning in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice time words that show order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Dates are signal words too. They tell us where we are in the story of history."

▶ Read the sentence twice. Students circle In 1776 on the NOTICE row.

ANSWER KEY: In 1776 is the time clue.

CHECK FOR UNDERSTANDING

Ask a student to find another date in the selection.

COMMON MISCONCEPTION

Students may circle the name of the document instead of the time clue.

POSSIBLE STUDENT QUESTION

Is a date a signal word? Yes. Dates help show time order.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding time clues. Keep the demand at this level.

RAISE THE THINKING

Ask what happened after 1776.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the beginning, the middle, and the end. What happens first, next, and last?"

▶ Students choose privately, then tell a partner the time words that prove their choice.

ANSWER KEY: B. In time order, from the colonies' problems to the new government.

CHECK FOR UNDERSTANDING

Ask a student to name three events in order.

COMMON MISCONCEPTION

Students may choose A because the text has a problem. One problem and one fix does not cover the whole text.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern? A pattern that fits part of the text but not the way the whole text is built.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time word from paragraph 10.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one event leads to the next."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"In history, one event often causes the next one. That is why the order matters."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: winning the war. Effect: the United States became independent.

CHECK FOR UNDERSTANDING

Ask a student to say it with so: The colonies won the war, so...

COMMON MISCONCEPTION

Students may switch the cause and the effect.

POSSIBLE STUDENT QUESTION

Can a text be in time order and show cause and effect too? Yes. Events in order often cause each other.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how events connect. Keep the demand at this level.

RAISE THE THINKING

Ask what new problem came after independence.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the order of events helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: why did the author tell the war before the Constitution?"

▶ Students write how the order helps the reader on the OWN row.

ANSWER KEY: The order shows that each event led to the next, so the reader sees why the Constitution was needed.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the events are in order, the reader understands...

COMMON MISCONCEPTION

Students may retell the events without saying how the order helps.

POSSIBLE STUDENT QUESTION

What is the author's purpose here? To inform readers how the nation was formed and why it matters.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the last paragraph adds.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses two real names from the text, so it feels close. Check what the paragraphs do."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. The text tells events in order, not a comparison.

CHECK FOR UNDERSTANDING

Ask a student to find a paragraph that is about events, not comparing.

COMMON MISCONCEPTION

Students may accept it because Great Britain appears often.

POSSIBLE STUDENT QUESTION

How do I check a compare answer? Look for alike and different words, like both and but.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a One part, not the whole trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“List the events in order first. Then tell why the order helps.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both the war and the Constitution appear in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.
- B It shows that winning the war led to a new challenge that the Constitution solved. Correct.**
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.

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Grade 3 · Cluster 4 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading a biography of Henry Ford and learning how an author describes a person's life.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the author organize the information about this person, and we will spot wrong pattern traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 1
. a class or student copy of “Henry Ford: Visionary of Travel”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to describe a family member in three words.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that describe a person."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Describe means to tell what someone or something is like. Listen for who Henry Ford was."

▶ Read the sentence twice. Students underline engineer and businessman on the NOTICE row.

ANSWER KEY: Engineer and businessman describe who Henry Ford was.

CHECK FOR UNDERSTANDING

Ask a student to tell what an engineer does.

COMMON MISCONCEPTION

Students may underline only his name.

POSSIBLE STUDENT QUESTION

Is a biography a story? It tells about a real person, using facts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding describing details. Keep the demand at this level.

RAISE THE THINKING

Ask what the author describes in paragraph 1 about his childhood.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two of these are real patterns, but not the one this text uses."

▶ Students choose privately, then tell a partner which paragraph proves their choice.

ANSWER KEY: C. By describing his life and his ideas.

CHECK FOR UNDERSTANDING

Ask a student which paragraph describes his ideas.

COMMON MISCONCEPTION

Students may pick B because the assembly line works step by step. That is one detail, not how the text is organized.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a real structure that does not match this text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name what paragraph 3 describes.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and its effect in a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This sentence starts with This made. Ask what this is."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: the assembly line. Effect: cars were faster and cheaper to build.

CHECK FOR UNDERSTANDING

Ask a student to say it with because.

COMMON MISCONCEPTION

Students may say the effect is the assembly line. The assembly line is the cause.

POSSIBLE STUDENT QUESTION

What does This mean in the sentence? It points back to the assembly line in the sentence before.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what happened because cars cost less.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author describes a person's childhood."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what job does the childhood paragraph do for the whole biography?"

▶ Students write the job of paragraph 1 on the OWN row.

ANSWER KEY: It shows his early interest in machines, so his later work makes sense.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 1 helps the reader understand...

COMMON MISCONCEPTION

Students may summarize his childhood instead of naming the job.

POSSIBLE STUDENT QUESTION

Why start a biography with childhood? It shows where a person's interests began.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 4 does.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a real pattern, but this short biography is mostly description."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The text describes his life, not one problem and solution.

CHECK FOR UNDERSTANDING

Ask a student to count how many paragraphs describe Henry Ford.

COMMON MISCONCEPTION

Students may accept it because cars did help people travel.

POSSIBLE STUDENT QUESTION

How do I check the pattern? Ask what each paragraph mostly does.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure first. Then copy two sentences that prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because horses and cars both appear in the text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are finding a problem and solution inside a biography. Henry Ford saw a problem and solved it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like which pattern does the author use in paragraphs 1 through 3, and we will spot near-miss traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 2
. a class or student copy of “Henry Ford: Visionary of Travel”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a problem at school and how it could be solved.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the problem in a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A problem is something that needs to be fixed. Who could not get a car?"

▶ Read the sentence twice. Students write the problem and circle so on the NOTICE row.

ANSWER KEY: Problem: cars were too expensive. Signal word: so.

CHECK FOR UNDERSTANDING

Ask a student to say the problem in their own words.

COMMON MISCONCEPTION

Students may say the problem is horses. Horses were how people traveled, not the problem Ford wanted to fix.

POSSIBLE STUDENT QUESTION

Why is so a signal word? It shows what happened because of something.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the problem. Keep the demand at this level.

RAISE THE THINKING

Ask who Henry Ford thought should have cars.

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.

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Grade 3 • Cluster 5 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 22 of 36 • Cluster 5 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the pattern in part of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at paragraph 2 and paragraph 3 together. What is wrong, and what does Henry want to do?"

▶ Students choose privately, then tell a partner which sentence shows the solution.

ANSWER KEY: B. Problem and solution.

CHECK FOR UNDERSTANDING

Ask a student which sentence shows Henry's plan.

COMMON MISCONCEPTION

Students may pick A because time passes. Time passing is not the main pattern in these paragraphs.

POSSIBLE STUDENT QUESTION

How is problem and solution different from cause and effect? A solution is a fix someone chooses on purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the pattern. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the problem and the plan.

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.

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Grade 3 · Cluster 5 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the solution to a problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A solution matches the problem. The problem was cost. Look for a word about cost."

▶ Students write the solution and how it fixes the problem on the SHOW row.

ANSWER KEY: Solution: the affordable Model T. It fixed the problem of cars costing too much.

CHECK FOR UNDERSTANDING

Ask a student to point to the word affordable.

COMMON MISCONCEPTION

Students may name the Ford Motor Company as the solution. The car itself fixed the cost problem.

POSSIBLE STUDENT QUESTION

How do I know it is the solution? It fixes the exact problem from earlier.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the solution. Keep the demand at this level.

RAISE THE THINKING

Ask for a second solution in paragraph 6.

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.

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Grade 3 · Cluster 5 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author tells the problem first."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: would the Model T seem important if we did not know about the problem?"

▶ Students write why the problem comes first on the OWN row.

ANSWER KEY: The problem comes first so the solution seems important.

CHECK FOR UNDERSTANDING

Ask a student to finish: Telling the problem first helps the reader...

COMMON MISCONCEPTION

Students may just retell how people traveled.

POSSIBLE STUDENT QUESTION

Why does order matter in problem and solution? The problem sets up why the solution matters.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what paragraph 5 shows about the solution.

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.

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Grade 3 · Cluster 5 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is close. Close is not enough on STAAR. Choose the best fit."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. The paragraphs are mainly problem and solution.

CHECK FOR UNDERSTANDING

Ask a student to name the problem and the plan.

COMMON MISCONCEPTION

Students may accept it because the word if shows a cause.

POSSIBLE STUDENT QUESTION

What if two patterns seem true? Choose the one the paragraphs are mostly built around.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the problem first. Then copy the solution.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because horses appear in the excerpt's paragraph.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two biographies and comparing how the authors organized them.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how are the structures of the two selections alike and different, and we will make sure we answer both halves.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 3
. a class or student copy of “Henry Ford: Visionary of Travel” and “Sam Walton”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell one way two of their friends are alike and one way they are different.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 • Cluster 5 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how two texts begin."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Authors of biographies often begin at the start of a person's life."

▶ Students write how each text begins on the NOTICE row.

ANSWER KEY: Both begin with the person's childhood.

CHECK FOR UNDERSTANDING

Ask a student to name one childhood detail from each text.

COMMON MISCONCEPTION

Students may only describe one text. The job is to look at both.

POSSIBLE STUDENT QUESTION

Why compare beginnings? It shows the authors used the same plan to start.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing structure in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the childhood details connect to each man's later work.

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.

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Grade 3 · Cluster 5 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how two texts are organized alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about Henry Ford's Model T and Sam Walton's Walmart. What problem did each one solve?"

▶ Students choose privately, then tell a partner each man's problem and solution.

ANSWER KEY: C. Both tell a problem and a solution, in time order.

CHECK FOR UNDERSTANDING

Ask a student to name each man's solution.

COMMON MISCONCEPTION

Students may pick B because Sam Walton opened stores. That fits only one text.

POSSIBLE STUDENT QUESTION

How do I check alike? The answer must be true for both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared structure. Keep the demand at this level.

RAISE THE THINKING

Ask what problem both men wanted to fix: high prices.

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.

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Grade 3 · Cluster 5 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the problem in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for words about cost in both texts."

▶ Students write each man's problem on the SHOW row.

ANSWER KEY: Both problems were about prices that were too high for families.

CHECK FOR UNDERSTANDING

Ask a student to say how the two problems are alike.

COMMON MISCONCEPTION

Students may write the solution instead of the problem.

POSSIBLE STUDENT QUESTION

Can two texts have the same kind of problem? Yes, and that makes their structures alike.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining problems in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph in each text tells the problem.

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.

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Grade 3 · Cluster 5 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how two text structures are different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at where each author spends the most paragraphs."

▶ Students write one difference on the OWN row.

ANSWER KEY: Ford's text explains a process, the assembly line.
Walton's text explains how his business grew.

CHECK FOR UNDERSTANDING

Ask a student to finish: The Ford text is different because...

COMMON MISCONCEPTION

Students may name a difference in the facts, not in the structure.

POSSIBLE STUDENT QUESTION

What is a structure difference? A difference in how the author organizes or explains the ideas.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining differences in structure. Keep the demand at this level.

RAISE THE THINKING

Ask why Ford's author explains a process.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer is true. It just stops halfway."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It tells alike but not different.

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may think a true answer is always a complete answer.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Check that I answered every part of the question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write alike first, then different. Then add proof from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because both texts do begin with childhood.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week you will explain a text structure on your own. We will read about Sam Walton.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the structure help the author's purpose, and we will learn to stay on the part the question asks about.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 4
. a class or student copy of “Sam Walton” . the student tracking sheet .
pencils

CHECK FOR UNDERSTANDING

Ask a student what a short response needs: an answer, an explanation, and proof.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 24 of 36 • Cluster 5 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice signal words that show cause and effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Because of tells us one thing made another thing happen."

▶ Students circle *Because of* and write the cause and effect on the NOTICE row.

ANSWER KEY: Signal: because of. Cause: hard childhood. Effect: strong work ethic.

CHECK FOR UNDERSTANDING

Ask a student to say what these experiences means.

COMMON MISCONCEPTION

Students may say the effect is the Great Depression.

POSSIBLE STUDENT QUESTION

What does work ethic mean? Believing in hard work and doing your best.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding cause and effect signals. Keep the demand at this level.

RAISE THE THINKING

Ask how his childhood connects to his store.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at dates in the text: 1918, 1962, 1992. What do they show?"

▶ Students choose privately, then tell a partner two dates that prove time order.

ANSWER KEY: B. In time order, from his childhood to his growing company.

CHECK FOR UNDERSTANDING

Ask a student to name the first and last events.

COMMON MISCONCEPTION

Students may pick A because Walmart appears so often.

POSSIBLE STUDENT QUESTION

How do dates help? They show the author moves forward in time.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask why an author of a biography might use time order.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a problem and solution in a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"First find the problem. Then look ahead in the text for his fix."

▶ Students write the problem and the solution on the SHOW row.

ANSWER KEY: Problem: high prices. Solution: Walmart with lower prices.

CHECK FOR UNDERSTANDING

Ask a student which paragraph tells the solution.

COMMON MISCONCEPTION

Students may name the Great Depression as the problem Walmart solved.

POSSIBLE STUDENT QUESTION

Can a biography have a problem and solution? Yes. Many people are famous because they solved a problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining problem and solution. Keep the demand at this level.

RAISE THE THINKING

Ask what effects the solution had on small towns.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Your answer needs three parts: the structure, how it helps, and the purpose."

▶ Students write a short response on the OWN row.

ANSWER KEY: Time order shows how his childhood led to his idea, which supports the purpose of showing one person can make a difference.

CHECK FOR UNDERSTANDING

Ask a student to read their response and point to all three parts.

COMMON MISCONCEPTION

Students may name the structure but not explain how it helps.

POSSIBLE STUDENT QUESTION

What is the author's purpose? To inform readers about Sam Walton and show how his ideas made a difference.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the last paragraph connects to the first.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is about a true detail, but it is not the part the question asks about."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. Jobs are one detail, not the whole structure.

CHECK FOR UNDERSTANDING

Ask a student to fix the answer so it talks about the whole structure.

COMMON MISCONCEPTION

Students may think any true detail can answer a structure question.

POSSIBLE STUDENT QUESTION

How do I stay on the question? Reread the question and name the structure first.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the structure, tell how it helps, then add your proof."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because jobs are an important part of the text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 5 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning that stories have structure too. Many stories are built around a problem and a resolution.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the author organize the problem and the solution, and we will spot wrong pattern traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 1
. a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell about a time something went wrong and how it got fixed.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the problem in a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Every story needs a problem. Listen for the moment things go wrong."

▶ Read the sentences with feeling. Students write the problem on the NOTICE row.

ANSWER KEY: The problem: the jar breaks.

CHECK FOR UNDERSTANDING

Ask a student why this is a problem for Amina.

COMMON MISCONCEPTION

Students may say the problem is the science project.

POSSIBLE STUDENT QUESTION

Is the problem always a big disaster? No. It is anything the character has to deal with.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the story problem. Keep the demand at this level.

RAISE THE THINKING

Ask what the bigger problem is: whether to tell the truth.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a story is organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what goes wrong, and how does it get fixed?"

▶ Students choose privately, then tell a partner the problem and the resolution.

ANSWER KEY: A. A problem happens, then Amina makes a choice that solves it.

CHECK FOR UNDERSTANDING

Ask a student which paragraph shows the solution.

COMMON MISCONCEPTION

Students may pick C because the class worked on a plant project.

POSSIBLE STUDENT QUESTION

What is a resolution? The part of the story where the problem is solved.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the story structure. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina chose to do.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the action that solves a story problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The turning point is when the character acts. Watch what Amina does with her hand."

▶ Students write the action and its effect on the SHOW row.

ANSWER KEY: Action: she raised her hand and told the truth. Effect: the class helped make things right.

CHECK FOR UNDERSTANDING

Ask a student to say it with because.

COMMON MISCONCEPTION

Students may say Mrs. Ramirez solved the problem.

POSSIBLE STUDENT QUESTION

Who solves the problem in this story? Amina does, by being honest.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how an action leads to a resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how the classmates help.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author ends a story a certain way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The ending is where the author ties the problem and the solution together."

▶ Students write the job of the ending on the OWN row.

ANSWER KEY: The ending shows the problem is solved and teaches the lesson about honesty.

CHECK FOR UNDERSTANDING

Ask a student to finish: The ending helps the reader understand...

COMMON MISCONCEPTION

Students may only retell the ending.

POSSIBLE STUDENT QUESTION

Why do endings matter? They show how the problem worked out and why it matters.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how the ending supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson Mrs. Ramirez gives in paragraph 8.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses two real names. Check what the story is built around."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The story is problem and resolution, not compare and contrast.

CHECK FOR UNDERSTANDING

Ask a student to tell the problem and resolution in two sentences.

COMMON MISCONCEPTION

Students may accept it because both names appear.

POSSIBLE STUDENT QUESTION

How do I check for compare and contrast? Look for words like both, alike, and different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the problem sentence first. Then copy the resolution sentence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

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Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the plant is described at the start of the story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how one event can change the direction of a story.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the event change the direction of the story, and we will give full answers with before and after.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 2
. a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name an event that changed their day.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a story begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To see a change, first notice how things were before."

▶ Students write two words that describe the classroom on the NOTICE row.

ANSWER KEY: Calm and focused.

CHECK FOR UNDERSTANDING

Ask a student to find another clue that the room was quiet.

COMMON MISCONCEPTION

Students may skip ahead to the crash.

POSSIBLE STUDENT QUESTION

Why does the author show a calm beginning? So the change stands out.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning. Keep the demand at this level.

RAISE THE THINKING

Ask what sound the class could hear.

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.

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Grade 3 · Cluster 6 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the event that changes a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Find the event that makes everything different."

▶ Students choose privately, then tell a partner how the story changed.

ANSWER KEY: B. The jar breaks after Amina bumps the table.

CHECK FOR UNDERSTANDING

Ask a student what changed after the crash.

COMMON MISCONCEPTION

Students may pick C because cleaning up is a big event.

POSSIBLE STUDENT QUESTION

What is a turning point? The moment that changes where the story is going.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask how Amina feels right after the crash.

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.

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Grade 3 · Cluster 6 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what changes before and after an event."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the feeling in the room. It changes in one moment."

▶ Students fill in Before and After on the SHOW row.

ANSWER KEY: Before: busy and calm. After: silent, and Amina faces a choice.

CHECK FOR UNDERSTANDING

Ask a student to say it with but: The room was calm, but...

COMMON MISCONCEPTION

Students may only write the after part.

POSSIBLE STUDENT QUESTION

Why does a story need a turning point? It creates the problem the character must solve.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining before and after. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina wonders in paragraph 9.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an event matters to a story's structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what would the story be without the crash?"

▶ Students write why the crash matters on the OWN row.

ANSWER KEY: The crash sets up Amina's choice, which teaches the lesson about honesty.

CHECK FOR UNDERSTANDING

Ask a student to finish: Without the crash, the story...

COMMON MISCONCEPTION

Students may say the crash matters because glass broke.

POSSIBLE STUDENT QUESTION

How does a turning point help the author's purpose? It sets up the lesson the author wants to teach.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the story ends.

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.

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Grade 3 · Cluster 6 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer is true but stops early. What does the crash lead to?"

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It skips the choice the crash creates.

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may think a true detail is enough.

POSSIBLE STUDENT QUESTION

How do I give a full answer? Tell before, after, and what it leads to.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write before first. Then write after. Then copy your proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the project seems to stop after the crash.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how an author puts events in order so they lead a character to a choice.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice a STAAR question, like how does the author organize the events that lead to the character's choice, and we will spot wrong structure type traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 3
• a class or student copy of “*The Good Citizen*”
• the student tracking sheet
• pencils

CHECK FOR UNDERSTANDING

Ask a student to tell the steps they took to make a choice this morning.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Text Structure • Monday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 27 of 36 • Cluster 6 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that show sequence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Order words help readers follow events. Listen for first, then, after that, and finally."

▶ Read the sentences twice. Students circle Each Saturday, First, and Then on the NOTICE row.

ANSWER KEY: Each Saturday, First, and Then show order.

CHECK FOR UNDERSTANDING

Ask a student to find After that and Finally in the same paragraph.

COMMON MISCONCEPTION

Students may circle the chores instead of the order words.

POSSIBLE STUDENT QUESTION

Why does the author show the routine? So we notice later when Elena breaks it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding sequence words. Keep the demand at this level.

RAISE THE THINKING

Ask which chore comes second.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how events in a story are organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about the order: rushing, forgetting, remembering, then choosing."

▶ Students choose privately, then tell a partner the event that comes right before the choice.

ANSWER KEY: A. In time order, with each event leading to Elena's choice to go back.

CHECK FOR UNDERSTANDING

Ask a student what Elena chooses to do.

COMMON MISCONCEPTION

Students may pick B because the story tells many facts about the shelter at the start.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a structure from another kind of text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word however signals.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one event causes another."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask why Elena was in a hurry. That is the start of the chain."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: she rushed to meet friends. Effect: she forgot Rusty's food.

CHECK FOR UNDERSTANDING

Ask a student to say it with so.

COMMON MISCONCEPTION

Students may say the cause was that Rusty was hungry.

POSSIBLE STUDENT QUESTION

Can events in a story be cause and effect? Yes. One event often leads to the next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect in a story. Keep the demand at this level.

RAISE THE THINKING

Ask what clue word shows the rushing.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author puts events in a certain order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what if she remembered right away? Would the choice feel as big?"

▶ Students write why the order matters on the OWN row.

ANSWER KEY: The fun first makes the sudden memory and her choice feel bigger.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author puts the park first so...

COMMON MISCONCEPTION

Students may only retell the park scene.

POSSIBLE STUDENT QUESTION

How can order build feeling? A calm part before a problem makes the problem stand out.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the sentence Then something happened signals.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Description is a real structure, but it does not show how events lead to a choice."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. The events are in sequence, not description.

CHECK FOR UNDERSTANDING

Ask a student to list three events in order that lead to the choice.

COMMON MISCONCEPTION

Students may accept it because the first paragraphs describe the shelter.

POSSIBLE STUDENT QUESTION

How do I check? Look at what the question asks about: the events, not the setting.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“List the events in order first. Then copy the choice.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because feeding a dog is an important part of the story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are writing about why an author chose a structure. We will reread The Good Citizen.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like why did the author choose this structure, and we will avoid answers that are too broad.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 4
· a class or student copy of “The Good Citizen”
· the student tracking sheet
· pencils

CHECK FOR UNDERSTANDING

Ask a student why a builder might choose a certain plan for a house.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a signal word that shows a change."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"However is like a turn signal on a car. It tells you the story is turning."

▶ Students circle *However* and write what changes on the NOTICE row.

ANSWER KEY: However signals the change.

CHECK FOR UNDERSTANDING

Ask a student what was normal before this sentence.

COMMON MISCONCEPTION

Students may circle Saturday.

POSSIBLE STUDENT QUESTION

What other words signal a change? But, then, suddenly, and instead.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding signal words. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another turning point word in the story.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure of a story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what goes wrong, and how does Elena fix it?"

▶ Students choose privately, then tell a partner the mistake and the fix.

ANSWER KEY: C. A mistake and how Elena makes it right, told in time order.

CHECK FOR UNDERSTANDING

Ask a student which paragraph shows the fix.

COMMON MISCONCEPTION

Students may pick B because it sounds safe. Safe and broad is not the best answer.

POSSIBLE STUDENT QUESTION

How do I spot a Too broad answer? It could describe almost any story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the signal word Because in the sentence.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a character solves a problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The checklist is a solution. What problem does it fix?"

▶ Students write the problem and the solution on the SHOW row.

ANSWER KEY: Problem: forgetting from rushing. Solution: a checklist.

CHECK FOR UNDERSTANDING

Ask a student why a checklist helps.

COMMON MISCONCEPTION

Students may say the problem was the park.

POSSIBLE STUDENT QUESTION

Can a story have two solutions? Yes. She fixes the mistake and then prevents it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining problem and solution. Keep the demand at this level.

RAISE THE THINKING

Ask what the manager says about mistakes.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author chose a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the structure, tell how it helps, and name the lesson it teaches."

▶ Students write a short response on the OWN row.

ANSWER KEY: The order from mistake to fix lets the reader learn the lesson about responsibility with Elena.

CHECK FOR UNDERSTANDING

Ask a student to read their response and point to the structure and the purpose.

COMMON MISCONCEPTION

Students may write only the lesson without the structure.

POSSIBLE STUDENT QUESTION

How do structure and purpose connect? The structure is the path that leads the reader to the purpose.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the last paragraph connects to the beginning.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is not wrong. It just does not say anything about this story."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad. It could be said about any story.

CHECK FOR UNDERSTANDING

Ask a student to fix the answer with details from this story.

COMMON MISCONCEPTION

Students may think short and general is fine.

POSSIBLE STUDENT QUESTION

How do I make an answer specific? Use names, events, and the lesson from this text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure, tell why the author chose it, then add proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because every story does need an ending.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how poems are organized with stanzas, rhyme, and repeated words. We will read A Dream Can Grow.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the repeated pattern help organize the poem, and we will spot wrong structure type traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 1
. a class or student copy of “A Dream Can Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a song with words that repeat.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice rhyming words in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Rhyme is a pattern. Listen for the sounds at the end of each line."

▶ Read the lines aloud twice. Students circle heart and start on the NOTICE row.

ANSWER KEY: Heart and start rhyme.

CHECK FOR UNDERSTANDING

Ask a student to find the next rhyming pair in stanza 1.

COMMON MISCONCEPTION

Students may circle words in the middle of the lines.

POSSIBLE STUDENT QUESTION

Why do poets rhyme? Rhyme makes a poem musical and easy to remember.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a rhyme pattern. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find a rhyming pair in stanza 3.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 29 of 36 • Cluster 7 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a repeated pattern organizes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Count how many times you see dream and grow."

▶ Students choose privately, then tell a partner one stanza where dream or grow repeats.

ANSWER KEY: A. The words dream and grow repeat, showing the dream getting bigger.

CHECK FOR UNDERSTANDING

Ask a student to find grow in the last stanza.

COMMON MISCONCEPTION

Students may pick C because friend is in the line.

POSSIBLE STUDENT QUESTION

What does repetition do? It ties the stanzas together around one big idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how repetition organizes a poem. Keep the demand at this level.

RAISE THE THINKING

Ask what grows in each stanza.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an idea changes across stanzas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read stanza 1, then stanza 3. How big is the dream each time?"

▶ Students write stanza 1 and stanza 3 on the SHOW row.

ANSWER KEY: Stanza 1: tiny hope in one heart. Stanza 3: it spreads to towns.

CHECK FOR UNDERSTANDING

Ask a student to say: At first the dream... but later...

COMMON MISCONCEPTION

Students may write the same idea for both stanzas.

POSSIBLE STUDENT QUESTION

Can a poem have an order? Yes. This one moves from small to big.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how stanzas build an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what stanza 5 says about many hearts.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why a poet repeats words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the poet want us to remember?"

▶ Students write why grow repeats on the OWN row.

ANSWER KEY: Repeating grow keeps the message in our minds: a shared dream gets bigger.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet repeats grow so the reader...

COMMON MISCONCEPTION

Students may say the poet repeats grow because it rhymes.

POSSIBLE STUDENT QUESTION

How does repetition help a message? Hearing it again and again makes it stick.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how repetition supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what helps the dream grow in stanza 4.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Problem and solution is a real structure, but it belongs to other kinds of texts."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type trap. The poem uses a repeated pattern, not a problem and solution.

CHECK FOR UNDERSTANDING

Ask a student to name the structure that does fit.

COMMON MISCONCEPTION

Students may accept it because dreams need helping hands sounds like a fix.

POSSIBLE STUDENT QUESTION

How do I check a poem's structure? Look at stanzas, rhyme, and repeated words.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the lines first. Then explain the pattern.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because towns are named in the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how the order of stanzas helps a poet share a message.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the order of the stanzas support the poet's purpose, and we will spot answers that describe another part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 2
. a class or student copy of “A Dream Can Grow”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to retell a favorite story's beginning, middle, and end.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the setting at the start of a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Where and when does the poem start? Listen for clues."

▶ Students write where the speaker is on the NOTICE row.

ANSWER KEY: With Mama in a crowd, hearing the speech.

CHECK FOR UNDERSTANDING

Ask a student which word tells who is with the speaker.

COMMON MISCONCEPTION

Students may say the poem begins at school.

POSSIBLE STUDENT QUESTION

Why start with the day of the speech? It shows where the dream began for the speaker.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a poem begins. Keep the demand at this level.

RAISE THE THINKING

Ask what Mama says in stanza 3.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how the stanzas of a poem are ordered."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the first, middle, and last stanzas. What changes?"

▶ Students choose privately, then tell a partner a clue word from the last stanza.

ANSWER KEY: B. From the day the speaker heard the dream, to the dream spreading, to the speaker carrying it today.

CHECK FOR UNDERSTANDING

Ask a student to find the word now in the last stanza.

COMMON MISCONCEPTION

Students may pick C because stanza 6 mentions school.

POSSIBLE STUDENT QUESTION

Why look at first, middle, and last? It shows the path the poem takes.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting stanza order. Keep the demand at this level.

RAISE THE THINKING

Ask what the speaker carries in stanza 6.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how repeated words connect stanzas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at how stanzas 6 and 7 begin."

▶ Students write the repeated words and what they show on the SHOW row.

ANSWER KEY: I carry it repeats to show the dream in everyday life.

CHECK FOR UNDERSTANDING

Ask a student to name two places the speaker carries the dream.

COMMON MISCONCEPTION

Students may write what it means without naming the repeated words.

POSSIBLE STUDENT QUESTION

What is it in I carry it? The dream.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining repetition across stanzas. Keep the demand at this level.

RAISE THE THINKING

Ask how this connects to stanza 1.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how stanza order helps the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: why does the poem end with the word me?"

▶ Students write how the order supports the message on the OWN row.

ANSWER KEY: The order moves from long ago to today, showing that the dream grew into the speaker's life.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the poem ends this way, the reader understands...

COMMON MISCONCEPTION

Students may summarize the last stanza without connecting it to the order.

POSSIBLE STUDENT QUESTION

What is the poet's purpose? To show that a dream can grow when we share it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how stanza 4 is a turning point.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap points to a real stanza. It is just one stop on the path."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. It tells about one stanza, not the order.

CHECK FOR UNDERSTANDING

Ask a student to describe the whole path of the poem.

COMMON MISCONCEPTION

Students may accept it because the stanza is powerful.

POSSIBLE STUDENT QUESTION

How do I check? Make sure the answer covers the beginning, middle, and end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Copy a beginning line and an ending line. Then explain the order."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because summer sunshine is described clearly.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how a poem can move from the past to the present to the future.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice a STAAR question, like how does the poet move from the past to the future, and we will spot near-miss traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 3
· a class or student copy of “What Will You Give?” · the student tracking sheet · pencils

CHECK FOR UNDERSTANDING

Ask a student to tell one thing from yesterday, today, and tomorrow.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues that show the past."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Words that end in ed often tell about the past. Listen for them."

▶ Students circle stood and heard on the NOTICE row.

ANSWER KEY: Stood and heard show the past.

CHECK FOR UNDERSTANDING

Ask a student who heard the message long ago.

COMMON MISCONCEPTION

Students may think the speaker was in the crowd.

POSSIBLE STUDENT QUESTION

How do I know it is the past? Past tense verbs and Grandpa being young.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding time clues. Keep the demand at this level.

RAISE THE THINKING

Ask what message the voice gave in stanza 2.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the stanza that moves a poem through time."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for words that show lots of time passing."

▶ Students choose privately, then tell a partner the time clue.

ANSWER KEY: C. Stanza 9.

CHECK FOR UNDERSTANDING

Ask a student what silver hair shows.

COMMON MISCONCEPTION

Students may pick B because winter sounds like a time word.

POSSIBLE STUDENT QUESTION

What does a time shift do? It moves the reader to a new time in the poem.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the time shift. Keep the demand at this level.

RAISE THE THINKING

Ask where the poem is after stanza 9.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a poem moves into the present."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Where is the speaker now? Who is talking?"

▶ Students write when and where on the SHOW row.

ANSWER KEY: Now, in the kitchen, hearing Grandpa's story.

CHECK FOR UNDERSTANDING

Ask a student what crossed the kitchen.

COMMON MISCONCEPTION

Students may say the speaker is in the winter crowd.

POSSIBLE STUDENT QUESTION

How can a message travel through time? People tell it to others.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the present in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask what the speaker looks at in stanza 11.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a poem moves from past to future."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"I'll means I will. That is the future."

▶ Students write the past, present, and future on the OWN row.

ANSWER KEY: Past: Grandpa hears the message. Present: the kitchen.
Future: I'll look nearby and help.

CHECK FOR UNDERSTANDING

Ask a student to point to the future word.

COMMON MISCONCEPTION

Students may name only the past and the present.

POSSIBLE STUDENT QUESTION

Why end in the future? It invites the reader to act next.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what question ends the poem.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is close because the poem does move in time. Check what times it really moves through."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. It moves past to present to future, not winter to summer.

CHECK FOR UNDERSTANDING

Ask a student to name the three times in the poem.

COMMON MISCONCEPTION

Students may accept it because seasons flew in stanza 9.

POSSIBLE STUDENT QUESTION

What makes a near-miss tricky? It is almost right, so I must check the details.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Find the past first, then the present, then the future.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the poem mentions winter and seasons.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are defending a structure claim with lines from the poem What Will You Give?”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like which structure best describes the poem and what proves it, and we will spot wrong pattern traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 4
. a class or student copy of “What Will You Give?” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what a claim is and what proof is.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues that a poem starts with a memory."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A memory is something that already happened."

▶ Students underline *One memory* on the NOTICE row.

ANSWER KEY: One memory shows the poem begins in the past.

CHECK FOR UNDERSTANDING

Ask a student whose memory it is.

COMMON MISCONCEPTION

Students may think the snow is falling now.

POSSIBLE STUDENT QUESTION

Why start with a memory? It shows where the question came from.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the past. Keep the demand at this level.

RAISE THE THINKING

Ask what Grandpa remembers most.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure that best describes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for words that show time passing."

▶ Students choose privately, then tell a partner the line that proves it.

ANSWER KEY: B. Time order, from Grandpa's memory to the speaker's plan.

CHECK FOR UNDERSTANDING

Ask a student which words show years passing.

COMMON MISCONCEPTION

Students may pick C because those stanzas are interesting.

POSSIBLE STUDENT QUESTION

What makes a structure the best one? It fits the whole poem.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best structure. Keep the demand at this level.

RAISE THE THINKING

Ask how the young man became the man across from me.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show lines that prove a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Proof means a line you can point to."

▶ Students copy the proof and explain it on the SHOW row.

ANSWER KEY: The speaker is with Grandpa now, so the poem reached the present.

CHECK FOR UNDERSTANDING

Ask a student to compare this stanza to stanza 2.

COMMON MISCONCEPTION

Students may copy a line without explaining it.

POSSIBLE STUDENT QUESTION

How many proof lines do I need? At least one for each part of the claim.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof for a structure. Keep the demand at this level.

RAISE THE THINKING

Ask what question circles in the speaker's head.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make a structure claim and prove it."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A claim says what you think. Proof shows why."

▶ Students write the claim and two proof lines on the OWN row.

ANSWER KEY: Time order. Proof: One memory starts with winter snow. I'll look around and choose to live.

CHECK FOR UNDERSTANDING

Ask a student to read their claim and proof.

COMMON MISCONCEPTION

Students may give proof from only one part of the poem.

POSSIBLE STUDENT QUESTION

Why does the poem end with a question? It passes the question on to the reader.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about defending a structure claim. Keep the demand at this level.

RAISE THE THINKING

Ask how the title connects to the ending.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two people in a poem does not make it compare and contrast."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The poem is time order, not a comparison.

CHECK FOR UNDERSTANDING

Ask a student to name the structure and one proof line.

COMMON MISCONCEPTION

Students may accept it because both characters are important.

POSSIBLE STUDENT QUESTION

How do I check for compare and contrast? Look for alike and different throughout.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write your claim first. Then copy two lines of proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the president and the child both appear in the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 7 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are reading a research text that is organized around a central question. We will read A Place to Grow.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the central question organize the selection, and we will spot answers that are too narrow.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 1
. a class or student copy of “A Place to Grow”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what questions they would ask before building a new town.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 8 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice questions that organize a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Questions at the start of a text are like a map. They tell what the text will answer."

▶ Read the questions aloud. Students write the three needs on the NOTICE row.

ANSWER KEY: Water, food, and materials for homes.

CHECK FOR UNDERSTANDING

Ask a student which question the Water Changes Everything section answers.

COMMON MISCONCEPTION

Students may think the questions are for them to answer from their own life.

POSSIBLE STUDENT QUESTION

Why does an author ask questions? To guide the reader through the text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding organizing questions. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find one more question the author asks.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a central question organizes a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the section headings. Do they each answer part of a big question?"

▶ Students choose privately, then tell a partner two section headings.

ANSWER KEY: A. Each section answers part of the question of how a place helps a community grow.

CHECK FOR UNDERSTANDING

Ask a student to read a heading and tell what part of the question it answers.

COMMON MISCONCEPTION

Students may pick B because Egypt appears in several paragraphs.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names one example instead of the whole idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask what the last line of the text answers.

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.

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Grade 3 · Cluster 8 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a section answers a question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Find the question, then find the answer right after it."

▶ Students write the question and the answer on the SHOW row.

ANSWER KEY: Question: what if a resource is missing? Answer: trade.

CHECK FOR UNDERSTANDING

Ask a student to name the example the author uses.

COMMON MISCONCEPTION

Students may write the example without the answer.

POSSIBLE STUDENT QUESTION

How does a section heading help? It tells which question the section answers.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a section answers a question. Keep the demand at this level.

RAISE THE THINKING

Ask what clue at Poverty Point shows trade.

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.

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Grade 3 · Cluster 8 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a question structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the reader understand at the end that they did not know at the start?"

▶ Students write how the questions help on the OWN row.

ANSWER KEY: The questions lead the reader step by step to the big idea.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the author uses questions, the reader...

COMMON MISCONCEPTION

Students may name a question without telling how it helps.

POSSIBLE STUDENT QUESTION

What is the author's purpose? To inform readers how geography helps build a community.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the first and last lines match.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true for one section. The question asks about the whole text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow central idea. Seashells are one detail, not the central idea.

CHECK FOR UNDERSTANDING

Ask a student to state the central idea of the whole text.

COMMON MISCONCEPTION

Students may accept it because the seashell is interesting.

POSSIBLE STUDENT QUESTION

How do I check? Ask if the answer covers every section.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the central question first. Then explain two sections.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the Mayflower is a famous detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

Each section answers part of the question of how a place affects the people who live there. Correct.

A

The sections on water, land, trade, travel, and work each answer part of the big question.

It explains only how to grow wheat.

B

Too narrow central idea. Wheat is one crop named in one section.

It tells the steps for crossing an ocean.

C

Wrong structure type trap. The text does not give steps.

It describes the Mayflower.

D

Too narrow central idea. The Mayflower is one detail about the Pilgrims.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 8 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading a research text that uses cause and effect across many sections. We will read *People Make the Difference*.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice a STAAR question, like the author uses cause and effect to help the reader understand, and we will always give both halves.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 2
. a class or student copy of “People Make the Difference” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something they did that caused a change at home.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a pattern an author sets up."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author tells us the pattern before giving examples. Listen for the word change."

▶ Students number the four steps on the NOTICE row and circle change.

ANSWER KEY: Notice, question, choose, then change.

CHECK FOR UNDERSTANDING

Ask a student which step is the effect.

COMMON MISCONCEPTION

Students may think the steps are a recipe to follow.

POSSIBLE STUDENT QUESTION

Why give the pattern first? So the reader can find it in each section.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the pattern. Keep the demand at this level.

RAISE THE THINKING

Ask which person in the text follows this pattern first.

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.

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Grade 3 • Cluster 8 • Text Structure • Tuesday

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what cause and effect helps the reader understand."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at every section. What causes what?"

▶ Students choose privately, then tell a partner one person and the change they caused.

ANSWER KEY: B. how people's ideas and actions changed communities.

CHECK FOR UNDERSTANDING

Ask a student to name a cause and an effect from the Henry Ford section.

COMMON MISCONCEPTION

Students may pick C because cars appear in this sentence.

POSSIBLE STUDENT QUESTION

How do I finish this kind of stem? Choose what the whole text helps you understand.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what the structure shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find the signal word As.

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.

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Grade 3 · Cluster 8 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show both a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both halves are needed: what Franklin did and what changed."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: the lightning rod. Effect: buildings were better protected.

CHECK FOR UNDERSTANDING

Ask a student to say it with so.

COMMON MISCONCEPTION

Students may write only the cause.

POSSIBLE STUDENT QUESTION

Can one cause have many effects? Yes. The author says change can have more than one effect.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask for the effects of Henry Ford's work.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how cause and effect helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the title tell you the author wants to prove?"

▶ Students write how the structure helps on the OWN row.

ANSWER KEY: Repeated cause and effect examples prove that people make the difference.

CHECK FOR UNDERSTANDING

Ask a student to connect the title to the structure.

COMMON MISCONCEPTION

Students may restate the title without explaining the structure.

POSSIBLE STUDENT QUESTION

Why use many examples? More examples make the point stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which section shows children causing change.

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.

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Grade 3 · Cluster 8 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer is true. It just stops before the effect."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It has a cause but no effect.

CHECK FOR UNDERSTANDING

Ask a student to add the effect.

COMMON MISCONCEPTION

Students may think one half is enough.

POSSIBLE STUDENT QUESTION

How do I check a cause and effect answer? Look for both a because part and a so part.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the cause first, then the effect, then your proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the excerpt is about Henry Ford and cars.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 8 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how headings and sections help us study a research text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice a STAAR question, like how do the sections help the reader study the research, and we will spot wrong structure type traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 3
. a class or student copy of “What Helps a Community Grow?” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how a grocery store uses signs to organize food.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 8 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice headings in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A heading is a title for one section. It helps you predict what you will learn."

▶ Students copy the heading and write what the section is about on the NOTICE row.

ANSWER KEY: Water Matters: the section is about why water is important.

CHECK FOR UNDERSTANDING

Ask a student to find the other headings.

COMMON MISCONCEPTION

Students may think a heading is the title of the whole text.

POSSIBLE STUDENT QUESTION

What is the difference between a title and a heading? A title names the whole text. A heading names one section.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding headings. Keep the demand at this level.

RAISE THE THINKING

Ask what the reader learns in the Water Matters section.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how sections help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read all the headings in order. What do they have in common?"

▶ Students choose privately, then tell a partner one heading and what it teaches.

ANSWER KEY: A. Each section answers one part of what helps a community grow.

CHECK FOR UNDERSTANDING

Ask a student which section talks about trade.

COMMON MISCONCEPTION

Students may pick C because Poverty Point is interesting.

POSSIBLE STUDENT QUESTION

Why are headings helpful when studying? You can find information quickly.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how sections help. Keep the demand at this level.

RAISE THE THINKING

Ask why one heading is a question.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: It shows people working together, which is the main idea of the section.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author includes a text feature."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how could you use these questions on your own research?"

▶ Students write the job of the research clue on the OWN row.

ANSWER KEY: It gives study questions so readers can research communities on their own.

CHECK FOR UNDERSTANDING

Ask a student to answer one clue question about the Nile.

COMMON MISCONCEPTION

Students may think the clue box is a quiz.

POSSIBLE STUDENT QUESTION

How does a feature help the purpose? It helps the reader use the information.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how a feature supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the three questions match the sections.

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.

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Grade 3 · Cluster 8 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Time order is real, but this text is organized by topic with headings."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. The sections are by topic, not time order.

CHECK FOR UNDERSTANDING

Ask a student to list the section topics.

COMMON MISCONCEPTION

Students may accept it because ancient Egypt sounds like history in order.

POSSIBLE STUDENT QUESTION

How do I check? Look at what the headings name: times or topics?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the headings first. Then write what each section teaches.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because seashells are a memorable detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 3 • Cluster 8 • Text Structure

TEKS 3.9(D)(iii), 3.10(B) • Text Structure • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This is our capstone week. We will use everything we know about text structure to defend our thinking in writing.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question, like how does the structure help the author's purpose, and we will make sure our answers cover the whole text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 4
. a class or student copy of “Small Choices, Strong Communities”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a structure they learned this year and where they saw it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.

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Grade 3 · Cluster 8 · Text Structure · Monday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author sets up a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A beginning that names problems tells us solutions are coming."

▶ Students write what every community has on the NOTICE row.

ANSWER KEY: Problems to solve.

CHECK FOR UNDERSTANDING

Ask a student to predict what the text will show next.

COMMON MISCONCEPTION

Students may think the text will only list problems.

POSSIBLE STUDENT QUESTION

How does a beginning help a reader? It shows what the text will be about.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a text's setup. Keep the demand at this level.

RAISE THE THINKING

Ask how problems can begin small.

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.

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Grade 3 · Cluster 8 · Text Structure · Tuesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes examples."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read the three examples. What does each person do?"

▶ Students choose privately, then tell a partner one person and their action.

ANSWER KEY: C. Each example shows a person who noticed a need and acted to help.

CHECK FOR UNDERSTANDING

Ask a student what Pasteur noticed.

COMMON MISCONCEPTION

Students may pick B because small actions are in the text.

POSSIBLE STUDENT QUESTION

Why give several examples? Each one proves the same pattern.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask which word in the sentence signals another example.

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.

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Grade 3 · Cluster 8 · Text Structure · Wednesday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and effect in an example."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Find what Franklin did, then find what changed."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: the lightning rod. Effect: buildings were better protected.

CHECK FOR UNDERSTANDING

Ask a student to say it with because.

COMMON MISCONCEPTION

Students may only write the cause.

POSSIBLE STUDENT QUESTION

How does this example fit the four steps? Franklin noticed, studied, acted, and made an impact.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what effect Garza's art had.

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.

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Grade 3 · Cluster 8 · Text Structure · Thursday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the structure, explain the order, and tell the purpose."

▶ Students write a short response on the OWN row.

ANSWER KEY: Famous examples first, then everyday actions, which shows anyone can make a difference.

CHECK FOR UNDERSTANDING

Ask a student to read their response and point to the structure and the purpose.

COMMON MISCONCEPTION

Students may only list the examples.

POSSIBLE STUDENT QUESTION

Why move from famous people to everyday people? To bring the lesson close to the reader.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how structure contributes to purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the Big Idea sums up the text.

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.

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Grade 3 · Cluster 8 · Text Structure · Friday

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap points to a true line, but only one line."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. One example is not the whole structure.

CHECK FOR UNDERSTANDING

Ask a student to fix the answer to cover the whole text.

COMMON MISCONCEPTION

Students may think any example answers the question.

POSSIBLE STUDENT QUESTION

How do I cover the whole structure? Name the beginning, the middle, and the end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the structure, explain how it helps, then add two proof sentences."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because pasteurization is a detailed example.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 3 · Cluster 8 · Text Structure

TEKS 3.9(D)(iii), 3.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.