

TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Text structure is how an author organizes the parts of a text.

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

The test asks how the author organizes the events, so I check the pattern fits the whole story.

THIS WEEK'S FOCUS

Text Structure

from “Dream”

Text structure is the way an author puts a text together. In Grade 4 we study patterns such as **chronological order**, **cause and effect**, and **compare and contrast**. STAAR asks: **How does the author organize the events in the story?** This week's trap: **Wrong pattern named**, a real structure that does not match this text.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice words that show the order of events.”

EXACT TEKS WORDING

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

Notice the time order.

Read the sentence. Notice the word that tells you an event is happening **next** in the story. Circle it.

“Then Dr. Martin Luther King Jr. stepped forward to speak.”

I CAN | I can notice words that show the order of events, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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?**

“As we began our journey home, my feet still hurt and I was exhausted from the long afternoon, but I did not complain.”

A In time order, from arriving to going home • **B** By comparing two cities • **C** By listing facts about the memorial

I CAN | I can choose how an author organizes a story, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how events connect in time order.”

EXACT TEKS WORDING

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

Show the order.

STAAR asks: **What happens right after Dr. King begins to speak?** Show the event and the clue that proves it.

“Almost immediately, the people around us became quiet.”

I CAN | I can show how events connect in time order, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author uses time order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 tell the events in time order?** Explain how it helps the reader.

“I was only eight years old, and everything around me seemed important and unforgettable.”

I CAN | I can explain why an author uses time order, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 Mama and the girl.** Explain why it is a trap and name the trap.

“She looked down at me and smiled.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find the structure on your own.

Go back to the story. Name the structure. Copy one sentence from the beginning and one from the end that prove the time order.

Go back to the reading.

Name the structure the author uses.

Copy one sentence from the beginning and one from the end.

I CAN | I can name a story structure and prove it with sentences from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Then. The word then shows that Dr. King speaks after the crowd has gathered and waited.

CHOOSE A. In time order, from arriving to going home. The girl arrives, listens to the speech, and then travels home. B is a Wrong pattern named trap. C is a Wrong pattern named trap.

SHOW Right after Dr. King begins to speak, the crowd becomes quiet. The words almost immediately show it happens next.

OWN Time order lets the reader live the day with the girl, step by step, so we understand how her thinking grows by the end.

DEFEND Wrong pattern named. Mama and the girl both appear, but the author does not set them side by side to compare. The events go in time order.

YOUR TURN Answers vary. Time order. Beginning: I held Mama's hand tightly as we moved through the enormous crowd. End: As we began our journey home, my feet still hurt.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Then Dr. Martin Luther King Jr. stepped forward to speak. ... When Dr. King finished speaking, the crowd erupted with applause and celebration.”

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

- A** By comparing Mama and Dr. King
- B** In the order they happen during one day
- C** By explaining a problem with the water
- D** By describing the Lincoln Memorial



TEXT STRUCTURE

The answer is B.

- A By comparing Mama and Dr. King**
Wrong pattern named trap. Both appear, but they are not compared.
- B In the order they happen during one day Correct.**
The story moves from the crowd, to the speech, to the trip home.
- C By explaining a problem with the water**
Word match trap. Water is mentioned, but no problem with water is solved.
- D By describing the Lincoln Memorial**
Too narrow. The memorial is one detail, not how the story is organized.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

Time words like then, at first, and a few days later are signals.

Some answers look like time order but miss the real sequence, so I check the clue words.

THIS WEEK'S FOCUS

Text Structure

from “Dream”

Chronological order tells events in the order they happen. Authors use **time words** like **then**, **at first**, and **a few days later**. STAAR asks: **Which words show the order of events?** This week's trap: **Near-miss pattern**, a choice that is close to right but is not a time clue.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice time words in a story.”

EXACT TEKS WORDING

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

Notice the time words.

Read the sentence. Circle the words that show **when** this event happens.

“A few days later, I had my first opportunity.”

I CAN | I can notice time words in a story, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the words that show time order.”

EXACT TEKS WORDING

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

Choose the time clue.

STAAR asks: **Which words show the order of events?**

“At first, I did not know what to say.”

A I did not know • **B** At first • **C** what to say

I CAN | I can choose the words that show time order, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the order of events with time words.”

EXACT TEKS WORDING

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

Show the sequence.

STAAR asks: **What does the girl do after she sees James standing alone?** Show the order with time words.

“Then I raised my hand and waved.”

I CAN | I can show the order of events with time words, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 end the story a few days after the speech?** Explain how the order helps the reader.

“A new student entered our classroom just before lunch.”

I CAN

I can explain how time order helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

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

“I remembered the dream.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Track the time words on your own.

Go back to the story. Find three time words or phrases. Write the event each one goes with, in order.

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

I CAN | I can find time words and use them to put events in order.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **A few days later.** These words show the event happens after the trip to the memorial.

CHOOSE **B.** At first. At first tells the reader this happens before she finds her answer. A is a Near-miss pattern trap. C is a Near-miss pattern trap.

SHOW **First she sees James alone with his tray.** For a second she waits. Then she raises her hand and waves him over.

OWN **Moving a few days later shows the girl using the dream in her own life, so the reader sees that the speech changed her actions.**

DEFEND **Near-miss pattern.** The dream is an important idea, but it does not tell when anything happens. Time words like a few days later show the order.

YOUR TURN **Answers vary.** Then: Dr. King stepped forward to speak. At first: she did not know what to say. A few days later: she had her first opportunity.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A few days later, I had my first opportunity. ... At lunch, I saw James standing alone with his tray.”

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

A A few days later

B my first opportunity

C standing alone

D with his tray



TEXT STRUCTURE

The answer is A.

A **A few days later** **Correct.**
These words tell the reader how much time passed before the next event.

B **my first opportunity**
Near-miss pattern trap. First sounds like a time word, but here it tells which opportunity.

C **standing alone**
Word match trap. It describes James, not when something happens.

D **with his tray**
Too narrow. It is one small detail, not an order clue.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Some stories are told as an interview, with questions and answers.

Each question leads to an answer that teaches the reader something new.

The test asks why the author chose this structure, so I name the structure and tell what it does.

THIS WEEK'S FOCUS

Text Structure

from “Serve”

An **interview** is organized as **question and answer**. One person asks, another person answers. STAAR asks: **Why does the author tell this story as an interview?** This week's trap: **Wrong structure type**, naming a structure the text does not use.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the questions in an interview.”

EXACT TEKS WORDING

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

Notice the question.

Read the sentence. Notice the question the narrator asks. Underline it.

“‘What did President Kennedy care about most?’ I asked.”

I CAN

I can notice the questions in an interview, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure of a story told as an interview.”

EXACT TEKS WORDING

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

Choose the structure.

STAAR asks: **How does the author organize most of the story?**

““What was the Peace Corps supposed to do?” I asked.”

A As questions and answers • **B** As a list of steps • **C** As a poem with stanzas

I CAN

I can choose the structure of a story told as an interview, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a question and answer teach the reader.”

EXACT TEKS WORDING

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

Show the answer.

STAAR asks: **What does Grandpa's answer help the reader learn?** Show the question and what the answer teaches.

“‘Sometimes,’ Grandpa answered, ‘but service can mean much more than money.’”

I CAN | I can show how a question and answer teach the reader, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author chooses a question and answer structure.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author tell this story as an interview?** Explain how it helps the reader.

“For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration.”

I CAN

I can explain why an author chooses a question and answer structure, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 compare and contrast.** Explain why it is a trap and name the trap.

“‘Were those ideas part of the speech?’ I asked.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find the structure on your own.

Go back to the story. Copy one question and its answer. Explain what the reader learns.

Go back to the reading.
Copy one question and its answer.
Explain what the reader learns.

I CAN | I can show how a question and answer structure teaches the reader.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE What did President Kennedy care about most? The narrator asks Grandpa a question, and his answer comes next.

CHOOSE **A.** As questions and answers. The narrator asks Grandpa questions, and he answers each one. B is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW The question is Give what? Money? The answer teaches that service can mean giving time, ideas, and help, not only money.

OWN The interview lets the reader learn history from someone who was there. Each question gets a clear answer, so the ideas about service are easy to follow.

DEFEND **Wrong structure type.** The author does not set two things side by side. The story moves through questions and Grandpa's answers.

YOUR TURN **Answers vary.** Question: What can we give? Answer: time, energy, ideas, and encouragement. The reader learns service is more than money.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

““What did President Kennedy care about most?” I asked. ... “He cared about many things,” Grandpa said.”

Why does the author most likely tell this story as an interview?

- A** To compare two presidents
- B** To list the steps for making a recorder work
- C** To describe the cold weather in January
- D** To let the reader learn about service through Grandpa’s answers



TEXT STRUCTURE

The answer is D.

A To compare two presidents

Wrong structure type trap. Only one president is discussed.

B To list the steps for making a recorder work

Word match trap. The recorder appears, but no steps are given.

C To describe the cold weather in January

Too narrow. The weather is one detail, not the reason for the structure.

D To let the reader learn about service through Grandpa's answers **Correct.**

The questions lead Grandpa to explain what service means.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Structure is not only how a text is built. It also helps the author do a job.

When I know the structure, I can explain why the author chose it.

Some answers describe a different part of the text, so I check the part the question asks about.

THIS WEEK'S FOCUS

Text Structure

from “Serve”

Structure supports purpose. The interview structure in Serve helps the author show what Grandpa did and why it mattered. STAAR asks: **How does the interview structure help the reader understand Grandpa's work?** This week's trap: **Describes another part**, an answer about a different section of the text.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice details about a person’s work in an interview.”

EXACT TEKS WORDING

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

Notice the work.

Read the sentence. Notice what Grandpa’s job was. Underline the words that tell his work.

“Grandpa smiled, folded his hands, and leaned back in his chair.”

I CAN | I can notice how an interview begins and what it will be about.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose how the structure helps.

STAAR asks: **How does the interview structure help the reader understand Grandpa's work?**

“Not every sentence, of course. President Kennedy and his closest speechwriters did the final work.”

A It tells only about the cold weather • **B** It lists every word of the speech • **C** The questions get Grandpa to explain what he did

I CAN | I can choose how a structure helps the reader, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an answer explains a person’s work.”

EXACT TEKS WORDING

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

Show the question and answer.

STAAR asks: **Which answer best shows Grandpa’s work?** Show the question and his answer.

““You actually talked about the speech before he gave it?””

I CAN

I can show how an answer explains a person’s work, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a structure helps the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author have the narrator write down Grandpa’s words?** Explain how it helps the purpose.

“I wrote the word active beside citizenship.”

I CAN | I can explain how a structure helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The interview helps the reader understand the Peace Corps volunteers' jobs.** The question asked about Grandpa's work. Explain why it is a trap and name the trap.

““What was the Peace Corps supposed to do?” I asked.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the story. Explain how the interview structure helps you understand Grandpa's work. Copy one question and answer as proof.

Go back to the reading.

How does the interview help you understand Grandpa's work?

Copy one question and answer as proof.

I CAN | I can explain how a structure helps the reader and prove it with the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE This sentence shows Grandpa getting ready to answer. The next part tells that he worked in President Kennedy's administration.

CHOOSE C. The questions get Grandpa to explain what he did. When the narrator asks, Grandpa explains his part in planning the speech. A is a Describes another part trap. B is a Not in the text trap.

SHOW The narrator asks if he talked about the speech. Grandpa answers that he discussed the larger ideas, but Kennedy and his speechwriters did the final work.

OWN Writing down the key words shows the reader which ideas matter most, such as active citizenship, so the interview builds toward the big idea of service.

DEFEND Describes another part. The Peace Corps section is about volunteers, not Grandpa's own work on the speech. The question asks about Grandpa.

YOUR TURN Answers vary. The questions let Grandpa explain his work. Proof: You actually talked about the speech before he gave it? Not every sentence, of course.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

““Were those ideas part of the speech?” I asked. ... “You actually talked about the speech before he gave it?””

How does the interview structure help the reader understand Grandpa’s work?

- A** It shows what Peace Corps volunteers did overseas
- B** It compares Grandpa to President Kennedy
- C** The questions lead Grandpa to explain his part in the speech
- D** It explains why the recorder was on the table



TEXT STRUCTURE

The answer is C.

- A It shows what Peace Corps volunteers did overseas**
Describes another part trap. That section is about volunteers, not Grandpa's work.
- B It compares Grandpa to President Kennedy**
Wrong pattern. The interview does not compare the two men.
- C The questions lead Grandpa to explain his part in the speech **Correct.****
Each question gets Grandpa to tell more about what he did.
- D It explains why the recorder was on the table**
Word match trap. The recorder is mentioned, but it is not his work.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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.

Supporting evidence is the facts and details that prove the central idea.

A detail from one paragraph is too narrow, so I check that my central idea covers the whole selection.

THIS WEEK'S FOCUS

Text Structure

from “A Promise Written Long Ago”

The **central idea** is what the whole selection is mostly about. Authors organize facts and details to **support** it. STAAR asks: **What is the central idea of the selection?** This week's trap: **Too narrow central idea**, a true detail that covers only one part.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a detail that supports the central idea.”

EXACT TEKS WORDING

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

Notice the key detail.

Read the sentence. Notice what the Magna Carta did. Underline the most important words.

“The Magna Carta was important because it limited the king’s power.”

I CAN

I can notice a detail that supports the central idea, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the central idea of a selection.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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?**

“Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”

A King John collected heavy taxes • **B** The Magna Carta made rulers follow laws, and its ideas still matter • **C** Runnymede is a place in England

I CAN | I can choose the central idea of a selection, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 the Magna Carta still matters?** Explain how it supports it.

“Leaders in the United States used similar ideas when creating the U.S. Constitution.”

I CAN | I can show how a detail supports the central idea, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the ending supports the central idea.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author end with paragraph 6?** Explain how it helps the central idea.

“Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”



I can explain how the ending supports the central idea, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The central idea is that the barons were unhappy.** Explain why it is a trap and name the trap.

“Many people, especially powerful landowners called barons, were unhappy with how he treated them.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find the central idea on your own.

Go back to the selection. 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 a central idea and support it with details from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Limited the king's power.** This tells the most important thing the Magna Carta did.

CHOOSE **B.** The Magna Carta made rulers follow laws, and its ideas still matter. This idea covers the beginning, the middle, and the end of the selection. A is a Too narrow central idea trap. C is a Too narrow central idea trap.

SHOW **The U. S. Constitution** used ideas from the Magna Carta, so its ideas lasted for hundreds of years and still matter today.

OWN **Paragraph 6 connects the old document to today, so the reader understands why the Magna Carta still matters.**

DEFEND **Too narrow central idea.** The barons being unhappy is true, but it is only part of paragraph 1. The selection is mostly about how the Magna Carta limited the king and still matters.

YOUR TURN **Answers vary.** The Magna Carta made even kings follow laws, and its ideas still matter. Details: it limited the king's power; the U.S. Constitution used similar ideas.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Magna Carta was important because it limited the king’s power. ... Hundreds of years later, the ideas from the Magna Carta influenced other governments.”

What is the central idea of the selection?

- A** The Magna Carta limited a king’s power, and its ideas influenced later governments
- B** King John ruled England in 1215
- C** Every country in the world has a king
- D** Governments have changed a lot over time



TEXT STRUCTURE

The answer is A.

A The Magna Carta limited a king's power, and its ideas influenced later governments Correct.
This covers what the document did and why it still matters.

B King John ruled England in 1215
Too narrow central idea trap. This is one fact from paragraph 1.

C Every country in the world has a king
Not in the text trap. The selection never says this.

D Governments have changed a lot over time
Too broad. This could fit many selections, not just this one.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

In a problem and solution text, the author tells a problem and how people solved it.

Words like problem, wanted, so, and because help me find each part.

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

THIS WEEK'S FOCUS

Text Structure

from “A Promise Written Long Ago”

Problem and solution is a structure where the author explains a problem and how it was solved. STAAR asks: **How does the author organize paragraphs 1 through 4?** This week's trap: **Only half the structure**, an answer that names the problem but forgets the solution.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the problem in a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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.

“To pay for them, he demanded more taxes from the people.”

I CAN | I can notice the problem in a text, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes paragraphs.”

EXACT TEKS WORDING

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

Choose the structure.

STAAR asks: **How does the author organize paragraphs 1 through 4?**

“So, they forced King John to meet them at Runnymede.”

A Only the problem with taxes • **B** Steps to build a castle • **C** Problem and solution

I CAN | I can choose how an author organizes paragraphs, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the solution in a text.”

EXACT TEKS WORDING

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

Show the solution.

STAAR asks: **How did the barons try to solve the problem?** Show the solution and the proof.

“The barons wanted the king to follow rules.”

I CAN | I can show the solution in a text, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how problem and solution helps the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author explain the problem before the Magna Carta?** Explain how it helps the reader.

“England was very different in the early 1200s.”

I CAN

I can explain how problem and solution helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **Paragraphs 1 through 4 tell about King John's taxes.** Explain why it is a trap and name the trap.

“King John faced many challenges during his time as ruler.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find the structure on your own.

Go back to the selection. Name the structure. Copy one sentence for the problem and one for the solution.

Go back to the reading.

Name the structure.

Copy one sentence for the problem and one for the solution.

I CAN | I can name problem and solution and prove both parts with the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem is that King John demanded more taxes. The signal words to pay for them show why he did it.

CHOOSE C. Problem and solution. Paragraphs 1 to 3 tell about unfair treatment. Paragraph 4 tells how the barons acted to fix it. A is an Only half the structure trap. B is a Wrong pattern trap.

SHOW The barons made the king meet them at Runnymede, and the Magna Carta was sealed. It made the king follow rules.

OWN Explaining the problem first helps the reader understand why people needed the Magna Carta and why it was important.

DEFEND Only half the structure. The taxes are the problem, but paragraph 4 gives the solution: the barons made the king meet at Runnymede.

YOUR TURN Answers vary. Problem and solution. Problem: To pay for them, he demanded more taxes. Solution: There, the Magna Carta was agreed to and sealed.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“To pay for them, he demanded more taxes from the people. ... So, they forced King John to meet them at Runnymede.”

How does the author organize paragraphs 1 through 4?

- A** By telling only why the taxes were unfair
- B** By comparing England and the United States
- C** By telling a problem and how the barons acted to solve it
- D** By describing what Runnymede looks like



TEXT STRUCTURE

The answer is C.

- A** **By telling only why the taxes were unfair**
Only half the structure trap. It leaves out the solution.
- B** **By comparing England and the United States**
Wrong pattern. That comparison comes much later.
- C** **By telling a problem and how the barons acted to solve it **Correct.****
Unfair taxes are the problem. The meeting at Runnymede is the solution.
- D** **By describing what Runnymede looks like**
Word match trap. Runnymede is named, but it is not described.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Cause and effect explains why something happens and what happens because of it.

Signal words like **because**, **so**, **as a result**, and **led to** point to **cause and effect**.

Some answers sound close but name the wrong pattern, so I check for a real because.

THIS WEEK'S FOCUS

Text Structure

from “A Promise Written Long Ago”

Cause and effect explains why something happened (the cause) and what happened next (the effect).

STAAR says: **The author uses cause and effect to help the reader understand...** This week's trap: **Near-miss pattern**, a pattern that sounds close, like time order, but is not cause and effect.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause in a text.”

EXACT TEKS WORDING

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

Notice the cause.

Read the sentence. Notice what caused the problems to grow. Circle the cause.

“King John had been ruling England for several years when problems began to grow.”

I CAN | I can notice a cause and the effect it leads to.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose an effect the text proves.”

EXACT TEKS WORDING

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

Choose the effect.

The author uses cause and effect to help the reader understand... STAAR asks: **What was one effect of the barons acting together?**

“Eventually, the barons decided they needed to take action.”

A The Magna Carta was sealed • **B** The barons waited quietly • **C** King John won his wars

I CAN | I can choose an effect the text proves, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and its effect."

EXACT TEKS WORDING

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

Show the cause and effect.

STAAR asks: **Why did the Magna Carta influence the U.S. Constitution?** Show the cause and the effect.

"Hundreds of years later, the ideas from the Magna Carta influenced other governments."

I CAN | I can show a cause and its effect, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the purpose of the structure.

The author uses cause and effect to help the reader understand... **what?** Explain how the structure helps the purpose.

“The circumstances at the time helped shape the Magna Carta.”

I CAN

I can explain how cause and effect helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student said the author mainly uses **chronological order** to show why the Magna Carta was made. Explain why it is a trap and name the trap.

“Eventually, the barons decided they needed to take action.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find cause and effect on your own.

Go back to the selection. Find one cause and its effect. Copy the sentence that proves it and circle the signal word.

Go back to the reading.
Find one cause and its effect.
Copy the proof and circle the signal word.

I CAN | I can find a cause and effect and prove it with the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Problems began to grow during King John's rule. Paragraph 3 tells the cause: he spent money on wars that often failed.

CHOOSE A. The Magna Carta was sealed. The barons acted together, and as a result the king agreed to the Magna Carta. B is a Near-miss pattern trap. C is an Opposite trap.

SHOW Cause: the Magna Carta's ideas about limiting power lasted. Effect: American leaders used similar ideas in the Constitution.

OWN Cause and effect helps the reader understand why the Magna Carta was created and how it changed governments later.

DEFEND Near-miss pattern. The events are in time order, but the question asks why. Cause and effect explains why: unfair taxes caused the barons to act.

YOUR TURN Answers vary. Cause: unfair taxes. Effect: the barons acted. The Magna Carta was important because it limited the king's power.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The circumstances at the time helped shape the Magna Carta. ... Hundreds of years later, the ideas from the Magna Carta influenced other governments.”

The author uses cause and effect mainly to help the reader understand

- A** why the Magna Carta was created and how it affected later governments
- B** the order in which kings ruled England
- C** how England looked in the early 1200s
- D** how to travel to Runnymede



TEXT STRUCTURE

The answer is A.

A **why the Magna Carta was created and how it affected later governments** **Correct.**
The selection explains the causes and the effects of the document.

B **the order in which kings ruled England**
Near-miss pattern trap. That is a time list, not cause and effect.

C **how England looked in the early 1200s**
Too narrow. It is one paragraph of description.

D **how to travel to Runnymede**
Word match trap. Runnymede is named, but no travel steps are given.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 do their job, like explaining why something mattered.

This selection tells a problem, a solution, and the effects that lasted.

A central idea that is too broad could fit any text, so I keep my answer about this selection.

THIS WEEK'S FOCUS

Text Structure

from “A Promise Written Long Ago”

Structure and purpose work together. In this selection, the author moves from **problem**, to **solution**, to **lasting effects** to explain why the Magna Carta mattered. STAAR asks: **How does the structure help the author explain why the Magna Carta mattered?** This week's trap: **Too broad central idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where a text turns from problem to solution.”

EXACT TEKS WORDING

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

Notice the turning point.

Read the sentences. Notice the moment the problem turns into a solution. Underline the time word.

“Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames.”

I CAN

I can notice where a text turns from problem to solution, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 why the Magna Carta mattered?**

“Its influence reached far beyond England.”

A It shows that history is important • **B** It shows only the meeting at Runnymede • **C** It shows the problem, the solution, and the effects that lasted

I CAN | I can choose how a structure helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a detail proves why something mattered.”

EXACT TEKS WORDING

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

Show the lasting effect.

STAAR asks: **Which detail best shows the Magna Carta mattered later?** Explain how it shows it.

“As a result, they created a system that divided power among different branches of government.”

I CAN | I can show how a detail proves why something mattered, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author includes a section.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author include the paragraphs about the U.S. Constitution?** Explain how they help the purpose.

“Hundreds of years later, the ideas from the Magna Carta influenced other governments.”

I CAN | I can explain why an author includes a section, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The structure shows that rules are good.** Explain why it is a trap and name the trap.

“The barons wanted the king to follow rules.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the selection. Explain how the structure helps the author show why the Magna Carta mattered. Use one detail from the end.

Go back to the reading.

How does the structure show why the Magna Carta mattered?

Use one detail from the end.

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Finally. This is the turning point when the problem starts to be solved at Runnymede.

CHOOSE C. It shows the problem, the solution, and the effects that lasted. The reader sees why it was needed and how far its ideas reached. A is a Too broad central idea trap. B is a Too narrow trap.

SHOW As a result shows an effect. American leaders divided power, which follows the Magna Carta idea that no ruler should have total power.

OWN These paragraphs show the effects of the Magna Carta far away and long after, which proves that it mattered.

DEFEND Too broad central idea. Rules are good could fit almost any text. The structure shows how the Magna Carta limited a king and shaped later governments.

YOUR TURN Answers vary. The author tells the problem, the solution, and the effects, so we see why it mattered. Detail: its influence reached far beyond England.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames. ... Its influence reached far beyond England.”

How does the structure of the selection help the author explain why the Magna Carta mattered?

- A** It shows that people in history were brave
- B** It moves from a problem, to a solution, to effects that lasted for centuries
- C** It describes the River Thames in detail
- D** It compares King John to other English kings



TEXT STRUCTURE

The answer is B.

- A** **It shows that people in history were brave**
Too broad central idea trap. This could fit many history texts.
- B** **It moves from a problem, to a solution, to effects that lasted for centuries **Correct.****
The reader sees the need, the agreement, and the long influence.
- C** **It describes the River Thames in detail**
Word match trap. The river is named once, not described.
- D** **It compares King John to other English kings**
Wrong pattern. No other kings are compared.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Compare and contrast shows how two things are alike and how they are different.

Grade 4 readers look for this pattern often, especially in science and history texts.

The test asks how the author organizes the information, so I make sure the pattern fits both topics.

THIS WEEK'S FOCUS

Text Structure

from “The Energy We Use Everyday”

Compare and contrast is a key Grade 4 structure. The author tells how two things are **alike** and **different**. STAAR asks: **How does the author organize the information about renewable and nonrenewable resources?** This week's trap: **Wrong pattern named.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the two things an author compares.”

EXACT TEKS WORDING

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

Notice the two topics.

Read the sentence. Notice the second kind of resource. Circle the word that tells you a new topic is starting.

“Other resources are known as nonrenewable.”

I CAN | I can notice the two things an author compares, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure an author uses.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 renewable and nonrenewable resources?**

“However, they also have limitations.”

A Steps in a process • **B** Compare and contrast • **C** A story in time order

I CAN | I can choose the structure an author uses, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how two things are different.”

EXACT TEKS WORDING

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

Show the difference.

STAAR asks: **How are nonrenewable resources different from renewable ones?** Show the contrast with evidence.

“Because they take so long to develop, they cannot be replaced quickly once they are used.”

I CAN | I can show how two things are different, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how compare and contrast helps the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author compare the two kinds of resources?** Explain how it helps the purpose.

“Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.”

I CAN

I can explain how compare and contrast helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author organizes the information as a problem and its solution.** Explain why it is a trap and name the trap.

“Renewable resources have several advantages.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Compare on your own.

Go back to the selection. Write one way the two resources are alike and one way they are different. Copy proof for each.

Go back to the reading.

Write one way the resources are **alike and one way they are
different.**

Copy proof for each.

I CAN | I can compare and contrast two topics using text evidence.

TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Other. It signals a second kind of resource, nonrenewable, which the author will set beside renewable.

CHOOSE B. Compare and contrast. The author tells the good points and limits of each kind of resource, side by side. A is a Wrong pattern named trap. C is a Wrong pattern named trap.

SHOW Renewable resources can be replaced over time. Nonrenewable resources take millions of years to form, so they cannot be replaced quickly.

OWN Comparing them lets readers weigh good points and problems, so they can make responsible choices about energy.

DEFEND Wrong pattern named. The author does not solve one problem. The author sets two kinds of resources side by side and compares their advantages and limits.

YOUR TURN Answers vary. Alike: both are used to make energy. Different: renewable resources can be replaced; nonrenewable ones cannot be replaced quickly.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Renewable resources have several advantages. ... Other resources are known as nonrenewable.”

How does the author organize the information about renewable and nonrenewable resources?

- A** By telling how coal was discovered in time order
- B** By describing only how solar panels work
- C** By comparing the advantages and limits of each kind
- D** By giving steps to build a wind turbine



TEXT STRUCTURE

The answer is C.

A By telling how coal was discovered in time order
Wrong pattern named trap. No discovery story is told.

B By describing only how solar panels work
Too narrow. Solar energy is one example, not the whole text.

C By comparing the advantages and limits of each kind **Correct.**
The author sets the two kinds side by side.

D By giving steps to build a wind turbine
Word match trap. Wind appears, but no building steps are given.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Signal words help me see when an author is comparing.

However, but, while, and both show likenesses and differences.

Some words look like signals but do not compare, so I test each word in its sentence.

THIS WEEK'S FOCUS

Text Structure

from “The Energy We Use Everyday”

Compare and contrast signal words show likenesses (**both, also, same**) and differences (**however, but, while**). STAAR asks: **Which words signal that the author is comparing?** This week's trap: **Near-miss pattern**, a signal word for a different structure.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice signal words that show a contrast.”

EXACT TEKS WORDING

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

Notice the signal word.

Read the sentence. Circle the word that shows a difference is coming.

“However, during cloudy weather, less energy may be available.”

I CAN | I can notice signal words that show a contrast, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose words that signal a comparison.”

EXACT TEKS WORDING

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

Choose the comparing words.

STAAR asks: Which words signal that the author is comparing?

“The same challenge can occur with wind energy.”

A The same • **B** can occur • **C** wind energy

I CAN | I can choose words that signal a comparison, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how two things are alike.”

EXACT TEKS WORDING

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

Show the comparison.

STAAR asks: **How is wind energy like solar energy?** Show the likeness and the proof.

“If the wind is not blowing, wind turbines cannot produce as much electricity.”

I CAN | I can show how two things are alike, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how signal words help the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the signal words.

STAAR asks: **Why does the author use the word however in paragraph 8?** Explain how it helps the reader.

“However, the use of nonrenewable resources can also create challenges.”

I CAN

I can explain how signal words help the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student said the word **because** signals the author is comparing. Explain why it is a trap and name the trap.

“Because of this, communities often use several different energy sources to meet their needs.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Hunt for signal words on your own.

Go back to the selection. Find two compare and contrast signal words. Write what each one compares.

Go back to the reading.
Find two signal words for compare and contrast.
Write what each one compares.

I CAN | I can find compare and contrast signal words and explain them.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE However. It shows that cloudy days are different from sunny days.

CHOOSE A. The same. The same shows wind energy is like solar energy in one way. B is a Near-miss pattern trap. C is a Word match trap.

SHOW Both depend on the weather. Solar needs sunlight and wind needs wind, so both can make less electricity on some days.

OWN However shows a turn from the good points of nonrenewable resources to their problems, so the reader sees both sides.

DEFEND Near-miss pattern. Because is a signal word, but it signals cause and effect, not comparing. Words like however and the same signal a comparison.

YOUR TURN Answers vary. However: sunny days and cloudy days. The same: solar energy and wind energy.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available.”

Which word from the excerpt signals that the author is contrasting?

A plenty

B However

C during

D available



TEXT STRUCTURE

The answer is B.

A plenty

Word match trap. It tells how much, not a contrast.

B However Correct.
However shows that cloudy weather is different from sunny weather.

C during

Near-miss pattern trap. It is a time word, not a contrast word.

D available

Too narrow. It is part of one idea, not a signal.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Sometimes an author compares two groups or two points of view.

A fair comparison shows what both sides did and thought.

An answer about only one side is half the structure, so I check that both sides are there.

THIS WEEK'S FOCUS

Text Structure

from “Columbus's Arrival”

An author can **compare two points of view**. This selection shows Columbus and the Europeans on one side and the **Taino** and other Native American groups on the other. STAAR asks: **How does the author organize the information about Columbus and the Taino?** This week's trap: **Only half the structure.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice when an author turns to a second group.”

EXACT TEKS WORDING

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

Notice the second group.

Read the sentence. Notice the group the author describes. Underline what the Taino did.

“The Taino lived throughout parts of the Caribbean.”

I CAN

I can notice when an author turns to a second group, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes two points of view.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 Columbus and the Taino?**

“However, relationships between Europeans and Native Americans did not always stay peaceful.”

A By telling only Columbus's side • **B** By showing both groups and how they treated each other • **C** By listing steps to sail a ship

I CAN | I can choose how an author organizes two points of view, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how two sides changed over time.”

EXACT TEKS WORDING

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

Show the contrast.

STAAR asks: **How did the relationship change?** Show what happened at first and what happened later.

“At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them.”

I CAN | I can show how two sides changed over time, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author compares points of view.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author include different viewpoints near the end?** Explain how it helps the purpose.

“Looking at different viewpoints helps people gain a fuller understanding of history.”

I CAN

I can explain why an author compares points of view, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author organizes the selection around how Columbus claimed land for Spain.** Explain why it is a trap and name the trap.

“Some people focus on Columbus’s role in opening the door to exploration and increased trade.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Compare the two sides on your own.

Go back to the selection. Write one thing about the Europeans and one thing about the Taino or Carib. Copy proof for each.

Go back to the reading.

**Write one thing about the Europeans and one about the Taino
or Carib.**

Copy proof for each.

I CAN | I can compare two points of view with text evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The Taino lived in the Caribbean, built villages, farmed, and fished. The author turns from Columbus to the Taino.

CHOOSE B. By showing both groups and how they treated each other. The author tells about the Europeans, the Taino, and how their relationship changed. A is an Only half the structure trap. C is a Wrong pattern trap.

SHOW At first the Taino traded and cooperated. Later, conflicts grew over land, resources, and control.

OWN Showing both viewpoints helps the reader understand the whole story of Columbus's arrival, the good and the hard parts.

DEFEND Only half the structure. Columbus's side is part of it, but the author also shows the Taino, the Carib, and the hardships Native Americans faced.

YOUR TURN Answers vary. Europeans wanted land and resources. The Carib were known for resisting the Spanish.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. ... However, relationships between Europeans and Native Americans did not always stay peaceful.”

How does the author organize the information about Columbus and the Taino?

- A** By telling only what Columbus did on his voyage
- B** By listing the foods the Taino grew
- C** By showing both groups and how their relationship changed
- D** By giving steps for trading goods



TEXT STRUCTURE

The answer is C.

A By telling only what Columbus did on his voyage
Only half the structure trap. It leaves out the Taino.

B By listing the foods the Taino grew
Too narrow. Food is one detail.

C By showing both groups and how their relationship changed **Correct.**
The author gives both sides and moves from friendship to conflict.

D By giving steps for trading goods
Word match trap. Trading is named, but no steps are given.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Text features like titles, headings, maps, and diagrams help me find and understand information.

A heading tells what a section is about. A map shows where events happened.

A feature is not the same as a structure, so I name what the feature does for the reader.

THIS WEEK'S FOCUS

Text Structure

from “Columbus's Arrival”

Text features such as headings, maps, and diagrams help readers follow the structure. The title is the biggest heading. STAAR asks: **How does the map or heading help the reader understand the selection?** This week's trap: **Wrong structure type**, mixing up a feature with a pattern.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice details a text feature could show.”

EXACT TEKS WORDING

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

Notice where it happened.

Read the sentence. Notice the places. Underline the words a map could show.

“In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.”

I CAN | I can notice details a text feature could show, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a text feature helps the reader.”

EXACT TEKS WORDING

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

Choose the feature's job.

STAAR asks: How would a map help the reader understand the selection?

“Ships crossed the Atlantic Ocean carrying settlers, sailors, merchants, missionaries, and government officials.”

A It would show the route between Europe and the Americas • **B** It would tell how the sailors felt • **C** It would list every ship's supplies

I CAN | I can choose how a text feature helps the reader, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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** help the reader understand about Columbus's arrival? Use the sentence and the photo.

"His voyage connected Europe and the Americas and led to events that shaped the future of entire continents."



Caption: *Ships like these carried Columbus and his crew across the Atlantic Ocean in 1492.*

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



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how features help the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the features.

STAAR asks: **Why might an author add headings to a long selection like this one?** Explain how they help the reader.

“The effects of Columbus’s voyage continued for many years.”

I CAN

I can explain how features help the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **A map is the structure of this selection.** Explain why it is a trap and name the trap.

"Today, Columbus's journey is remembered and retold in different ways."

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Plan text features on your own.

Go back to the selection. Write two headings for two sections. Tell how each heading helps the reader.

Go back to the reading.
Write two headings for two sections.
Tell how each heading helps the reader.

I CAN | I can explain how text features help a reader understand a selection.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Atlantic Ocean and Asia.** A map could show his route across the ocean and where he hoped to go.

CHOOSE **A.** It would show the route between Europe and the Americas. The selection tells about travel across the ocean, and a map makes the route clear. B is a Wrong structure type trap. C is a Not in the text trap.

SHOW **The photo shows small wooden ships on a huge ocean.** The caption tells the reader these ships crossed the Atlantic, so I can picture how the voyage connected Europe and the Americas.

OWN **Headings would break the long selection into parts, like the voyage, the Taino, and the effects, so the reader can follow the structure.**

DEFEND **Wrong structure type.** A map is a text feature, not a structure. The structure explains a cause, the voyage, and its many effects.

YOUR TURN **Answers vary.** The Long Voyage: helps the reader find the trip. Meeting the Taino: helps the reader find how the two groups first met.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. ... His voyage connected Europe and the Americas and led to events that shaped the future of entire continents.”

How would a map of the voyage most help the reader understand the selection?

- A** It would show how the voyage connected Europe and the Americas
- B** It would explain why some people celebrate Columbus Day
- C** It would show what the sailors ate
- D** It would replace the whole selection



TEXT STRUCTURE

The answer is A.

A **It would show how the voyage connected Europe and the Americas** **Correct.**
The text is about that connection, and a map shows it clearly.

B **It would explain why some people celebrate Columbus Day**
Wrong structure type trap. A map cannot explain opinions.

C **It would show what the sailors ate**
Word match trap. Food is mentioned, but a map does not show it.

D **It would replace the whole selection**
Too broad. A feature helps the text, it does not replace it.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 instead of paragraphs.

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

The test asks how the poet organizes the poem, so I name a poem structure, not a story or article structure.

THIS WEEK'S FOCUS

Text Structure

from “A Lone Star Choice”

Poems are organized in **lines** and **stanzas**. In A Lone Star Choice, the stanzas move through **time order**: before the choice, the choice, the war, and the effects. STAAR asks: **How does the poet organize the poem?** This week's trap: **Wrong structure type.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice what a stanza is about."

EXACT TEKS WORDING

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

Notice the stanza.

Read the lines. Notice what this stanza is about. Circle the year.

"In 1845, a change was made,"

I CAN | I can notice what a stanza is about, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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?**

“The war came to an end at last,”

A In paragraphs with headings • **B** In stanzas that follow the events in time order • **C** In scenes with stage directions

I CAN | I can choose how a poet organizes a poem, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how stanzas follow one another.”

EXACT TEKS WORDING

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

Show the order.

STAAR asks: **What happens after Texas joins the U.S.?** Show the event and the lines that prove it.

“But Mexico did not agree,”

I CAN | I can show how stanzas follow one another, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why a poet ends with a certain stanza.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the poet end with the stanza about choices?** Explain how it helps the reader.

“Its story still helps people see”

I CAN | I can explain why a poet ends with a certain stanza, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The poet organizes the poem as a list of facts with headings.** Explain why it is a trap and name the trap.

“Texas joined the U.S., a choice that stayed.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Map the stanzas on your own.

Go back to the poem. Write what three stanzas are about, in order. Copy one line from each.

Go back to the poem.
Write what three stanzas are about, in order.
Copy one line from each.

I CAN | I can explain how a poem's stanzas are organized.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE 1845. This stanza is about the year Texas joined the United States.

CHOOSE B. In stanzas that follow the events in time order. The stanzas move from Texas alone, to joining, to war, to the effects. A is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW After Texas joins, Mexico does not agree, anger grows, and a war begins. The lines But Mexico did not agree and Soon a war began to rise prove it.

OWN After telling the events in order, the last stanza tells what they mean: choices can reshape history.

DEFEND Wrong structure type. The poem has history facts, but it has no headings. It is organized in rhyming lines and stanzas that follow time order.

YOUR TURN Answers vary. Texas stands alone: A young republic in people's eyes. Texas joins: In 1845, a change was made. War: Soon a war began to rise.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“In 1845, a change was made, ... Soon a war began to rise, ... The war came to an end at last,”

How does the poet mainly organize the poem?

- A** In paragraphs that compare Texas and Mexico
- B** In scenes with lines for each speaker
- C** In a list of battles
- D** In stanzas that tell events in the order they happened



TEXT STRUCTURE

The answer is D.

A In paragraphs that compare Texas and Mexico
Wrong structure type trap. A poem uses stanzas, and the poem does not compare them.

B In scenes with lines for each speaker
Wrong structure type trap. That is a drama, not a poem.

C In a list of battles
Too narrow. Battles are in one stanza only.

D In stanzas that tell events in the order they happened **Correct.**
The stanzas move from before the choice to after the war.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Each stanza does a job to help the poet share the message.

Some stanzas set the scene, some tell what happened, and some tell what it means.

An answer about a different stanza is a trap, so I check which part the question asks about.

THIS WEEK'S FOCUS

Text Structure

from “A Lone Star Choice”

Stanzas and the poet's purpose. In A Lone Star Choice, each stanza helps tell about **Texas's choice**: the worry before, the choice, the war, and the lasting effects. STAAR asks: **How do the stanzas help the poet tell about Texas's choice?** This week's trap: **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the job of an opening stanza.”

EXACT TEKS WORDING

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

Notice the worry.

Read the lines. Notice how Texas feels before the choice. Underline the feeling words.

“Now standing alone, unsure where to go.”

I CAN | I can notice the job of an opening stanza, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how stanzas help a poet’s purpose.”

EXACT TEKS WORDING

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

Choose how the stanzas help.

STAAR asks: **How do the stanzas help the poet tell about Texas’s choice?**

“Leaders talked both day and night,”

A They move from the worry, to the choice, to its effects • **B** They only describe the soldiers’ battles • **C** They compare Texas weather to Mexico weather

I CAN | I can choose how stanzas help a poet’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show the job a stanza does."

EXACT TEKS WORDING

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

Show the stanza's job.

STAAR asks: **What is the job of the stanza that begins The war came to an end at last?** Show the job and proof.

"The U.S. gained land across the West,"

I CAN | I can show the job a stanza does, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the order of stanzas shares a message.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the poet put the stanza about choices last?** Explain how it helps share the message.

“For Texas, the choice had shaped its way,”

I CAN | I can explain how the order of stanzas shares a message, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

The question asks about the opening stanza. A student answered: **It tells that the U.S. gained land across the West.** Explain why it is a trap and name the trap.

“A young republic in people's eyes.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Explain the stanzas on your own.

Go back to the poem. Choose two stanzas. Write the job each does to help tell about Texas's choice.

Go back to the poem.
Choose two stanzas.
Write the job each one does.

I CAN | I can explain how stanzas help a poet share a message.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Standing alone and unsure.** The first stanza shows Texas worried before the choice.

CHOOSE **A.** They move from the worry, to the choice, to its effects. Each stanza adds the next part of the choice's story. B is a Describes another part trap. C is a Wrong pattern trap.

SHOW **This stanza tells the effects of the war.** The U.S. gained land across the West, which changed the map.

OWN **Putting it last lets the reader see all the events first, then the message: one choice shaped Texas and history.**

DEFEND **Describes another part.** Gaining land is in a later stanza. The opening stanza shows Texas alone and unsure before the choice.

YOUR TURN **Answers vary.** The first stanza shows Texas alone and unsure. The last stanza tells the message that choices reshape history.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Texas stood beneath wide skies, ... Now standing alone, unsure where to go.”

How does the first stanza help the poet tell about Texas’s choice?

A It shows Texas was alone and unsure before the choice

B It tells how the war ended

C It explains why Mexico was angry

D It describes the sky over Texas



TEXT STRUCTURE

The answer is A.

A It shows Texas was alone and unsure before the choice **Correct.**
The first stanza sets up the problem the choice will answer.

B It tells how the war ended
Describes another part trap. The war ends in a later stanza.

C It explains why Mexico was angry
Describes another part trap. Mexico's anger comes later.

D It describes the sky over Texas
Word match trap. Skies are named, but that is not the stanza's job.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A drama is a story written to be performed, organized in scenes.

Each scene happens in one place and time, and characters speak in lines of dialogue.

The test asks how the scenes help, so I name a drama structure, not a poem or article structure.

THIS WEEK'S FOCUS

Text Structure

from “Making It Happen”

A **drama** is organized in **scenes**, with a **cast of characters**, **dialogue**, and **stage directions**. Each new scene moves the story to a new place. STAAR asks: **How do the scenes help the reader follow the events?** This week's trap: **Wrong structure type.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how a drama is divided into scenes.”

EXACT TEKS WORDING

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

Notice the scene.

Read the scene heading. Notice where the scene takes place. Circle the place.

“Scene 2: Walking Home”

I CAN | I can notice how a drama is divided into scenes, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how scenes help a reader.”

EXACT TEKS WORDING

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

Choose the structure.

STAAR asks: How do the scenes help the reader follow the events?

“Scene 3: At a Store”

A They rhyme at the end of each line • **B** They show each new place where the friends learn more • **C** They list facts with headings

I CAN | I can choose how scenes help a reader, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what a scene adds to the events.”

EXACT TEKS WORDING

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

Show what a scene adds.

STAAR asks: **What does the reader learn in Scene 3?** Show the new idea and the line that proves it.

“MR. PATEL: Exactly. Banks help people turn ideas into businesses.”

I CAN | I can show what a scene adds to the events, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how scenes help the playwright’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the playwright move the friends from the classroom to the store?** Explain how it helps the purpose.

“NARRATOR: As they pass a small shop, they see Mr. Patel working inside.”

I CAN | I can explain how scenes help the playwright’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The scenes are stanzas that help the poem rhyme.** Explain why it is a trap and name the trap.

“Scene 1: Classroom”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Track the scenes on your own.

Go back to the play. Write the place of each scene and one thing the friends learn there.

Go back to the play.
Write the place of each scene.
Write one thing the friends learn there.

I CAN | I can explain how scenes help a reader follow a drama.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Walking Home.** The heading tells that the story has moved from the classroom to the walk home.

CHOOSE **B.** They show each new place where the friends learn more. The friends move from class, to the walk home, to the store. A is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW **In Scene 3 the friends learn that a bank loan helped Mr. Patel start his store.** His line about banks proves it.

OWN **Moving to the store lets the friends see the classroom idea in real life, so the reader understands that people still need help to start businesses.**

DEFEND **Wrong structure type.** Stanzas belong to poems. This is a drama, organized in scenes with dialogue and stage directions.

YOUR TURN **Answers vary.** Classroom: patrons helped artists. Walking home: people need help to start. Store: a bank loan helped Mr. Patel.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Scene 1: Classroom ... Scene 2: Walking Home ... Scene 3: At a Store”

How do the scenes help the reader follow the events of the play?

- A** They show the order of steps for opening a bank
- B** They show the friends moving to new places where they learn more
- C** They split the play into stanzas that rhyme
- D** They tell only what happens in the classroom



TEXT STRUCTURE

The answer is B.

- A They show the order of steps for opening a bank**
Word match trap. A bank is named, but no steps are given.
- B They show the friends moving to new places where they learn more **Correct.****
Each scene adds a place and a new idea about getting help.
- C They split the play into stanzas that rhyme**
Wrong structure type trap. Stanzas belong to poems.
- D They tell only what happens in the classroom**
Only half the structure. There are three places.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 that tell actors what to do.

They are not spoken aloud, but they help readers **picture the action**.

One stage direction is a small detail, so I explain the **job stage directions do across the whole play**.

THIS WEEK'S FOCUS

Text Structure

from “Making It Happen”

Stage directions are part of a drama's structure. They tell **where** characters are, **what** they do, and **how** they say lines. STAAR asks: **Why does the playwright include stage directions?** This week's trap: **Too narrow, one detail**, an answer about one direction instead of their job in the play.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice stage directions in a drama.”

EXACT TEKS WORDING

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

Notice the stage direction.

Read the line. Notice the words in brackets. Underline what the characters are doing.

“[Aaliyah flips through a book while Mateo uses a computer.]”

I CAN | I can notice stage directions in a drama, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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?

“[Students walk around looking at different booths.]”

A To show what characters do and where they are • **B** To give the characters more lines to say • **C** To tell only about the birdhouses

I CAN | I can choose why a playwright uses stage directions, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how a direction helps.

STAAR asks: **How does the stage direction help the reader understand Aaliyah's line?** Show the direction and what it adds.

“AALIYAH: [Nodding.] So no matter what, people still need support to get started.”

I CAN | I can show how a stage direction helps the reader, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how stage directions help the playwright’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the playwright end the play with a stage direction?** Explain how it helps the purpose.

“[The students begin discussing their own ideas as the scene ends.]”

I CAN

I can explain how stage directions help the playwright’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 that the friends laugh.** Explain why it is a trap and name the trap.

“[They laugh.]”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Explain stage directions on your own.

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

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

I CAN | I can explain how stage directions help a reader with text evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Aaliyah flips through a book and Mateo uses a computer. The brackets show actions, not spoken words.

CHOOSE A. To show what characters do and where they are. The directions help readers picture the fair and the booths. B is an Opposite trap. C is a Too narrow, one detail trap.

SHOW Nodding shows Aaliyah agrees and feels sure. It tells the reader she believes the idea about support.

OWN The last direction shows the whole class starting their own ideas, so the reader sees that the lesson spreads to everyone.

DEFEND Too narrow, one detail. The friends do laugh once, but stage directions do a bigger job across the play: they show actions, places, and feelings.

YOUR TURN Answers vary. [They stop at a booth displaying homemade birdhouses.] shows the place. [Nodding.] shows Aaliyah agrees.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“[Students walk around looking at different booths.] ... [They stop at a booth displaying homemade birdhouses.]”

Why does the playwright most likely include these stage directions?

- A** To show that birdhouses are for sale
- B** To give Student 1 more lines to say
- C** To list the steps for building a birdhouse
- D** To help the reader picture the fair and what the friends do there



TEXT STRUCTURE

The answer is D.

- A To show that birdhouses are for sale**
Too narrow, one detail trap. It is one booth, not the job of the directions.
- B To give Student 1 more lines to say**
Opposite trap. Stage directions are not spoken.
- C To list the steps for building a birdhouse**
Word match trap. Birdhouses appear, but no steps are given.
- D To help the reader picture the fair and what the friends do there **Correct.****
The directions show the setting and the actions.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Sequence means the author tells events in the order they happened.

History texts often use **sequence** to show how a **person or place** changed over time.

An answer about a different paragraph is a trap, so I check the paragraphs the question names.

THIS WEEK'S FOCUS

Text Structure

from “The Wealth of Mansa Musa”

Sequence is the order of events. In The Wealth of Mansa Musa, paragraphs 2 through 4 move from his **smart choices**, to his **famous trip**, to how Mali became **known**. STAAR asks: **How does the author organize paragraphs 2 through 4?** This week's trap: **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice words that move a history text forward.”

EXACT TEKS WORDING

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

Notice the result.

Read the sentence from paragraph 2. Notice the words that show what happened next. Circle them.

“As a result, cities like Timbuktu became busy and important places.”

I CAN

I can notice words that move a history text forward, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes paragraphs.”

EXACT TEKS WORDING

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

Choose the structure.

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

“One of the most famous parts of Mansa Musa’s life was his trip to Mecca, called a pilgrimage.”

A By describing the Sahara Desert • **B** By comparing gold and salt • **C** In sequence, from his choices, to his trip, to Mali’s fame

I CAN | I can choose how an author organizes paragraphs, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show events in sequence."

EXACT TEKS WORDING

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

Show the sequence.

STAAR asks: **What happened during the pilgrimage, and what happened because of it?** Show the events in order.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can show events in sequence, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a sequence helps the author’s purpose.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author end with paragraph 4?** Explain how it helps the reader.

“Because of the choices he made, Mali became known as a powerful and important kingdom.”

I CAN

I can explain how a sequence helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **Paragraphs 2 through 4 tell how traders carried gold and salt across the desert.** Explain why it is a trap and name the trap.

"Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find the sequence on your own.

Go back to the selection. List the events in paragraphs 2, 3, and 4 in order. Copy one signal word.

Go back to the reading.
List the events in paragraphs 2, 3, and 4 in order.
Copy one signal word.

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **As a result.** These words show that Timbuktu grew after Mansa Musa made trade safe.

CHOOSE **C.** In sequence, from his choices, to his trip, to Mali's fame. Each paragraph tells the next step in how Mali became known. A is a Describes another part trap. B is a Wrong pattern trap.

SHOW **First, Mansa Musa gave away gold during his trip.** Then many people noticed how wealthy Mali was.

OWN Paragraph 4 tells the result of all the events before it, so the reader sees how Mansa Musa's choices made Mali powerful.

DEFEND **Describes another part.** Gold and salt traders are in paragraph 1. Paragraphs 2 through 4 tell Mansa Musa's choices, his trip, and Mali's fame.

YOUR TURN **Answers vary.** 2: He made trade safe. 3: He gave away gold on his trip. 4: Mali became known as powerful. Signal: as a result.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Mansa Musa made smart choices that helped his kingdom grow. ... Because of the choices he made, Mali became known as a powerful and important kingdom.”

How does the author organize paragraphs 2 through 4?

- A** By describing how hot the Sahara Desert is
- B** By comparing Mali to Mecca
- C** By telling Mansa Musa’s choices and what happened next, in order
- D** By listing subjects studied in Timbuktu



TEXT STRUCTURE

The answer is C.

- A By describing how hot the Sahara Desert is**
Describes another part trap. The desert is in paragraph 1.
- B By comparing Mali to Mecca**
Wrong pattern. The two places are not compared.
- C By telling Mansa Musa's choices and what happened next, in order Correct.**
The paragraphs move from his choices, to his trip, to Mali's fame.
- D By listing subjects studied in Timbuktu**
Too narrow. That is one sentence in paragraph 2.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Cause and effect in history explains why things happened and what changed because of them.

One cause can lead to an effect, and that effect can become the next cause.

An answer with only the cause or only the effect is half the structure, so I check for both.

THIS WEEK'S FOCUS

Text Structure

from “The Wealth of Mansa Musa”

Cause and effect in history. The author explains **why** Mali grew rich and **what happened** as a result. STAAR says: **The author uses cause and effect to help the reader understand...** This week's trap: **Only half the structure**, naming a cause with no effect, or an effect with no cause.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause in a history text.”

EXACT TEKS WORDING

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

Notice the cause.

Read the sentence. Notice why Mali became wealthy. Circle the signal word.

“Mali became wealthy because it controlled important trade routes.”

I CAN | I can notice a cause in a history text, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose an effect the text proves.”

EXACT TEKS WORDING

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

Choose the effect.

STAAR asks: **What was one effect of soldiers protecting the trade routes?**

“Because people trusted that the roads were safe, more merchants chose to visit Mali.”

A Soldiers protected the routes • **B** More merchants chose to visit Mali • **C** The desert became cooler

I CAN | I can choose an effect the text proves, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the chain.

STAAR asks: **How did the pilgrimage affect Mali?** Show the cause and the effect.

“Stories about his kindness and great wealth spread to places far from Africa.”

I CAN | I can show a chain of causes and effects, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the purpose of the structure.

The author uses cause and effect to help the reader understand... **what?** Explain how the structure helps the purpose.

“As trade increased, Mali became richer and more powerful.”

I CAN

I can explain how cause and effect helps the author’s purpose, using words from the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author uses cause and effect to show that Mansa Musa protected trade routes.** Explain why it is a trap and name the trap.

“Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert.”

I CAN

I can defend my answer and explain why a trap is wrong, using words from the text.



TEXT STRUCTURE

Find cause and effect on your own.

Go back to the selection. Write one cause and its effect. Copy the sentence that proves it and circle the signal word.

Go back to the reading.
Write one cause and its effect.
Copy the proof and circle the signal word.

I CAN | I can explain cause and effect in a history text with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Because. The cause is controlling trade routes. The effect is that Mali became wealthy.

CHOOSE B. More merchants chose to visit Mali. Safe roads made people trust the routes, so more merchants came. A is an Only half the structure trap. C is a Not in the text trap.

SHOW Cause: Mansa Musa gave away gold on his trip. Effect: stories spread, and more people wanted to visit and trade with Mali.

OWN Cause and effect helps the reader understand how Mansa Musa's choices about trade and learning made Mali rich, powerful, and famous.

DEFEND Only half the structure. Protecting the routes is a cause. The answer leaves out the effect: more merchants came and Mali grew richer.

YOUR TURN Answers vary. Cause: trade increased. Effect: Mali became richer. As trade increased, Mali became richer and more powerful.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Because people trusted that the roads were safe, more merchants chose to visit Mali. This helped the kingdom earn even more wealth through trade.”

The author uses cause and effect in this excerpt mainly to help the reader understand

A how safe roads led to more trade and more wealth for Mali

B that the roads in Mali were safe

C what merchants packed for their trips

D the order in which kings ruled Mali



TEXT STRUCTURE

The answer is A.

A **how safe roads led to more trade and more wealth for Mali** **Correct.**
It gives the cause, safe roads, and the effects, more trade and wealth.

B **that the roads in Mali were safe**
Only half the structure trap. It gives the cause but no effect.

C **what merchants packed for their trips**
Not in the text trap. The excerpt does not say this.

D **the order in which kings ruled Mali**
Near-miss pattern. That is time order, not cause and effect.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Some authors organize a text by describing one big topic from many sides.

The central idea is the most important point all of those descriptions add up to.

A trap answer can be too broad. It talks about everything, so it does not fit this text.

THIS WEEK'S FOCUS

Text Structure

from “**The Wealth of Mansa Musa**”

Description is a text structure where the author tells many details about one topic. STAAR asks: **What is the central idea of the selection?** This week we read **The Wealth of Mansa Musa** and look at how the descriptions of trade, cities, and learning build one central idea. Trap this week: **Too broad central idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice when an author describes a topic.”

EXACT TEKS WORDING

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

Notice the description.

Read the sentence from paragraph 5. Notice what the author is describing. Circle the describing words.

“Merchants filled the marketplaces with colorful goods from many different places.”

I CAN | I can notice the details an author uses to describe one topic.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the central idea of a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 all the paragraphs support.

“Mali became wealthy because it controlled important trade routes.”

A Kingdoms all over the world have always loved gold • **B** Camels can travel a long way with very little water • **C** Mansa Musa used trade, learning, and good choices to make Mali strong

I CAN | I can choose the central idea that fits the whole text, not one detail or everything.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how details build the idea.

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

“Timbuktu was known for much more than trade.”

I CAN | I can explain how one described detail builds the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author uses description.”

EXACT TEKS WORDING

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

Own the purpose of description.

STAAR asks: **Why does the author describe Timbuktu in paragraphs 5 through 7?** Explain how it helps the author's purpose.

“The success of Timbuktu showed that education could become just as valuable as trade.”

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



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The central idea is that history is full of interesting people.** Explain why it is a trap and name the trap.

“His story reminds us that wise leaders think about the future and make decisions that help many people.”

I CAN | I can prove why a central idea is too broad for this text.



TEXT STRUCTURE

Find the central idea on your own.

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

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

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author is describing the marketplaces of **Timbuktu**. Colorful goods and many different places are describing words.

CHOOSE C. Mansa Musa used trade, learning, and good choices to make Mali strong. The descriptions of trade, Timbuktu, and his choices all build this idea. The gold choice is Too broad, and the camel choice is Too narrow.

SHOW This sentence shows **Mali was strong in learning, not only trade**. That supports the idea that trade and learning made Mali strong.

OWN The description helps the reader see that **Mali's strength came from learning as well as trade, which is the author's point**.

DEFEND **Too broad central idea**. It could fit any history book. This text is about how Mansa Musa used trade, learning, and leadership to make Mali strong.

YOUR TURN **Answers vary**. Mansa Musa made Mali strong through trade, learning, and wise choices. Details: Mali became wealthy because it controlled important trade routes. Timbuktu became a center of learning.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Mali became wealthy because it controlled important trade routes. ... The success of Timbuktu showed that education could become just as valuable as trade.”

Which statement best describes the central idea of the selection?

A People everywhere want to be rich and famous.

B Mali grew strong through trade, learning, and a wise leader.

C Salt helped preserve food on long trips.

D The desert was hot during the day and cold at night.



TEXT STRUCTURE

The answer is B.

- A** **People everywhere want to be rich and famous.**
Too broad central idea. It could fit many texts and never names Mali.
- B** **Mali grew strong through trade, learning, and a wise leader. Correct.**
The paragraphs about trade, Timbuktu, and Mansa Musa's choices all build this idea.
- C** **Salt helped preserve food on long trips.**
Too narrow. It is one detail from paragraph 3, not the whole text.
- D** **The desert was hot during the day and cold at night.**
Word match trap. It repeats exact words from paragraph 2 but is only one detail.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 reach their purpose.

In this text, causes lead to effects that explain why Mali grew wealthy.

A near-miss answer names a pattern that is close but does not fit the whole text.

THIS WEEK'S FOCUS

Text Structure

from “The Wealth of Mansa Musa”

Text structure helps an author do a job. STAAR asks: **How does the organization help the author show why Mali grew wealthy?** In **The Wealth of Mansa Musa**, the author links causes, like safe trade routes, to effects, like busy cities. Trap this week: **Near-miss pattern.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause and its effect.”

EXACT TEKS WORDING

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

Notice the cause.

Read the sentence from paragraph 6. Notice the cause and the effect. Circle the signal word.

“Because traders knew they could travel safely, more merchants visited Mali.”

I CAN | I can notice the cause, the effect, and the signal word that links them.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose how the organization helps.

STAAR asks: **How does the organization help the author show why Mali grew wealthy?**

“As trade increased, Mali became wealthier each year.”

A It lists the steps for packing a camel • **B** It links causes, like safe trade, to effects, like Mali's wealth • **C** It compares Mali to a kingdom in Europe

I CAN | I can choose the answer that connects the structure to the purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a chain of cause and effect."

EXACT TEKS WORDING

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

Show the chain of causes.

STAAR asks: **What is one effect of the stories about Mansa Musa's gold?** Show the cause and the effect.

"Writers recorded stories about Mansa Musa, and mapmakers began including Mali on their maps because so many people had heard about its wealth."

I CAN | I can explain how one cause leads to an effect in history.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author organize the text with causes and effects?** Explain how it helps.

“Mansa Musa understood that protecting trade, encouraging education, and helping others could strengthen an entire nation.”

I CAN

I can explain how cause and effect helps the author explain why something happened.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author organizes the whole text as steps in a trip.** Explain why it is a trap and name the trap.

"This journey covered thousands of miles and lasted many months."

I CAN | I can prove why a near-miss pattern does not fit the whole text.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the passage. Name the structure. Copy one cause and its effect, then tell how it helps the purpose.

Go back to the reading.
Name the structure. Copy one cause and its effect.
Tell how it helps the author's purpose.

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Cause: traders knew they could travel safely.
Effect: more merchants visited Mali. Signal word: because.

CHOOSE B. It links causes, like safe trade, to effects, like Mali's wealth. Cause and effect shows why Mali grew wealthy. The camel steps and the Europe comparison are Near-miss and Wrong pattern traps.

SHOW Cause: many people heard about Mali's wealth. Effect: mapmakers put Mali on their maps.

OWN Cause and effect helps the author show that Mansa Musa's choices caused Mali to grow strong. The reader sees why, not only what.

DEFEND Near-miss pattern. The pilgrimage is told in order, but the whole text links causes and effects to explain why Mali grew wealthy.

YOUR TURN Answers vary. Cause and effect. Because traders knew they could travel safely, more merchants visited Mali. It helps the author show why Mali grew wealthy.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Because traders knew they could travel safely, more merchants visited Mali. ... As trade increased, Mali became wealthier each year.”

How does the organization of the excerpt help the author show why Mali grew wealthy?

- A** It tells the steps of Mansa Musa's trip to Mecca.
- B** It compares merchants to soldiers.
- C** It describes what a marketplace sounds like.
- D** It shows how safe trade caused more trade and more wealth.



TEXT STRUCTURE

The answer is D.

- A** **It tells the steps of Mansa Musa's trip to Mecca.**
Near-miss pattern. The trip is told in order elsewhere, but this excerpt shows causes and effects.
- B** **It compares merchants to soldiers.**
Wrong pattern. Nothing in the excerpt compares two groups.
- C** **It describes what a marketplace sounds like.**
Describes another part. The sounds of markets are in a different paragraph.
- D** **It shows how safe trade caused more trade and more wealth. Correct.**
The excerpt links a cause, safe travel, to effects, more merchants and more wealth.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A biography can be organized by describing a person: who they were and what they did.

Description tells what someone is like and why they matter.

A trap answer may name a pattern the author never uses.

THIS WEEK'S FOCUS

Text Structure

from “Voices That Shaped Texas”

Biographies can use **description** to tell about a person. STAAR asks: **How does the author organize the information about Lydia Mendoza?** In **Voices That Shaped Texas**, the author describes each artist in turn. Trap this week: **Wrong pattern named.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice details that describe a person.”

EXACT TEKS WORDING

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

Notice the describing details.

Read the sentence from paragraph 2. Notice what the author tells about Lydia Mendoza.

“She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.”

I CAN | I can notice the details an author uses to describe a person in a biography.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 Lydia Mendoza?**

“People felt connected to her music because it sounded like their own experiences.”

A By listing the steps to write a song • **B** By telling a problem in a storm and its solution • **C** By describing her life, her songs, and why people loved them

I CAN | I can choose the structure that fits the information about one person.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what a description reveals about a person.”

EXACT TEKS WORDING

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

Show what the description reveals.

STAAR asks: **What does the description of Chelo Silva help the reader understand?** Show the detail and what it reveals.

“Around the same time, Chelo Silva became known for her powerful voice and emotional songs.”

I CAN | I can explain what describing details show about a person.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author uses description.”

EXACT TEKS WORDING

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

Own the purpose of description.

STAAR asks: **Why does the author describe each artist one at a time?** Explain how it helps the purpose.

“The diversity of these artists’ backgrounds helped shape Texas culture in their own way.”

I CAN | I can explain how describing each person helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author organizes the text as cause and effect about radios.** Explain why it is a trap and name the trap.

“If you turn on the radio in Texas, you might hear many different styles of music.”

I CAN | I can prove why a named pattern is the wrong one.



TEXT STRUCTURE

Describe the structure on your own.

Go back to the passage. Name the structure. Copy one describing detail for each of two artists.

Go back to the reading.
Name the structure the author uses.
Copy one describing detail for each of two artists.

I CAN | I can name a biography structure and prove it with details.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The details describe her family, her language, and what her songs were about.

CHOOSE C. By describing her life, her songs, and why people loved them. The paragraph describes who she was and why her music mattered. The song steps and the storm problem are Wrong pattern traps.

SHOW Powerful voice and emotional songs show that Silva's music made people feel strong feelings, which is why Tejano listeners loved her.

OWN Describing each artist one at a time lets the reader see how each different background added to Texas culture.

DEFEND Wrong pattern named. The radio is only the opening hook. The text describes three artists and what each one gave Texas.

YOUR TURN Answers vary. Description. Lydia Mendoza sang songs in Spanish about hard work, love, and everyday life. Bledsoe performed on stage and in operas.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.”

How does the author mainly organize the information about Lydia Mendoza?

- A** By listing events in the order they happened each year
- B** By comparing her to singers in other states
- C** By describing who she was and what her songs were about
- D** By explaining how a radio works



TEXT STRUCTURE

The answer is C.

A **By listing events in the order they happened each year**
Wrong pattern named. No dates or order words appear.

B **By comparing her to singers in other states**
Wrong pattern named. No other states are mentioned.

C **By describing who she was and what her songs were about** **Correct.**
The excerpt tells her background and her songs. That is description.

D **By explaining how a radio works**
Word match trap. Radio is in the text, but the text does not explain it.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Biographies are often told in time order, but not always.

I check what the paragraphs really do before I name the pattern.

A near-miss pattern sounds close but does not match these paragraphs.

THIS WEEK'S FOCUS

Text Structure

from “Voices That Shaped Texas”

Some biographies use **chronological order**. Others move from a big idea to the people. STAAR asks: **Which pattern does the author use in paragraphs 1 through 3?** In **Voices That Shaped Texas** we test which pattern really fits. Trap this week: **Near-miss pattern**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author begins a text.”

EXACT TEKS WORDING

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

Notice the opening move.

Read the sentence from paragraph 1. Notice how the author begins.

“That mix didn’t just happen, it came from artists who shared their stories and traditions.”

I CAN | I can notice how the opening sets up the pattern of the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the pattern an author uses in a part of a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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?**

“Lydia Mendoza was one of those artists.”

A A list of dates from oldest to newest • **B** A big idea, then a description of one artist • **C** A problem and the steps that solved it

I CAN | I can choose the pattern that fits the paragraphs, not the near miss.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how time words work in a text.”

EXACT TEKS WORDING

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

Show the time clue.

STAAR asks: **Which words show when Chelo Silva became known?** Show the time clue and what it tells.

“Around the same time, Chelo Silva became known for her powerful voice and emotional songs.”

I CAN | I can explain what a time phrase tells the reader.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a pattern helps the purpose.”

EXACT TEKS WORDING

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

Own the purpose of the pattern.

STAAR asks: How does the pattern in paragraphs 1 through 3 help the author's purpose?

“Over time, these sounds became part of what makes Texas culture special.”

I CAN | I can explain how a part of the text prepares the reader for the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **Paragraphs 1 through 3 tell Lydia Mendoza's life in time order.** Explain why it is a trap and name the trap.

“Texas has always been a place where different groups of people have lived, worked, and shared ideas.”

I CAN | I can prove why a near-miss pattern does not fit these paragraphs.



TEXT STRUCTURE

Find the pattern on your own.

Go back to the passage. Name the pattern in paragraphs 1 through 3. Copy the sentence that links the big idea to the artists.

Go back to the reading.
Name the *pattern* in paragraphs 1 through 3.
Copy the sentence that links the *big idea* to the *artists*.

I CAN | I can name a pattern and prove it with a sentence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author begins with a big idea, the mix of music in Texas, and says it came from artists. This sets up describing the artists.

CHOOSE B. A big idea, then a description of one artist. Paragraph 1 gives the big idea, paragraph 2 explains it, paragraph 3 describes Mendoza. The dates choice is a Near-miss pattern. The steps choice is a Wrong pattern.

SHOW Around the same time shows Silva became known in the same time period as Mendoza. It links the two artists, not a list of steps.

OWN Starting with the big idea of Texas music tells the reader why the artists matter before the author describes them.

DEFEND Near-miss pattern. Paragraphs 1 and 2 are about Texas music, not her life. There are no dates. The pattern is big idea, then description.

YOUR TURN Answers vary. Big idea, then description. That mix didn't just happen, it came from artists who shared their stories and traditions.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“If you turn on the radio in Texas, you might hear many different styles of music. ... Lydia Mendoza was one of those artists.”

Which pattern does the author use in paragraphs 1 through 3?

- A** A big idea about Texas music, then a description of one artist
- B** Events in time order with dates
- C** A comparison of two radios
- D** A problem and solution about hard work



TEXT STRUCTURE

The answer is A.

A **A big idea about Texas music, then a description of one artist** **Correct.**
The author starts with Texas music and then describes Mendoza.

B **Events in time order with dates**
Near-miss pattern. Biographies often use dates, but these paragraphs have none.

C **A comparison of two radios**
Word match trap. Radio appears, but nothing is compared.

D **A problem and solution about hard work**
Wrong pattern. Hard work is a song topic, not a problem the text solves.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Compare and contrast tells how people or things are alike and different.

Signal words like **both**, **also**, **different**, and **but** help me find it.

A full answer gives both sides: how they are alike AND how they are different.

THIS WEEK'S FOCUS

Text Structure

from “Voices That Shaped Texas”

Compare and contrast is a Grade 4 text structure. STAAR asks: **How does the author show how the artists are alike and different?** In **Voices That Shaped Texas**, the author compares three artists. Trap this week: **Only half the structure.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice signal words that show a contrast.”

EXACT TEKS WORDING

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

Notice the contrast signal.

Read the sentence from paragraph 8. Notice the words that show a difference.

“Julius Lorenzo Cobb Bledsoe had a different path.”

I CAN | I can notice the signal words an author uses to compare and contrast.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author compares and contrasts.”

EXACT TEKS WORDING

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

Choose how the author compares.

STAAR asks: How does the author show how the artists are alike and different?

“Each artist followed a different path, but each one added something important to Texas culture.”

A All three artists sang the same kind of song • **B** The artists all grew up in the same family • **C** The artists followed different paths, but all added to Texas culture

I CAN | I can choose the answer that gives both how they are alike and how they are different.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the likeness and the difference.

STAAR asks: **How are Mendoza and Silva alike and different?** Show one of each.

“Silva's boleros reached many Tejano listeners.”

I CAN | I can explain one likeness and one difference using the text.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author compares people.”

EXACT TEKS WORDING

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

Own the purpose of the comparison.

STAAR asks: **Why does the author compare the three artists?** Explain how it helps the purpose.

“Texas culture became richer because artists from different backgrounds were brave enough to share their talents.”

I CAN | I can explain how compare and contrast helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author shows that the three artists were all different.** Explain why it is a trap and name the trap.

"Each artist followed a different path, but each one added something important to Texas culture."

I CAN

I can prove why an answer gives only half of a compare and contrast.



TEXT STRUCTURE

Compare on your own.

Go back to the passage. Choose two artists. Write one way they are alike and one way they are different. Copy proof.

Go back to the reading.

Choose two artists.

Write one way they are **alike and one way they are **different**.**

I CAN | I can compare and contrast two people with proof from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The signal word is **different**. It tells the reader Bledsoe's path was not like Mendoza's or Silva's.

CHOOSE C. The artists followed different paths, but all added to Texas culture. The sentence shows a difference, different paths, and a likeness, each added something. The same kind of song choice is Opposite, and the same family choice is Not in the text.

SHOW Alike: both reached Texas listeners with songs.
Different: Mendoza sang about everyday life in Spanish, and Silva sang romantic boleros.

OWN Comparing the artists shows that different backgrounds each added something, which proves Texas culture grew richer from many voices.

DEFEND Only half the structure. It gives the differences but leaves out how they are alike: each one added something important to Texas culture.

YOUR TURN Answers vary. Mendoza and Bledsoe both used their talent to share culture. Mendoza sang songs in Spanish, but Bledsoe performed on stage and in operas.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Mendoza shared Mexican American stories through songs in Spanish. Silva's boleros reached many Tejano listeners. Bledsoe used his voice on stage and in opera to show what was possible.”

How does the author show how the artists are alike and different?

A Each artist sang in a different place.

B Each used a different kind of music, but all shared their talent with Texas.

C All three artists sang only in Spanish.

D Bledsoe was the most famous of the three.



TEXT STRUCTURE

The answer is B.

- A Each artist sang in a different place.**
Only half the structure. It gives a difference but no likeness.
- B Each used a different kind of music, but all shared their talent with Texas. Correct.**
This gives both halves: different kinds of music, and all shared their talent.
- C All three artists sang only in Spanish.**
Misreads a detail trap. Only Mendoza is said to sing songs in Spanish.
- D Bledsoe was the most famous of the three.**
Not in the text trap. The text never ranks the artists.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Authors put the parts of a text in an order for a reason.

I can explain how the structure helps the author's purpose in my own words.

A trap answer may describe a part that is not the one the question asks about.

THIS WEEK'S FOCUS

Text Structure

from “Voices That Shaped Texas”

Now we explain structure **on our own**. STAAR asks: **Short response: How does the structure help the author's purpose?** In **Voices That Shaped Texas**, the author describes and compares three artists, then sums up why they matter. Trap this week: **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the big idea an author sets up.”

EXACT TEKS WORDING

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

Notice the big idea.

Read the sentence from paragraph 3. Notice the big idea the author sets up before the artists.

“In Texas, music has often been a bridge between people.”

I CAN | I can notice the big idea that the rest of the structure supports.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose why an author includes a part.”

EXACT TEKS WORDING

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

Choose the job of the ending.

STAAR asks: **Why** does the author end the selection with paragraph 25?

“They shared stories from their communities, reached listeners across the state, and showed that every voice can matter.”

A To sum up how all three artists shaped Texas culture • **B** To tell the steps Bledsoe took to learn opera • **C** To describe what a bolero sounds like

I CAN | I can choose the job a part does in the structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how the parts of a text are ordered.”

EXACT TEKS WORDING

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

Show the sections in order.

STAAR asks: **How does the author move from one artist to the next?** Show the order.

“Julius Lorenzo Cobb Bledsoe had a different path.”

I CAN | I can explain the order of sections and how they connect.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain in writing how structure helps purpose.”

EXACT TEKS WORDING

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

Own the short response.

STAAR asks: **Short response: How does the structure help the author's purpose?** Write two sentences.

“Their work reminds us that music is more than sound.”

I CAN | I can write a short response about how the structure helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The structure helps the author explain how to sing opera.** Explain why it is a trap and name the trap.

“Singing on stage and in opera required practice, courage, and control.”

I CAN | I can prove why an answer describes another part, not the whole purpose.



TEXT STRUCTURE

Explain the structure on your own.

Write a short response: How does the structure help the author's purpose? Use one quote.

Write a short response.
How does the structure help the author's purpose?
Use one quote as proof.

I CAN | I can write a short response about structure and purpose with a quote.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The big idea is that music connects people in Texas. The artists that follow are examples of that bridge.

CHOOSE A. To sum up how all three artists shaped Texas culture. The ending pulls the three artists together. The opera steps and bolero sound choices Describe another part of the text.

SHOW Order: big idea about Texas music, then Mendoza, then Silva, then Bledsoe, then why they all matter. This sentence moves to Bledsoe by showing contrast.

OWN The author describes three artists one after another and then sums up. This helps the purpose because the reader sees how many different voices made Texas music richer.

DEFEND Describes another part. Opera is one detail in the Bledsoe section. The whole structure shows how three artists shaped Texas culture.

YOUR TURN Answers vary. The author describes Mendoza, Silva, and Bledsoe one at a time, then sums up. This shows that every voice can matter, as the author says: Their work reminds us that music is more than sound.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Each artist followed a different path. ... Their work was not the same, but each contribution mattered.”

How does the structure of the selection help the author's purpose?

A It explains how Bledsoe got his role in Show Boat.

B It gives the steps for making Tejano music.

C It describes how radios carry music.

D It describes each artist and then shows that every one helped Texas culture.



TEXT STRUCTURE

The answer is D.

A It explains how Bledsoe got his role in Show Boat.
Describes another part. That is one detail in one section.

B It gives the steps for making Tejano music.
Wrong pattern. The text does not give steps.

C It describes how radios carry music.
Describes another part. The radio is only the opening hook.

D It describes each artist and then shows that every one helped Texas culture. Correct.
The sections describe each artist, then the ending shows each contribution mattered.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Some texts compare several places to show how they are alike and different.

Words like while, more than, and different help me see the comparison.

I check that the pattern I name fits the whole text, not a pattern the author never used.

THIS WEEK'S FOCUS

Text Structure

from “Understanding the Texas Regions”

Compare and contrast can organize a whole article. STAAR asks: **How does the author organize the information about the regions?** In **Understanding the Texas Regions**, each paragraph describes one region so the reader can compare them. Trap this week: **Wrong pattern named.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice signal words that show a contrast.”

EXACT TEKS WORDING

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

Notice the contrast.

Read the sentence from paragraph 1. Notice the words that show a contrast.

“Some parts have forests and rivers, while others have dry deserts or wide, open plains.”

I CAN | I can notice the signal word that sets up a comparison of places.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes information.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 regions?**

“The North Central Plains has rolling hills, grasslands, and more trees than western Texas.”

A By telling events in the order they happened • **B** By giving the steps to plant cotton • **C** By describing each region so the reader can compare them

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



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how two places are alike and different.”

EXACT TEKS WORDING

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

Show a likeness and a difference.

STAAR asks: **How are the Great Plains and the Coastal Plains alike and different?** Show one of each.

“The land is drier, and strong winds are common.”

I CAN | I can explain one likeness and one difference between regions.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author describe the regions one at a time?** Explain how it helps the purpose.

“These differences help explain how people live and work across Texas.”

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



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author organizes the text as a problem and solution about deserts.** Explain why it is a trap and name the trap.

“It has tall mountains, dry deserts, and very little rainfall.”

I CAN | I can prove why a named pattern is wrong for this text.



TEXT STRUCTURE

Compare on your own.

Go back to the passage. Choose two regions. Write one likeness and one difference. Copy proof.

Go back to the reading.

Choose two regions.

Write one way they are **alike and one way they are **different**.**

I CAN | I can compare two regions with proof from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The signal word is **while**. It contrasts places with forests and rivers against places with deserts and plains.

CHOOSE C. By describing each region so the reader can compare them. Each paragraph tells landforms, climate, and work for one region, so the reader can compare. Time order and steps are Wrong pattern named traps.

SHOW Alike: people farm in both regions. Different: the Great Plains is drier and windy, while the Coastal Plains has frequent rainfall.

OWN Describing each region with the same features lets the reader compare them and see why people live and work differently across Texas.

DEFEND Wrong pattern named. Deserts are only in the last region, and no solution is given. The text compares four regions.

YOUR TURN Answers vary. The North Central Plains and the Great Plains both have ranching. The Great Plains is drier, and strong winds are common.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Coastal Plains is the largest region and stretches along the Gulf of Mexico. ... The Mountains and Basins region is in far West Texas.”

How does the author mainly organize the information about the regions?

- A** By telling the history of Texas in time order
- B** By explaining the steps to become a rancher
- C** By describing each region so readers can compare them
- D** By describing only the Gulf of Mexico



TEXT STRUCTURE

The answer is C.

- A By telling the history of Texas in time order**
Wrong pattern named. There are no dates or events in order.
- B By explaining the steps to become a rancher**
Wrong pattern named. No steps are given.
- C By describing each region so readers can compare them **Correct.****
Each paragraph tells the land, climate, and work of one region.
- D By describing only the Gulf of Mexico**
Too narrow. The Gulf is part of one region only.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A problem and solution text tells what goes wrong and how people fix it.

In a regions text, the land or climate can cause a problem.

A full answer names both the problem AND how people solve it.

THIS WEEK'S FOCUS

Text Structure

from “Understanding the Texas Regions”

Problem and solution appears inside many texts. STAAR asks: **How do people solve a problem caused by the land or climate?** In **Understanding the Texas Regions**, dry land and little rain create problems people work to solve. Trap this week: **Only half the structure.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a problem in a text.”

EXACT TEKS WORDING

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

Notice the problem.

Read the sentence from paragraph 4. Notice the problem the climate causes.

“Because there is less rainfall, people must carefully use water for crops, animals, and homes.”

I CAN | I can notice a problem caused by the land or climate.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose a solution that matches a problem.”

EXACT TEKS WORDING

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

Choose the solution.

STAAR asks: How do people solve a problem caused by the land or climate?

“Because there is less rainfall, people must carefully use water for crops, animals, and homes.”

A They use water carefully for crops, animals, and homes • **B** They move all the farms to the Gulf of Mexico • **C** They stop raising cattle

I CAN | I can choose the solution the text gives for the problem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a problem and its solution."

EXACT TEKS WORDING

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

Show the problem and the solution.

STAAR asks: **What problem does the Mountains and Basins region have, and how does the text show people still use it?**

"The land can be rocky and dry, so farming is more difficult than in other regions."

I CAN | I can explain a problem and the way people respond to it.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author includes problems and solutions.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author include the problems in each region?** Explain how it helps.

“These differences help explain how people live and work across Texas.”

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



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The Great Plains has less rainfall.** The question asked how people solve the problem. Explain why it is a trap and name the trap.

“Farmers in this region may grow crops such as wheat and cotton.”

I CAN | I can prove why an answer gives only half of a problem and solution.



TEXT STRUCTURE

Find a problem and solution on your own.

Go back to the passage. Find one problem caused by land or climate. Copy the problem and how people respond.

Go back to the reading.
Find one problem caused by land or climate.
Copy the problem and how people respond.

I CAN | I can find a problem and a solution and prove them with the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem is less rainfall. Because people have less water, they must use it carefully.

CHOOSE A. They use water carefully for crops, animals, and homes. The text says people must carefully use water. Moving farms and stopping cattle are Not in the text traps.

SHOW Problem: the land is rocky and dry, so farming is hard. Response: people use the region for oil, gas, mining, and visiting parks.

OWN Showing problems like dry land and how people respond helps explain why people live and work differently across Texas.

DEFEND Only half the structure. It names the problem but not the solution. People solve it by using water carefully.

YOUR TURN Answers vary. Problem: less rainfall in the Great Plains. Solution: people must carefully use water for crops, animals, and homes.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Because there is less rainfall, people must carefully use water for crops, animals, and homes.”

Based on the excerpt, how do people solve a problem caused by the climate?

- A** There is less rainfall in the region.
- B** They build homes near the ocean.
- C** They grow forests to make more rain.
- D** They use water carefully because there is less rain.



TEXT STRUCTURE

The answer is D.

- A** **There is less rainfall in the region.**
Only half the structure. It gives the problem but no solution.
- B** **They build homes near the ocean.**
Not in the text trap. The excerpt does not say this.
- C** **They grow forests to make more rain.**
Misreads a detail trap. Forests are in another region and do not make rain.
- D** **They use water carefully because there is less rain. Correct.**
This names the problem, less rain, and the solution, careful water use.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Text features like headings and topic sentences show where each section begins.

When every section starts the same way, I can compare the sections easily.

A trap may name a structure type that does not match how the sections are built.

THIS WEEK'S FOCUS

Text Structure

from “**Understanding the Texas Regions**”

Text features support structure. A heading or a strong first sentence tells the reader what each section is about. STAAR asks: **How do the headings help the reader compare regions?** In

Understanding the Texas Regions, each section opens by naming a region, the way a heading would.

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how a section begins.”

EXACT TEKS WORDING

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

Notice the section opener.

Read the sentence that opens paragraph 6. Notice how it works like a heading.

“The North Central Plains has rolling hills, grasslands, and more trees than western Texas.”

I CAN | I can notice a sentence or feature that tells the reader a new section is starting.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a text feature helps the reader.”

EXACT TEKS WORDING

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

Choose how the openers help.

STAAR asks: How do the headings or section openers help the reader compare regions?

“The Great Plains is located farther west and is known for its wide, open spaces.”

A They tell the events of a story in order • **B** They give directions for drawing a map • **C** They show where each region's section begins so readers can compare

I CAN | I can choose how a feature supports the structure of a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

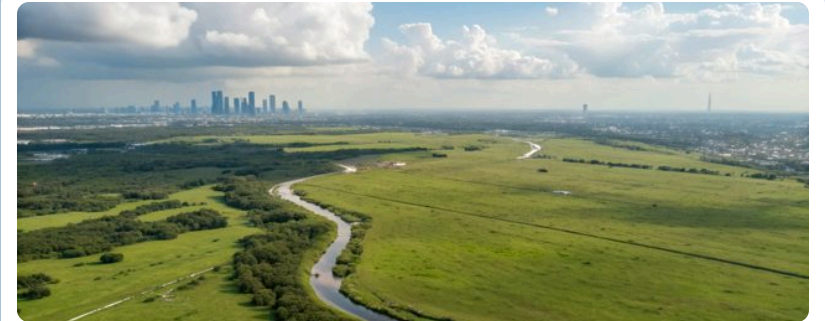
EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 the reader compare the Coastal Plains with other regions? Use the sentence and the photo.

“The Coastal Plains has more rain, more rivers, and more large cities.”



Caption: Rivers wind across the flat Coastal Plains toward a large city.

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

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how features support the author's purpose.”

EXACT TEKS WORDING

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

Own the purpose of the features.

STAAR asks: **How do the sections help the author's purpose?** Explain.

“In Texas, the four main physical regions are the Coastal Plains, the North Central Plains, the Great Plains, and the Mountains and Basins.”

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



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The text is a story about a family who travels across Texas.** Explain why it is a trap and name the trap.

“Many people visit far West Texas to see mountains, desert land, and national parks.”

I CAN | I can prove why a structure type does not fit the text.



TEXT STRUCTURE

Use the features on your own.

Go back to the passage. Write a heading for two sections. Copy the sentence that opens each section.

Go back to the reading.
Write a heading for two sections.
Copy the sentence that opens each section.

I CAN | I can use section openers to find and name sections.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE It names a new region, the North Central Plains. Like a heading, it tells the reader the section has changed.

CHOOSE C. They show where each region's section begins so readers can compare. Each opener names a region, so the reader can line the sections up and compare. The story and the map directions are Wrong structure type traps.

SHOW The photo shows flat green land, a river, and a big city. The caption names the region, so I can see the rain, rivers, and large cities that make it different from drier regions.

OWN Naming all four regions first, then giving each its own section, helps the reader compare and see why life is different across Texas.

DEFEND Wrong structure type. This is an informational text with sections about regions. There is no family or story.

YOUR TURN Answers vary. Heading: The Great Plains. Opener: The Great Plains is located farther west and is known for its wide, open spaces.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Coastal Plains has more rain, more rivers, and more large cities. The North Central Plains has rolling hills, grasslands, farms, and ranches.”

How does this section help the reader compare the regions?

- A** It tells a story about a ranch.
- B** It gives a short summary of each region side by side.
- C** It explains how rain is made.
- D** It lists cities from biggest to smallest.



TEXT STRUCTURE

The answer is B.

- A** **It tells a story about a ranch.**
Wrong structure type trap. This is a summary, not a story.
- B** **It gives a short summary of each region side by side. Correct.**
The section puts one sentence for each region together, so the reader can compare.
- C** **It explains how rain is made.**
Describes another part trap. Rain is a detail, not what the section does.
- D** **It lists cities from biggest to smallest.**
Near-miss pattern. It is a list, but of regions, not cities by size.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Authors choose a structure on purpose, not by accident.

This author compares regions to show how geography shapes people's lives.

A trap answer may be too broad, talking about all of geography instead of this text.

THIS WEEK'S FOCUS

Text Structure

from “Understanding the Texas Regions”

Now we analyze **why** the author chose a structure. STAAR asks: **Short response: Why did the author choose this structure?** In **Understanding the Texas Regions**, the author compares four regions to show how land and climate shape life. Trap this week: **Too broad central idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's purpose.”

EXACT TEKS WORDING

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

Notice the author's reason.

Read the sentence from the end of the article. Notice why the author says we study regions.

“Geography is not just about naming places on a map.”

I CAN | I can notice a sentence that shows why the author organized the text this way.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose why an author chose a structure.”

EXACT TEKS WORDING

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

Choose the reason for the structure.

STAAR asks: **Why** did the author choose to compare the regions?

“Farming in the Great Plains can be difficult because the land is dry.”

A To show how each region's land and climate shape the way people live • **B** To teach everything about the whole world • **C** To tell how to grow wheat

I CAN | I can choose the reason that fits this text's structure and purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a detail supports the purpose of the structure.”

EXACT TEKS WORDING

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

Show how the structure proves the purpose.

STAAR asks: **How does one region show that land shapes how people live?** Show the detail and explain.

“Farmers have to use water carefully.”

I CAN | I can explain how a region's details prove the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain in writing why an author chose a structure.”

EXACT TEKS WORDING

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

Own the short response.

STAAR asks: **Short response: Why did the author choose this structure?** Write two sentences with proof.

“To adapt means to change or adjust to fit the conditions around you.”

I CAN | I can write a short response that analyzes structure and purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 teach that the world is a big place.** Explain why it is a trap and name the trap.

“Texas is a diverse state because its regions are so different.”

I CAN

I can prove why an answer is too broad for this text.



TEXT STRUCTURE

Analyze the structure on your own.

Write a short response: Why did the author choose to compare the regions? Use one quote as proof.

Write a short response.
Why did the author choose to compare the regions?
Use one quote as proof.

I CAN | I can analyze why an author chose a structure and prove it.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author wants readers to see that **geography is about how land and people are connected, not just names on a map.**

CHOOSE A. To show how each region's land and climate shape the way people live. Comparing regions shows how land and climate shape life. The whole world choice is Too broad, and the wheat choice is Too narrow.

SHOW In the dry Great Plains, farmers must use **water carefully.** This shows the land and climate shape how people work.

OWN The author compares the four regions one at a **time.** This shows how people adapt to the land and climate where they live, like farmers in the dry Great Plains who use water carefully.

DEFEND Too broad central idea. The text is about Texas regions and how land shapes life, not the whole world.

YOUR TURN Answers vary. The author compares the regions to show how land and climate shape the way people live. Proof: Farming in the Great Plains can be difficult because the land is dry.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Texas is a diverse state because its regions are so different. ... Learning about the four regions helps students understand Texas better.”

Why did the author most likely choose to compare the four regions?

- A** To show that every place in the world is different
- B** To tell readers where to go on vacation
- C** To explain how a canyon forms
- D** To show how the different regions shape how Texans live and work



TEXT STRUCTURE

The answer is D.

- A To show that every place in the world is different**
Too broad central idea. The text is about Texas, not the world.
- B To tell readers where to go on vacation**
Not in the text trap. The text does not give travel advice.
- C To explain how a canyon forms**
Describes another part trap. Canyons are a detail in one section.
- D To show how the different regions shape how Texans live and work **Correct.****
Comparing the regions shows how land and climate shape life across Texas.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Poems are organized in stanzas, and poets often repeat words or patterns.

A repeated pattern helps me see how the poem is built.

A trap may call a poem a different kind of text, like a story or an article.

THIS WEEK'S FOCUS

Text Structure

from “The Roads Between Us”

Poets organize poems with **stanzas**, **rhyme**, and **repeated patterns**. STAAR asks: **How does the repeated pattern help organize the poem?** In **The Roads Between Us**, stanzas 2, 3, and 4 repeat the same pattern: a way of travel and what it carries. Trap this week: **Wrong structure type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a repeated pattern in a poem.”

EXACT TEKS WORDING

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

Notice the repeated pattern.

Read the opening lines of stanzas 3 and 4. Notice the word that repeats.

“Across the desert, camels go,”

I CAN | I can notice words and patterns a poet repeats across stanzas.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose how the pattern organizes.

STAAR asks: **How does the repeated pattern help organize the poem?**

“Across the water, ships may sail,”

A Each stanza tells the next step of one trip • **B** Each middle stanza shows a different way people travel and share • **C** Each stanza is a different character speaking

I CAN | I can choose the answer that explains how repeated stanzas build a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show what the pattern adds.

STAAR asks: **What does stanza 4 add to the pattern?** Show the detail and explain.

“They carry people, goods, and views, And sometimes change the lives they choose.”

I CAN | I can explain how one stanza builds on the poem's pattern.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the purpose of the pattern.

STAAR asks: **How does the pattern help the poet share the message in the last stanza?**

**“For when two different pathways meet, New thoughts can travel
with our feet.”**

I CAN | I can explain how repeated stanzas lead to the poet's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The poem is an article that lists facts about camels.** Explain why it is a trap and name the trap.

“They carry salt and precious gold, And news of places yet untold.”

I CAN | I can prove why a structure type does not fit a poem.



TEXT STRUCTURE

Find the pattern on your own.

Go back to the poem. Write the repeated pattern. Copy the first line of two stanzas that follow it.

Go back to the poem.
Write the repeated pattern.
Copy the first line of two stanzas that follow it.

I CAN | I can name a poem's pattern and prove it with lines.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Across repeats. Across the desert and Across the water both start a stanza about a new way to travel.

CHOOSE B. Each middle stanza shows a different way people travel and share. Stanzas 2 to 4 repeat the pattern of a way to travel and what it carries. The one trip and the characters choices are Wrong structure type traps.

SHOW Stanza 4 follows the pattern, but it adds that travel can change lives. Ships carry views, which means ideas.

OWN After three stanzas of travel and trade, the last stanza tells the message: when people meet, new thoughts travel too. The pattern builds proof first.

DEFEND Wrong structure type. It is a poem with stanzas and rhyme, not an article. Camels are only in stanza 3.

YOUR TURN Answers vary. Each middle stanza shows a way to travel. Across the desert, camels go. Across the water, ships may sail.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Across the desert, camels go, ... Across the water, ships may sail,”

How does the repeated pattern in these lines help organize the poem?

- A** It starts new stanzas about different ways people travel.
- B** It tells one trip from beginning to end.
- C** It shows that camels are faster than ships.
- D** It describes the desert sun.



TEXT STRUCTURE

The answer is A.

A It starts new stanzas about different ways people travel. **Correct.**
Across begins stanzas about desert travel and water travel.

B It tells one trip from beginning to end.
Wrong structure type trap. The poem shows different travels, not one trip.

C It shows that camels are faster than ships.
Not in the text trap. The poem never compares speed.

D It describes the desert sun.
Describes another part trap. The sun is one detail in stanza 3.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The order of stanzas can move a poem from the past to today.

The last stanza often holds the poet's message.

A trap may describe a stanza that is not the one the question asks about.

THIS WEEK'S FOCUS

Text Structure

from “The Roads Between Us”

Poets order stanzas to build a message. STAAR asks: **How does the order of the stanzas support the poet's purpose?** In **The Roads Between Us**, the stanzas move from long ago to today and end with the message. Trap this week: **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice when a poem moves in time.”

EXACT TEKS WORDING

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

Notice the time shift.

Read the opening of stanza 8. Notice the word that shows the poem has moved in time.

“Today, at ports along our shore, Huge ships arrive with goods once more.”

I CAN | I can notice words that show the order of stanzas moves through time.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how stanza order supports a purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 the stanzas support the poet's purpose?

“Our highways, railways, ports, and skies Still keep communities tied.”

A It moves from long ago to today to show connection never stopped • **B** It moves from the funniest stanza to the saddest • **C** It tells about one ship from start to finish

I CAN | I can choose the answer that connects the order of stanzas to the message.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show where a poem turns.”

EXACT TEKS WORDING

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

Show the turn in the poem.

STAAR asks: **How does stanza 7 change the poem?** Show the lines and explain.

“Some meetings brought new things to share, While others brought conflict and despair.”

I CAN | I can explain how one stanza changes the direction of a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the last stanza shares the message.”

EXACT TEKS WORDING

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

Own the message.

STAAR asks: **How does the last stanza support the poet's purpose?** Explain.

“A road is more than where we roam; It links a distant place to home.”

I CAN | I can explain how the ending connects the stanzas to the poet's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

The question asked how the last stanza supports the purpose. A student answered: **It describes camels carrying salt and gold.** Explain why it is a trap and name the trap.

“They carried salt and shining gold, While travelers shared the tales they told.”

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



TEXT STRUCTURE

Explain the order on your own.

Go back to the poem. Explain how the stanzas move through time. Copy one past stanza line and one present line.

Go back to the poem.
Explain how the stanzas move through time.
Copy one past line and one present line.

I CAN | I can explain how stanza order supports the message.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Today shows the poem has moved from long ago, like the Caddo and Mali, to the present.

CHOOSE A. It moves from long ago to today to show connection never stopped. The stanzas go from the Caddo and Mali to today's ports, showing connection still matters. The other two describe orders the poem does not use.

SHOW Stanza 7 turns from good trades to the idea that some meetings brought conflict. It shows connection is not always good.

OWN The last stanza sums up the poem: roads link places and let ideas travel. It turns all the travel stanzas into one message.

DEFEND Describes another part. Camels, salt, and gold are in stanza 4. The last stanza is about roads linking places and ideas.

YOUR TURN Answers vary. The poem moves from long ago to today. Past: The Caddo traveled riverways. Present: Today, at ports along our shore.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Today, at ports along our shore, Huge ships arrive with goods once more. Our highways, railways, ports, and skies Still keep communities tied.”

How does this stanza help the order of the poem support the poet's purpose?

- A** It describes the Caddo trading on rivers.
- B** It tells about a storm at sea.
- C** It lists every highway in Texas.
- D** It brings the poem to today to show places are still connected.



TEXT STRUCTURE

The answer is D.

A It describes the Caddo trading on rivers.
Describes another part trap. That is stanza 2.

B It tells about a storm at sea.
Not in the text trap. No storm is in this poem.

C It lists every highway in Texas.
Too narrow trap. Highways are one word, not the purpose.

D It brings the poem to today to show places are still connected. Correct.
Today and Still show connection continues into the present.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Some poems move from the past to the present to show how ideas travel through time.

History in the early stanzas leads to a lesson for today at the end.

A near-miss answer names a pattern that is close, like a list of dates, but does not fit.

THIS WEEK'S FOCUS

Text Structure

from “What We Carry Forward”

Poems can be organized from past to present. STAAR asks: **How does the poet move from past to present?** In **What We Carry Forward**, the poet moves from the Magna Carta, the Caddo, and Timbuktu to us today. Trap this week: **Near-miss pattern.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice when a poem is set in the past.”

EXACT TEKS WORDING

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

Notice the past.

Read the opening of stanza 2. Notice the words that place it in the past.

“At Runnymede in days long past, A written promise came at last.”

I CAN | I can notice the words a poet uses to show the past.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a poem moves through time.”

EXACT TEKS WORDING

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

Choose how the poet moves through time.

STAAR asks: **How does the poet move from past to present?**

“Years passed on, but still that seed Influenced what people came to need.”

A By listing exact dates for every event • **B** By showing old ideas and skills carried forward to people today • **C** By telling one day in a student's life

I CAN | I can choose the answer that explains how a poem moves from past to present.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show where a poem reaches the present.”

EXACT TEKS WORDING

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

Show the bridge to today.

STAAR asks: **Which stanza shows the poem reaching the present?** Show the lines and explain.

“We study history so we know What should remain and what should go.”

I CAN | I can explain how a stanza connects the past to people today.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how the order of a poem helps the message.”

EXACT TEKS WORDING

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

Own the purpose of the order.

STAAR asks: **Why does the poet end with the future in our hands?** Explain how the order helps.

“The past may help us understand The future waiting in our hands.”

I CAN | I can explain how moving from past to present to future supports the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 dates from 1215 to today.** Explain why it is a trap and name the trap.

“A rule is written, strong and clear, Its meaning travels year to year.”

I CAN | I can prove why a near-miss pattern does not fit the poem.



TEXT STRUCTURE

Trace the time on your own.

Go back to the poem. Copy one past stanza line and one present or future line. Explain how the poet connects them.

Go back to the poem.
Copy one past line and one present or future line.
Explain how the poet connects them.

I CAN | I can trace how a poem moves from past to present.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE In days long past shows the stanza is about long ago, when the Magna Carta was written.

CHOOSE B. By showing old ideas and skills carried forward to people today. The poet shows ideas like the Magna Carta and skills like Caddo farming carried forward to us. The dates choice is a Near-miss pattern, and the one day choice is a Wrong pattern.

SHOW The poet switches to we and talks about what we do now. History becomes a lesson for us today.

OWN Moving from past to present to future shows that what people carry forward helps us build the future. The order is the message.

DEFEND Near-miss pattern. The poem does move through time, but it shows ideas traveling forward, not a list of dates. It gives no dates at all.

YOUR TURN Answers vary. Past: At Runnymede in days long past. Future: The future waiting in our hands. The poet shows old ideas carried forward to us.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Years passed on, but still that seed Influenced what people came to need. ... We study history so we know What should remain and what should go.”

How does the poet move from past to present in these lines?

- A** By listing the year each law was written
- B** By showing an old idea that still matters to us today
- C** By describing a garden growing seeds
- D** By telling the steps of a trial



TEXT STRUCTURE

The answer is B.

- A** **By listing the year each law was written**
Near-miss pattern. The poem moves through time but gives no years.
- B** **By showing an old idea that still matters to us today **Correct.****
The seed from the past still influences us, and we study history now.
- C** **By describing a garden growing seeds**
Word match trap. Seed is a symbol, not a real garden.
- D** **By telling the steps of a trial**
Wrong pattern. Trials are mentioned but no steps are given.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A structure claim names how a poem is organized and gives proof.

This long poem moves from questions about the past to choices for the future.

A trap may name a pattern the poem never uses, like problem and solution steps or a comparison of two poems.

THIS WEEK'S FOCUS

Text Structure

from “What We Carry Forward”

This week we **defend a structure claim**. STAAR asks: **Which structure best describes the poem, and what proves it?** In **What We Carry Forward**, the poet moves through examples from history and ends with questions for the reader. Trap this week: **Wrong pattern named**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice examples a poet uses."

EXACT TEKS WORDING

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

Notice the examples.

Read the lines from stanza 11. Notice the example from history the poet gives.

"In Timbuktu, a scholar's page Could carry knowledge age to age."

I CAN | I can notice examples that build the structure of a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure that best describes a poem.”

EXACT TEKS WORDING

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

Choose the best structure claim.

STAAR asks: **Which structure best describes the poem?**

“So what will we preserve and share? What will we question, change, repair?”

A A problem and the three steps that fix it • **B** A comparison of two different poems • **C** Examples from the past, then questions about our future

I CAN | I can choose the structure claim the whole poem proves.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show proof for a structure claim.”

EXACT TEKS WORDING

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

Show the proof.

STAAR asks: **What proves the poem ends by turning to the reader?** Show the lines and explain.

“What will we add before we're through? What will the future learn from you?”

I CAN | I can explain how lines from the poem prove a structure claim.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can make and prove a structure claim.”

EXACT TEKS WORDING

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

Own the structure claim.

STAAR asks: **How does this structure help the poet's purpose?** Write your claim and proof.

“The past can offer us a map, But we decide the forward path.”

I CAN | I can explain how a structure claim connects to the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The poem compares the Caddo to Timbuktu.** Explain why it is a trap and name the trap.

“Tradition linked the past and new; Each generation added too.”

I CAN

I can prove why a named pattern does not describe the whole poem.



TEXT STRUCTURE

Defend a claim on your own.

Write a structure claim for the poem. Copy two lines as proof. Explain how the structure helps the purpose.

Write a structure claim for the poem.
Copy two lines as proof.
Explain how it helps the purpose.

I CAN | I can write and defend a structure claim with proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The example is a scholar's page in Timbuktu. It carried knowledge from one age to the next.

CHOOSE C. Examples from the past, then questions about our future. The poem gives examples like the Magna Carta, Timbuktu, and Texas music, then asks the reader questions. The other two are Wrong pattern named traps.

SHOW The poem ends with questions that use **we** and **you**. This proves the structure turns from history to the reader's choices.

OWN The poem moves from examples of the past to **our choices**. This helps the purpose: the past guides us, but we decide what comes next.

DEFEND Wrong pattern named. The Caddo and Timbuktu are two of many examples. The poem is not a comparison. It moves from past examples to choices for the future.

YOUR TURN Answers vary. The poem moves from examples of the past to questions about our future. Proof: In Timbuktu, a scholar's page. What will the future learn from you?

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“In Timbuktu, a scholar's page Could carry knowledge age to age. ... So what will we preserve and share? What will we question, change, repair?”

Which structure best describes the poem, based on these lines?

- A** It compares Timbuktu with Texas.
- B** It tells events in time order with dates.
- C** It gives examples from the past, then asks the reader what to carry forward.
- D** It tells the steps for copying a book.



TEXT STRUCTURE

The answer is C.

A It compares Timbuktu with Texas.

Wrong pattern named trap. These are examples, not a comparison.

B It tells events in time order with dates.

Near-miss pattern. The poem moves through time but gives no dates.

C It gives examples from the past, then asks the reader what to carry forward. Correct.

The excerpt shows an example from history and then questions for the reader.

D It tells the steps for copying a book.

Wrong pattern. No steps are given.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Research texts can be organized around a central question.

Each section with a heading answers one part of that question.

A trap answer may be too narrow, naming just one section instead of the whole answer.

THIS WEEK'S FOCUS

Text Structure

from “What Shapes a Society? Place, Resources”

Some research texts are built around a **central question**. STAAR asks: **How does the central question organize the selection?** In **What Shapes a Society? Place, Resources, and Connection**, each heading answers part of the question. Trap this week: **Too narrow central idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the central question of a text.”

EXACT TEKS WORDING

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

Notice the central question.

Read the first line of the selection. Notice the question the whole text will answer.

“Central Question: How does where people live affect what they can do, and what happens when communities connect?”

I CAN | I can notice the central question that organizes a research text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a central question organizes a text.”

EXACT TEKS WORDING

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

Choose how the question organizes.

STAAR asks: **How does the central question organize the selection?**

“Resources Matter”

A Each section with a heading answers part of the question • **B** The text tells one story about one family • **C** The text gives only facts about gold

I CAN | I can choose how sections with headings answer a central question.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a section answers part of a question.”

EXACT TEKS WORDING

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

Show how a section answers the question.

STAAR asks: **How does the section Connections Change Communities help answer the central question?**

“When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas.”

I CAN | I can explain how one section's details answer the central question.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author uses a central question.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **Why does the author organize the selection around a question?** Explain how it helps.

“How does the world around people help shape the world they create?”

I CAN

I can explain how a central question structure helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The answer to the central question is that wind turns turbines.** Explain why it is a trap and name the trap.

“Wind can dry soil or blow dust, but it can also turn turbines.”

I CAN | I can prove why an answer is too narrow to answer the central question.



TEXT STRUCTURE

Answer the central question on your own.

Go back to the selection. Write a full answer to the central question. Use two headings as proof.

Go back to the reading.
Answer the central question.
Use two headings as proof.

I CAN | I can answer a central question using sections as proof.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The question has two parts: how where people live affects them, and what happens when communities connect.

CHOOSE A. Each section with a heading answers part of the question. Headings like Resources Matter and Connections Change Communities each answer part of the question. The one family choice is Wrong structure type, and the gold choice is Too narrow.

SHOW This section answers what happens when communities connect: people exchange ideas and customs, not only goods.

OWN The question helps the reader investigate like a researcher. Each section gives evidence, and together they show how place and connection shape a society.

DEFEND Too narrow central idea. Wind is one example in one section. The whole answer is that place, resources, climate, and connections shape what people can do.

YOUR TURN Answers vary. Where people live shapes their food, work, and resources, and connecting with others spreads goods and ideas. Proof: Resources Matter. Connections Change Communities.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Central Question: How does where people live affect what they can do, and what happens when communities connect? ... Resources Matter ... Connections Change Communities”

How does the central question organize the selection?

- A** Each heading answers part of the question about place and connection.
- B** The question is answered only in the section about wind.
- C** The headings tell events in time order.
- D** The question is about how to build a house.



TEXT STRUCTURE

The answer is A.

A Each heading answers part of the question about place and connection. **Correct.**
The headings follow the two parts of the question.

B The question is answered only in the section about wind.
Too narrow central idea. Wind is one detail in one section.

C The headings tell events in time order.
Wrong pattern. The headings are topics, not events.

D The question is about how to build a house.
Word match trap. Homes are mentioned, but that is not the question.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Cause and effect can stretch across a whole research text.

An idea or a choice can be a cause, and a change in society is the effect.

A full answer names both the cause AND the effect.

THIS WEEK'S FOCUS

Text Structure

from “What Shapes a Society? Ideas, Choices”

Cause and effect can connect sections. STAAR asks: **The author uses cause and effect to help the reader understand...** In **What Shapes a Society? Ideas, Choices, and Culture**, ideas and choices cause changes in societies. Trap this week: **Only half the structure.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice a cause in a history text."

EXACT TEKS WORDING

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

Notice the cause.

Read the sentences from the section Ideas Can Become Rules. Notice the cause of the Magna Carta.

"In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta."

I CAN | I can notice a cause and the signal words that link it to an effect.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose what the cause and effect shows.

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

“His choices increased Mali's reputation far beyond West Africa.”

A what the weather is like in England • **B** how to draw a map of Texas • **C** how ideas and choices can change a society

I CAN | I can choose the idea a cause and effect structure explains.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and its effect."

EXACT TEKS WORDING

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

Show a cause and its effect.

STAAR asks: **What was one effect of annexation?** Show the cause and the effect.

"Annexation increased tensions between the United States and Mexico, especially because the two countries disagreed about the Texas boundary."

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



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a structure helps answer a question.”

EXACT TEKS WORDING

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

Own the purpose of the structure.

STAAR asks: **How does cause and effect help answer the central question?** Explain.

“Central Question: How can something people think, decide, create, or believe change a society?”

I CAN

I can explain how cause and effect across sections helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **Mansa Musa supported trade and learning.** The question asked for a cause and its effect. Explain why it is a trap and name the trap.

“He supported trade and worked to protect important routes.”

I CAN | I can prove why an answer gives only half a cause and effect.



TEXT STRUCTURE

Find cause and effect on your own.

Go back to the selection. Choose two sections. Write a cause and its effect from each.

Go back to the reading.
Choose two sections.
Write a cause and its effect from each.

I CAN | I can find cause and effect across sections.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Cause: a conflict between King John and the barons. Effect: the Magna Carta. Signal words: led to.

CHOOSE C. how ideas and choices can change a society. Each section shows an idea or a choice causing a change. The weather and map choices are Not in the text and Word match traps.

SHOW Cause: Texas was annexed by the United States. Effect: tensions increased between the United States and Mexico.

OWN Every section shows a cause, like an idea or a leader's choice, and its effect on a society. Together they answer how thinking and deciding change societies.

DEFEND Only half the structure. It gives the cause, his choices, but not the effect: his choices increased Mali's reputation far beyond West Africa.

YOUR TURN Answers vary. Ideas Can Become Rules: the conflict with King John led to the Magna Carta. Choices Can Change a Map: annexation increased tensions with Mexico.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“He supported trade and worked to protect important routes. ... His choices increased Mali's reputation far beyond West Africa.”

The author uses cause and effect in this excerpt to help the reader understand

- A** that Mansa Musa protected trade routes
- B** how a leader's choices made Mali known around the world
- C** how to protect a desert road
- D** that West Africa is a large place



TEXT STRUCTURE

The answer is B.

- A** **that Mansa Musa protected trade routes**
Only half the structure. This is the cause without the effect.
- B** **how a leader's choices made Mali known around the world **Correct.****
The cause is his choices. The effect is a reputation far beyond West Africa.
- C** **how to protect a desert road**
Word match trap. Routes are mentioned, but no steps are given.
- D** **that West Africa is a large place**
Too broad trap. It does not explain the cause and effect.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Some research texts are set up like a museum, with exhibits and labeled parts.

Labels like What You See and Research Note tell me what each part does.

A trap may call the text a different type, like a story or a set of directions.

THIS WEEK'S FOCUS

Text Structure

from “The Evidence Room”

Research texts use **sections and features** like labels, captions, and notes. STAAR asks: **How do the sections help the reader study the evidence?** In **The Evidence Room**, every exhibit uses the same labeled parts. Trap this week: **Wrong structure type.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice labels that organize a section.”

EXACT TEKS WORDING

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

Notice the labels.

Read the labels inside Exhibit 1. Notice how each label names a job.

“What This Evidence May Show”

I CAN | I can notice the features an author uses to organize each section.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how sections help a reader.”

EXACT TEKS WORDING

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

Choose how the sections help.

STAAR asks: How do the sections help the reader study the evidence?

“Explore the six exhibits.”

A The exhibits tell a story about one museum guard • **B** Each exhibit uses the same labels, so readers study every source the same way • **C** The exhibits give steps for building a museum

I CAN | I can choose how repeated sections and labels help a reader study evidence.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast; 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 section What It Cannot Tell Us Alone? Use the sentence and the photo.

“The map does not show every person who traveled the routes or exactly what each traveler experienced.”



Caption: *Old maps and objects like these are evidence of how people traveled and traded.*

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

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how features help the author's purpose.”

EXACT TEKS WORDING

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

Own the purpose of the features.

STAAR asks: **How do the sections help the author's purpose?** Explain.

“One source rarely tells the whole story.”

I CAN | I can explain how sections and labels support the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The text is a set of directions for making pottery.** Explain why it is a trap and name the trap.

“A decorated pottery bowl made in the style of pottery created by Caddo people.”

I CAN | I can prove why a structure type does not fit the text.



TEXT STRUCTURE

Use the sections on your own.

Go back to the selection. Choose one exhibit. Copy what it may show and what it cannot tell us alone.

Go back to the reading.
Choose one exhibit.
Copy what it may show and what it cannot tell us alone.

I CAN | I can use labeled sections to study evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The label tells the reader this part explains what the evidence might prove. Other labels are What You See and What It Cannot Tell Us Alone.

CHOOSE B. Each exhibit uses the same labels, so readers study every source the same way. Every exhibit repeats the same labeled parts, so the reader can study and compare evidence. The guard story and building steps are Wrong structure type traps.

SHOW The photo shows a map next to objects. The caption calls them evidence. Together they show that a map is only one clue, so historians need other evidence too.

OWN The author wants readers to think like historians. The labeled sections show what each source proves and what it cannot, so readers learn to use many sources.

DEFEND Wrong structure type. The text is a set of exhibits for studying evidence. The pottery is one exhibit, and no steps are given.

YOUR TURN Answers vary. Exhibit 3: The map shows that distant places were connected. It cannot show every person who traveled the routes.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“What This Evidence May Show ... The map shows that distant places were connected. ... What It Cannot Tell Us Alone ... The map does not show every person who traveled the routes or exactly what each traveler experienced.”

How do the sections in this exhibit help the reader study the evidence?

- A** They tell a story about a traveler.
- B** They list every trade good in order.
- C** They show what the source can prove and what it cannot prove.
- D** They describe the color of the map.



TEXT STRUCTURE

The answer is C.

- A They tell a story about a traveler.**
Wrong structure type trap. No traveler's story is told.
- B They list every trade good in order.**
Near-miss pattern. A list is a pattern, but the sections compare proof and limits.
- C They show what the source can prove and what it cannot prove. Correct.**
The two labeled parts show both what the map proves and its limits.
- D They describe the color of the map.**
Describes another part trap. Colors are not in these sections.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

This year I learned many structures: time order, cause and effect, compare and contrast, problem and solution, and more.

A capstone text can use tabs or sections that each explain one idea.

My short response must explain the whole structure, not describe just one part.

THIS WEEK'S FOCUS

Text Structure

from “The Change Atlas”

Our **capstone**: explain structure in writing. STAAR asks: **Short response: How does the structure help the author's purpose?** In **The Change Atlas**, each tab explains one force that shapes a society. Trap this week: **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author previews the structure.”

EXACT TEKS WORDING

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

Notice the plan.

Read the opening of the selection. Notice how the author tells the reader the plan.

“Explore the five forces below.”

I CAN | I can notice a preview that tells the reader how a text is organized.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a text is organized.”

EXACT TEKS WORDING

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

Choose how the tabs are organized.

STAAR asks: How does the author organize the information about the five forces?

“CHANGE CLUE”

A Each tab tells the next event in Texas history • **B** Each tab compares two kings • **C** Each tab explains one force with a case file, a change clue, and a question

I CAN | I can choose the structure that describes every tab, not just one.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one section fits the structure.”

EXACT TEKS WORDING

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

Show how one tab fits the plan.

STAAR asks: **How does TAB 4: IDEAS show its force?** Show the Change Clue and explain.

“An idea does not have to solve every problem immediately to matter.”

I CAN | I can explain how one section's parts support the whole plan.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can write a short response about structure and purpose.”

EXACT TEKS WORDING

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

Own the capstone short response.

STAAR asks: **Short response: How does the structure help the author's purpose?** Write three sentences with proof.

“Why do societies change?”

I CAN | I can write a complete short response with a claim, proof, and explanation.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student wrote: **The structure helps the author explain how Caddo pottery was made.** Explain why it is a trap and name the trap.

“Decorated Caddo pottery”

I CAN | I can prove why an answer describes another part, not the whole structure.



TEXT STRUCTURE

Write the capstone on your own.

Write a short response: How does the structure help the author's purpose? Use one quote and name at least two tabs.

Write a short response.

How does the structure help the author's purpose?

Use one quote and name two tabs.

I CAN | I can write a capstone short response about structure and purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author previews five forces, place, resources, connection, ideas, and people. Each one gets its own tab.

CHOOSE C. Each tab explains one force with a case file, a change clue, and a question. Every tab repeats the same parts: a case file, a change clue, and Think About It. The history events and two kings choices Describe another part or a Wrong pattern.

SHOW The Ideas tab uses the Magna Carta as its case file. Its Change Clue says an idea can matter even before it solves every problem.

OWN The author organizes the text into five tabs, one for each force. Each tab gives a case file and a Change Clue. This helps answer why societies change by showing five different causes.

DEFEND Describes another part. The pottery is the artifact in one tab, Connection. The whole structure explains five forces that change societies.

YOUR TURN Answers vary. The author uses five tabs, one for each force. TAB 1: PLACE and TAB 4: IDEAS each give a case file and a Change Clue. This shows many reasons societies change, like: Connections between communities can spread both goods and ideas.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the way people think. And sometimes individual people help change a community or culture. Explore the five forces below.”

How does the structure of the selection help the author's purpose?

A It tells how the Magna Carta was signed.

B It describes Caddo pottery.

C It gives the steps to make a map.

D It splits the topic into five forces so readers see many causes of change.



TEXT STRUCTURE

The answer is D.

A It tells how the Magna Carta was signed.
Describes another part trap. That is one case file in one tab.

B It describes Caddo pottery.
Describes another part trap. Pottery is one artifact in TAB 3.

C It gives the steps to make a map.
Wrong pattern. The text does not give steps.

D It splits the topic into five forces so readers see many causes of change. Correct.
The preview lists five forces, and each tab explains one cause of change.

