

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice words that show the order of events."

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

"Authors give us clue words that tell us when things happen. Listen for the time word."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Signal word: then.

CHECK FOR UNDERSTANDING

Ask a student what happened before Dr. King spoke.

COMMON MISCONCEPTION

Students may circle Dr. King. Remind them we are looking for a word that tells when.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find another time word on the first page.

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.

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Grade 4 · Prepare Cluster · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"Think about the beginning and the end. Where is the girl at the start? Where is she at the end?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. In time order, from arriving to going home.

CHECK FOR UNDERSTANDING

Ask a student to name the first and last events.

COMMON MISCONCEPTION

Students may choose the memorial facts because the memorial is described. Description is not how the whole story is organized.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain why compare and contrast does not fit.

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.

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Grade 4 · Prepare Cluster · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how events connect in time order."

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

"Time order is like a line of dominoes. One event leads to the next."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: The crowd becomes quiet. Clue: almost immediately.

CHECK FOR UNDERSTANDING

Ask a student to say it with first and then.

COMMON MISCONCEPTION

Students may name any event. Ask which one comes right after.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask what happens after the crowd becomes quiet.

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.

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Grade 4 · Prepare Cluster · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Ask yourself: why tell it from start to finish? What does the reader get?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It helps the reader follow the day and see how the girl changes.

CHECK FOR UNDERSTANDING

Ask a student to finish: Time order helps the reader...

COMMON MISCONCEPTION

Students may retell the story. The question asks why the order helps.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the story would feel if the ending came first.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 · Prepare Cluster · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap names a real structure. It just is not the one this author used."

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

ANSWER KEY: Wrong pattern named. The story follows time order, not comparison.

CHECK FOR UNDERSTANDING

Ask a student to name the pattern that does fit.

COMMON MISCONCEPTION

Students may accept it because two people talk. Two characters do not make a comparison.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Find the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Name the structure first. Then copy one beginning sentence and one ending sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the memorial because it is described in detail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A** **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.

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Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning chronological order, the order events happen in a story.”

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

“Each day we will practice a real STAAR question, like which words show the order of events, and learn to spot trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to name three time words they use when telling a story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

"Time words move the story forward. Listen for how much time has passed."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Time words: a few days later.

CHECK FOR UNDERSTANDING

Ask a student how much time passed.

COMMON MISCONCEPTION

Students may circle opportunity. That word tells what, not when.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the opportunity turns out to be.

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.

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Grade 4 · Prepare Cluster · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"Two choices come from the same sentence, but only one tells when."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. At first.

CHECK FOR UNDERSTANDING

Ask a student to use at first in a sentence about their day.

COMMON MISCONCEPTION

Students may pick a choice just because it is in the sentence.
Ask: does it tell when?

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what comes after at first in the story.

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.

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Grade 4 · Prepare Cluster · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the order of events with time words."

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

"Use first, then, and finally to retell this part in order."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: She waits, then waves James over to sit with her.

CHECK FOR UNDERSTANDING

Ask a student to retell the lunch scene with three time words.

COMMON MISCONCEPTION

Students may skip the waiting. Every step counts in sequence.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask why the author includes the short wait.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

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

 ~4 min

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

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

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

"The jump in time is a choice. Think about what it lets the author show."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It shows the dream changing her actions at school.

CHECK FOR UNDERSTANDING

Ask a student to finish: The jump in time shows...

COMMON MISCONCEPTION

Students may say it is just the next part. Ask why the author chose to include it.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the story would end without the lunch scene.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is close. It is important in the story, but it is not a time clue."

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

ANSWER KEY: Near-miss pattern. The dream is an idea, not a time word.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may accept it because the dream repeats. Repeating is not the same as ordering.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the time word first. Then write the event that goes with it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing my first opportunity because it contains the word first.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

- A** **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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning about a question and answer structure. This story is told as an interview.”

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

“Each day we will practice a real STAAR question, like why does the author tell this story as an interview, and learn to spot trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to name a question they would ask a grandparent about the past.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice the questions in an interview."

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

"In an interview, questions are the doors. Each answer is what is behind the door."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: The question about what Kennedy cared about most.

CHECK FOR UNDERSTANDING

Ask a student who asks and who answers.

COMMON MISCONCEPTION

Students may underline the whole sentence, including I asked. The question is only the words in quotation marks.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Grandpa says in answer.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the structure of a story told as an interview."

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

"Look at how most paragraphs begin. What keeps happening again and again?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. As questions and answers.

CHECK FOR UNDERSTANDING

Ask a student to find two more questions in the story.

COMMON MISCONCEPTION

Students may choose steps because events happen in order. The main pattern is ask, then answer.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how an interview is different from a regular story.

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.

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Grade 4 · Prepare Cluster · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a question and answer teach the reader."

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

"Every answer in an interview teaches something. Find what this one teaches."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Question: Give what? Answer: service is more than money.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only copy the answer. Ask what the reader learns from it.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask which other answer teaches something important.

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.

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Grade 4 · Prepare Cluster · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author chooses a question and answer structure."

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

"Think: what can an interview do that a list of facts cannot?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It lets the reader learn history from someone who lived it, one answer at a time.

CHECK FOR UNDERSTANDING

Ask a student to finish: The interview helps the reader...

COMMON MISCONCEPTION

Students may say because it is a school project. Explain what the structure does for the reader.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the reader would miss if Grandpa did not answer.

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.

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Grade 4 · Prepare Cluster · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"Compare and contrast is a real structure, and it is important in Grade 4. But is that what this author did?"

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

ANSWER KEY: Wrong structure type. It is question and answer, not compare and contrast.

CHECK FOR UNDERSTANDING

Ask a student to prove the real structure with one question.

COMMON MISCONCEPTION

Students may accept it because Grandpa compares then and now once. One sentence does not organize a whole story.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a different Wrong structure type trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Copy the question first. Then the answer. Then what you learned.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

““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

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Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the cold weather because it is described vividly.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A 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.

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Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning how text structure supports the author’s purpose.”

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

“Each day we will practice a real STAAR question, like how does the interview help the reader, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 4 . a class or student copy of “Serve” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a reporter might use questions to tell someone’s story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Prepare Cluster · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice details about a person's work in an interview."

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

"Interviews begin by setting up who will answer and what the talk is about."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Grandpa is getting ready to be interviewed about his work for President Kennedy.

CHECK FOR UNDERSTANDING

Ask a student what the interview is about.

COMMON MISCONCEPTION

Students may think this sentence is not important. It sets up the interview.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the narrator gets ready for the interview.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"The structure is question and answer. How does that help us learn about his job?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: C. The questions get Grandpa to explain what he did.

CHECK FOR UNDERSTANDING

Ask a student what Grandpa did, in their own words.

COMMON MISCONCEPTION

Students may pick the weather because it is a vivid memory. That part is about the day, not his work.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which question first leads Grandpa to talk about the speech.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how an answer explains a person's work."

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

"Find the question. Then follow it to Grandpa's answer."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: He discussed the big ideas of the speech, but did not write every sentence.

CHECK FOR UNDERSTANDING

Ask a student to read the answer that follows the question.

COMMON MISCONCEPTION

Students may say Grandpa wrote the speech. Grandpa says not every sentence.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask why Grandpa is careful to say not every sentence.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The notebook is part of the structure. It collects the big ideas."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It points the reader to the key ideas, which build toward service.

CHECK FOR UNDERSTANDING

Ask a student which word the narrator writes beside citizenship.

COMMON MISCONCEPTION

Students may say she is just taking notes. Ask what the notes help the reader see.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the final sentence in the notebook connects to the notes.

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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"The answer is about a real part of the text, just not the part the question asks about."

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

ANSWER KEY: Describes another part. The Peace Corps part is not about Grandpa's work.

CHECK FOR UNDERSTANDING

Ask a student to point to the part about Grandpa's work.

COMMON MISCONCEPTION

Students may accept it because the Peace Corps is in the interview. Match the answer to the question.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Describes another part trap.

Explain the 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.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

"Explain how the structure helps first. Then copy one question and its answer."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

““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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Peace Corps answer because it is a big part of the interview.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A** **It shows 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.

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Grade 4 · Prepare Cluster · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how authors organize details to support a central idea.”

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

“Each day we will practice a real STAAR question, like what is the central idea of the selection, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 1
. a class or student copy of “A Promise Written Long Ago”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student the difference between a big idea and one small detail.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a detail that supports the central idea."

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

"Some sentences carry the big idea. Listen for the word because."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: It limited the king's power.

CHECK FOR UNDERSTANDING

Ask a student to say what the Magna Carta did in five words.

COMMON MISCONCEPTION

Students may underline 1215 or England. Dates and places are details, not the big idea.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what else the Magna Carta did in paragraph 3.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure • Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"A central idea must cover the whole selection, not one sentence."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. The Magna Carta made rulers follow laws, and its ideas still matter.

CHECK FOR UNDERSTANDING

Ask a student to show which paragraphs the central idea covers.

COMMON MISCONCEPTION

Students may choose the taxes because they are a reason for the problem. That detail is only in paragraph 1.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to say the central idea in their own words.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

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

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

"Supporting evidence is a fact that proves the big idea."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: The Constitution used its ideas, so the Magna Carta still matters.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves it still matters because...

COMMON MISCONCEPTION

Students may copy the sentence with no explanation. Require the because.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph gives another supporting detail.

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

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain how the ending supports the central idea."

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

"Endings often restate the central idea. Ask what job this last paragraph does."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It connects the past to today and repeats the central idea.

CHECK FOR UNDERSTANDING

Ask a student to finish: The last paragraph helps the reader...

COMMON MISCONCEPTION

Students may just retell the paragraph. Name its job.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how paragraph 1 and paragraph 6 work together.

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.

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Grade 4 · Cluster 1 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap is true. But is it what the whole selection is about?"

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

ANSWER KEY: Too narrow central idea. It is one detail from the beginning.

CHECK FOR UNDERSTANDING

Ask a student to count paragraphs about the barons.

COMMON MISCONCEPTION

Students may accept it because it is true. True for one part is not enough.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too broad central idea trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write the central idea first. Then copy two supporting details.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing King John because he appears in the first paragraph.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A 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.

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning the problem and solution structure.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 2
. a class or student copy of “A Promise Written Long Ago”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to share a problem at school and how it was solved.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

"A problem is what makes people upset. Listen for what the king did."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Problem: heavy taxes. Signal: to pay for them.

CHECK FOR UNDERSTANDING

Ask a student who was upset about the taxes.

COMMON MISCONCEPTION

Students may name the topic, King John, instead of the problem he caused.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why the king needed money.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"Look for a problem and then a fix. Do you see both?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: C. Problem and solution.

CHECK FOR UNDERSTANDING

Ask a student which paragraph starts the solution.

COMMON MISCONCEPTION

Students may choose the tax problem because paragraphs 1 to 3 are about it. Paragraph 4 adds the solution.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name a signal word in paragraph 4.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the solution in a text."

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

"A solution is what people do to fix the problem."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: The barons made the king agree to the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to say it as: The problem was... so...

COMMON MISCONCEPTION

Students may name the wish as the solution. The action that fixed it is the Magna Carta.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask whether the solution fixed every problem.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

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

 ~4 min

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

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

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

"Ask: what does the reader need to know first for the solution to make sense?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: The problem shows why the Magna Carta was needed.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say it is just the first part. Explain why the order helps.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the selection would feel if it began with the Constitution.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap tells the first half. A structure has two parts here."

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

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

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may accept it because most sentences are about the problem. Both halves are needed.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

Find the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Name the structure first. Then copy a problem sentence and a solution sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The problem 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the taxes answer because most of the paragraphs talk about taxes.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A** **By 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.

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 4 • Cluster 1 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning cause and effect, how one event makes another happen.”

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

“Each day we will practice a real STAAR question, like the author uses cause and effect to help the reader understand, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 3
. a class or student copy of “A Promise Written Long Ago”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to finish: Because it rained, ...

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a cause 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.

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Grade 4 · Cluster 1 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

"A cause is the why. Listen for what made the trouble start."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Cause: wars that cost money. Effect: problems grew.

CHECK FOR UNDERSTANDING

Ask a student to say why problems grew.

COMMON MISCONCEPTION

Students may say the cause is several years. Time is not a cause.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the king did to get more money.

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.

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Grade 4 · Cluster 1 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose an effect the text proves."

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

"An effect is what happens because of the cause."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. The Magna Carta was sealed.

CHECK FOR UNDERSTANDING

Ask a student to say it with so: The barons acted, so...

COMMON MISCONCEPTION

Students may choose waiting because eventually sounds like time. The question asks for an effect.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another effect later in the selection.

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.

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Grade 4 · Cluster 1 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Some causes take hundreds of years to show their effect."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Cause: lasting ideas. Effect: the Constitution limits power too.

CHECK FOR UNDERSTANDING

Ask a student which came first.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask for an effect we can see today.

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.

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Grade 4 · Cluster 1 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

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

 ~4 min

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

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

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

"Finish the STAAR stem in your own words. What does the reader understand?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: Why the Magna Carta was made and what it changed.

CHECK FOR UNDERSTANDING

Ask a student to finish the stem aloud.

COMMON MISCONCEPTION

Students may finish with a detail. The answer should be the big understanding.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which signal word in paragraph 12 shows cause.

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.

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Grade 4 · Cluster 1 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is close. The text does move in time. But the question asks why."

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

ANSWER KEY: Near-miss pattern. Time order says when, cause and effect says why.

CHECK FOR UNDERSTANDING

Ask a student to name the cause and the effect.

COMMON MISCONCEPTION

Students may accept it because eventually is a time word. Look at what the question asks.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the cause first. Then the effect. Then circle the signal word.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the order of kings because the text moves through time.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A **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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how the structure of a text helps the author explain why something mattered.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 4
. a class or student copy of “A Promise Written Long Ago”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name the three big parts of a story: before, during, and after.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice where a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice where a text turns from problem to solution."

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

"Long texts have a turning point. Listen for the word that tells the waiting is over."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Finally marks the turn from problem to solution.

CHECK FOR UNDERSTANDING

Ask a student what happens right after this sentence.

COMMON MISCONCEPTION

Students may underline June. Finally is the signal that the problem is ending.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what problems led up to this moment.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"Think about all three parts: before, during, and after."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: C. It shows the problem, the solution, and the effects that lasted.

CHECK FOR UNDERSTANDING

Ask a student to name one part from each section.

COMMON MISCONCEPTION

Students may choose history is important because it sounds smart. It could fit any history text.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which part proves the Magna Carta mattered most.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves why something mattered."

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

"As a result is a signal. It points to an effect."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: The divided government is a lasting effect of Magna Carta ideas.

CHECK FOR UNDERSTANDING

Ask a student to name the cause of this effect.

COMMON MISCONCEPTION

Students may think this is about England. It is about the United States.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask for another lasting effect from the end of the selection.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author includes a section."

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

"Ask: what job does this section do for the whole selection?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: They prove the Magna Carta mattered by showing its later effects.

CHECK FOR UNDERSTANDING

Ask a student to finish: This section proves...

COMMON MISCONCEPTION

Students may summarize the Constitution. Name the job of the section.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job the paragraphs about King John do.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A too broad answer is so big it could describe many texts."

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

ANSWER KEY: Too broad central idea. It could fit any text about rules.

CHECK FOR UNDERSTANDING

Ask a student to make the answer specific to the Magna Carta.

COMMON MISCONCEPTION

Students may accept it because rules appear often. Specific beats general.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too narrow trap.

Explain the structure on your own.

Go back to the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Explain the structure first. Then add one detail from the end."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the brave answer because it sounds true about history.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A** **It shows that 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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning compare and contrast, a key structure for Grade 4 readers.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 1
. a class or student copy of “The Energy We Use Everyday”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to compare two school lunches: one way alike, one way different.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the two things an author compares."

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

"To compare, an author needs two things. Listen for the second one."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Signal word: other. Topic two: nonrenewable resources.

CHECK FOR UNDERSTANDING

Ask a student to name both kinds of resources.

COMMON MISCONCEPTION

Students may circle known. Other is the word that turns to the new topic.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which paragraph introduces the first kind.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the structure an author uses."

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

"Look across the whole selection. Is it two things side by side?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. Compare and contrast.

CHECK FOR UNDERSTANDING

Ask a student which paragraph tells about each resource.

COMMON MISCONCEPTION

Students may choose steps because the text explains how energy is made. Look at how the whole text is built.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one way the resources are alike.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 9 of 36 • Cluster 2 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how two things are different."

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

"A contrast tells how two things are different. Use but or however."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Renewable can be replaced. Nonrenewable cannot be replaced quickly.

CHECK FOR UNDERSTANDING

Ask a student to say it with but.

COMMON MISCONCEPTION

Students may describe only one kind. A contrast needs both.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask for one more difference from paragraph 6.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

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

 ~4 min

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

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

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

"The last paragraph often tells why the author built the text this way."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It helps readers weigh both sides and choose wisely.

CHECK FOR UNDERSTANDING

Ask a student to finish: Comparing helps the reader...

COMMON MISCONCEPTION

Students may just list the resources. Tell why comparing them helps.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what choice a family might make after reading.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"Problem and solution is a real pattern. Does it describe this whole text?"

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

ANSWER KEY: Wrong pattern named. It is compare and contrast, not problem and solution.

CHECK FOR UNDERSTANDING

Ask a student to prove compare and contrast with one sentence.

COMMON MISCONCEPTION

Students may accept it because limitations sound like problems. Problems are part of the comparison.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Write alike first, then different. Copy proof for each."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the solar panel answer because solar energy is a strong example.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 4 • Cluster 2 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning signal words for compare and contrast.”

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

“Each day we will practice a real STAAR question, like which words signal that the author is comparing, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 2
. a class or student copy of “The Energy We Use Everyday”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name two words that show a difference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice signal words that show 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.

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Grade 4 · Cluster 2 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice signal words that show a contrast."

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

"However is like a turn signal. It tells you the idea is about to change direction."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Signal word: however.

CHECK FOR UNDERSTANDING

Ask a student what is being contrasted.

COMMON MISCONCEPTION

Students may circle cloudy. However is the word that signals the contrast.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another however in the selection.

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.

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Grade 4 · Cluster 2 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose words that signal a comparison."

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

"Find the words that connect two things as alike."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. The same.

CHECK FOR UNDERSTANDING

Ask a student what two things are the same.

COMMON MISCONCEPTION

Students may choose wind energy because it is a topic. Topics are not signal words.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to use the same in a sentence about two pets.

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.

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Grade 4 • Cluster 2 • Text Structure • Wednesday

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TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how two things are alike."

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

"A likeness uses both or also."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Both depend on the weather.

CHECK FOR UNDERSTANDING

Ask a student to say it with both.

COMMON MISCONCEPTION

Students may only describe wind. Show how it is like solar.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how communities solve this shared challenge.

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.

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Grade 4 · Cluster 2 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain how signal words help the author's purpose."

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

"Signal words guide the reader. Ask where this one points."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It turns from advantages to challenges so the reader sees both sides.

CHECK FOR UNDERSTANDING

Ask a student what paragraph 7 says before however.

COMMON MISCONCEPTION

Students may say however is a hard word. Explain what it does.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the selection would read without however.

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.

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Grade 4 · Cluster 2 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is a real signal word. It just signals a different pattern."

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

ANSWER KEY: Near-miss pattern. Because signals cause and effect.

CHECK FOR UNDERSTANDING

Ask a student what pattern because signals.

COMMON MISCONCEPTION

Students may accept any signal word. Match the word to the pattern.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the signal word first. Then write the two things it compares.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE However. 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing during because it looks like a signal word.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A 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.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how an author compares two points of view.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 3
. a class or student copy of “Columbus's Arrival”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how two friends might tell the same story differently.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice when an author turns to a second group."

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

"A comparison needs two sides. Listen for the second side."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: The author turns to the Taino and their way of life.

CHECK FOR UNDERSTANDING

Ask a student who the first side is.

COMMON MISCONCEPTION

Students may think the Taino are a small detail. A whole paragraph is about them.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how long the Taino lived there.

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.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how an author organizes two points of view."

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

"Look for both sides. Does the answer include both?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. By showing both groups and how they treated each other.

CHECK FOR UNDERSTANDING

Ask a student to name one thing from each side.

COMMON MISCONCEPTION

Students may choose Columbus's side because he is in the title. The author shows the Taino too.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what changed in the relationship.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how two sides changed over time."

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

"At first and however are signals of a change."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: At first friendly, later conflicts.

CHECK FOR UNDERSTANDING

Ask a student to say it as: At first... but later...

COMMON MISCONCEPTION

Students may only tell the friendly part. A contrast needs both.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask why conflicts developed.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author compares points of view."

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

"The author tells us the purpose right in the text. Find it."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: Both viewpoints give a fuller understanding of history.

CHECK FOR UNDERSTANDING

Ask a student to finish: Both viewpoints help the reader...

COMMON MISCONCEPTION

Students may pick one side as right. The author wants both understood.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Columbus Day is remembered in different ways.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap tells one side. The author built the text with two."

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

ANSWER KEY: Only half the structure. It leaves out the Native American side.

CHECK FOR UNDERSTANDING

Ask a student to add the missing side.

COMMON MISCONCEPTION

Students may accept it because Columbus is the title. Read the whole selection.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write one side first, then the other. Copy proof for each.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Columbus answer because he is in the title.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

A By 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.

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning how text features like headings and maps help readers.”

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

“Each day we will practice a real STAAR question, like how does the map or heading help the reader, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 4
. a class or student copy of “Columbus's Arrival”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a text feature they saw in a science book.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 2 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice details a text feature could show."

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

"Some details are easier to understand with a picture. Places are one of them."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Atlantic Ocean and Asia are places a map could show.

CHECK FOR UNDERSTANDING

Ask a student where Columbus actually landed.

COMMON MISCONCEPTION

Students may underline 1492. A map shows places, not dates.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what a timeline could show instead.

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.

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Grade 4 · Cluster 2 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose how a text feature helps the reader."

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

"Think about what a map is good at showing."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. It would show the route between Europe and the Americas.

CHECK FOR UNDERSTANDING

Ask a student to point to where Europe and the Americas would be.

COMMON MISCONCEPTION

Students may think a map shows feelings. Maps show places and routes.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other feature could help this selection.

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.

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Grade 4 · Cluster 2 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

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

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: It helps the reader picture the voyage across the Atlantic that connected two continents.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

TODAY'S THINKING JOB

OWN

"I can explain how 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.

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Grade 4 · Cluster 2 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Long texts need signposts. Headings are signposts."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: Headings split the text into parts so the structure is easy to follow.

CHECK FOR UNDERSTANDING

Ask a student to name three headings for this selection.

COMMON MISCONCEPTION

Students may say headings make it look nice. Explain how they help reading.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which heading would come first and why.

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.

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Grade 4 · Cluster 2 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"Features and structures are different tools. Do not mix them up."

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

ANSWER KEY: Wrong structure type. A map is a feature, not a pattern.

CHECK FOR UNDERSTANDING

Ask a student to name the real structure.

COMMON MISCONCEPTION

Students may think anything that organizes is a structure. Structures are patterns of ideas.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Wrong structure type trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write the heading first. Then tell how it helps.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Columbus Day answer because it is a big part of the ending.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A 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.

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Grade 4 · Cluster 2 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how poets organize poems in lines and stanzas.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 1
. a class or student copy of “A Lone Star Choice”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how a poem looks different from an article on the page.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what a stanza is about."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice what a stanza is about."

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

"Each stanza is like a small paragraph with one main idea."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: The year 1845. The stanza tells about Texas joining the U.S.

CHECK FOR UNDERSTANDING

Ask a student to say the stanza's idea in a few words.

COMMON MISCONCEPTION

Students may think each line is its own idea. A stanza groups lines around one idea.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what happens in the next stanza.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose how a poet organizes a poem."

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

"Think about what poems are made of. Then think about the order of the stanzas."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. In stanzas that follow the events in time order.

CHECK FOR UNDERSTANDING

Ask a student to name the first and last stanza ideas.

COMMON MISCONCEPTION

Students may choose paragraphs because the poem gives history facts. Poems use stanzas.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find the time words at last.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 13 of 36 • Cluster 3 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how stanzas follow one another."

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

"Read the stanza after the joining stanza. What comes next?"

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Mexico disagrees and a war begins.

CHECK FOR UNDERSTANDING

Ask a student to read the lines with soon.

COMMON MISCONCEPTION

Students may skip to the end of the war. Find what comes right after.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how the word but changes the poem.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Thursday

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

 ~4 min

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

"Today's thinking job is OWN. I can explain why a poet ends with a certain stanza."

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

"The last stanza often steps back to tell the big idea."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: The last stanza tells the lesson: choices reshape history.

CHECK FOR UNDERSTANDING

Ask a student to finish: The last stanza teaches...

COMMON MISCONCEPTION

Students may say it is just the end. Ask what job it does.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the first stanza and last stanza are different.

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.

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Grade 4 · Cluster 3 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap describes an article, not a poem."

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

ANSWER KEY: Wrong structure type. Poems use stanzas, not headings.

CHECK FOR UNDERSTANDING

Ask a student to count the stanzas.

COMMON MISCONCEPTION

Students may accept it because the poem teaches history. Look at the form.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Wrong structure type trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write the stanza idea first. Then copy one line.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the comparison answer because Texas and Mexico both appear.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A 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.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how each stanza helps a poet share a message.”

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

“Each day we will practice a real STAAR question, like how do the stanzas help the poet, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 2
. a class or student copy of “A Lone Star Choice”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what job the first page of a book usually does.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice the job of an opening stanza."

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

"The opening stanza sets up the problem. Listen for how Texas feels."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Alone and unsure: Texas before the choice.

CHECK FOR UNDERSTANDING

Ask a student why Texas was unsure.

COMMON MISCONCEPTION

Students may underline wide skies. That is the setting, not the feeling.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the leaders talked about.

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.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how stanzas help a poet's purpose."

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

"Think about the whole poem, stanza by stanza."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. They move from the worry, to the choice, to its effects.

CHECK FOR UNDERSTANDING

Ask a student to name the job of the second stanza.

COMMON MISCONCEPTION

Students may pick the battles because they are exciting. That is only one stanza.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which stanza tells the effects.

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.

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the job a stanza does."

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

"Ask: what does this stanza add that the others do not?"

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: It tells the effects: the U.S. gained land.

CHECK FOR UNDERSTANDING

Ask a student to say the job in one word: effects.

COMMON MISCONCEPTION

Students may say it tells about the war. It tells what happened after the war.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how this stanza connects to the last one.

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.

The Writing Academy®, LLC

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

 ~4 min

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

"Today's thinking job is OWN. I can explain how the order of stanzas shares a message."

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

"Order matters. The message lands best after the story is told."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: The events come first, then the message about choices.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may restate the lines. Tell why the order helps.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would change if the message came first.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"The detail is real, but it is in the wrong part of the poem."

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

ANSWER KEY: Describes another part. That detail is from a later stanza.

CHECK FOR UNDERSTANDING

Ask a student to find the stanza that does tell about land.

COMMON MISCONCEPTION

Students may accept it because it is in the poem. Match the part to the question.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Describes another part trap.

Explain the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Name the stanza first. Then write its job.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"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

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the war answer because the war is the biggest event in the poem.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A **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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how a drama is organized in scenes.”

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

“Each day we will practice a real STAAR question, like how do the scenes help the reader follow the events, and learn to spot trap answers.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 3
. a class or student copy of “Making It Happen”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a play or show they have seen and one place it happened.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice how a drama is divided into scenes."

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

"Scene headings are like signs that say: we are somewhere new now."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Place: walking home. The story moves to a new place.

CHECK FOR UNDERSTANDING

Ask a student where Scene 1 takes place.

COMMON MISCONCEPTION

Students may think Scene 2 is a character. It is a heading for a new part.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask where Scene 3 happens.

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.

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Grade 4 · Cluster 3 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how scenes help a reader."

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

"Think about what changes from scene to scene."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. They show each new place where the friends learn more.

CHECK FOR UNDERSTANDING

Ask a student to name the three places in order.

COMMON MISCONCEPTION

Students may pick headings because scene titles look like headings. Scenes are drama structure.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the friends learn in each scene.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show what a scene adds to the events."

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

"Each scene adds a new piece of the puzzle."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: A bank loan helped Mr. Patel start his business.

CHECK FOR UNDERSTANDING

Ask a student to compare what they learned in Scene 1 and Scene 3.

COMMON MISCONCEPTION

Students may retell everything. Name the new idea.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how patrons in Scene 1 are like the bank in Scene 3.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain how scenes help the playwright's purpose."

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

"Ask: what can the store scene show that the classroom cannot?"

▶ Students write the job of the part on the OWN row.

ANSWER KEY: The store shows the classroom idea in real life.

CHECK FOR UNDERSTANDING

Ask a student to finish: The store scene shows...

COMMON MISCONCEPTION

Students may say they were just walking by. Explain the job of the move.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the narrator helps link the scenes.

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.

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Grade 4 · Cluster 3 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap uses a poem word for a play."

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

ANSWER KEY: Wrong structure type. Scenes are drama, stanzas are poetry.

CHECK FOR UNDERSTANDING

Ask a student to name two parts of a drama.

COMMON MISCONCEPTION

Students may mix up scenes and stanzas because both are parts. Name the genre first.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Wrong structure type trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write the scene place first. Then what the friends learn.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Scene 1: 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

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Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the classroom answer because the play begins there.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A** They 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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning why playwrights use stage directions.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question, like why does the playwright include stage directions, and learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 4
. a class or student copy of “Making It Happen”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to show the class how to act out the word nodding.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice stage directions in a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice stage directions in a drama."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Brackets mean these words are not spoken. They tell what we would see."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Actions: flipping through a book and using a computer.

CHECK FOR UNDERSTANDING

Ask a student how an actor would show this.

COMMON MISCONCEPTION

Students may read stage directions aloud as dialogue. Brackets are not spoken.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the structure clues. Keep the demand at this level.

RAISE THE THINKING

Ask what the friends are researching.

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.

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Grade 4 · Cluster 3 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why a playwright uses stage directions."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about all the stage directions, not just one."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: A. To show what characters do and where they are.

CHECK FOR UNDERSTANDING

Ask a student to find two more stage directions.

COMMON MISCONCEPTION

Students may think directions are spoken. They are for actors and readers.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask how the play would be harder without them.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 16 of 36 • Cluster 3 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a stage direction helps the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A stage direction can show feelings without words."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Nodding shows she agrees and feels sure.

CHECK FOR UNDERSTANDING

Ask a student to act out the line with and without nodding.

COMMON MISCONCEPTION

Students may skip the direction. It changes how the line sounds.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask for another direction that shows a feeling.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how stage directions help the playwright's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Endings matter. This one has no words, only action."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It shows the lesson spreading to the whole class.

CHECK FOR UNDERSTANDING

Ask a student to finish: The final direction shows...

COMMON MISCONCEPTION

Students may say it is just the end. Explain what it shows.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how this ending connects to Scene 6.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true for one line. The question asks about all of them."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow, one detail. One direction is not the whole job.

CHECK FOR UNDERSTANDING

Ask a student to list three things stage directions show.

COMMON MISCONCEPTION

Students may accept it because it is true. True for one is not enough.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the stage direction first. Then write what it helps you see.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“[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

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the birdhouses answer because the second direction names them.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A 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.

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Grade 4 · Cluster 3 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how history texts use sequence, the order of events.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question, like how does the author organize these paragraphs, and learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 1
. a class or student copy of “The Wealth of Mansa Musa”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell the steps of their morning in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 4 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that move a history text forward."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some signal words show what happens next because of something before."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Signal words: as a result.

CHECK FOR UNDERSTANDING

Ask a student what happened before Timbuktu grew.

COMMON MISCONCEPTION

Students may circle Timbuktu. Circle the words that connect the events.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the structure clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Timbuktu was known for.

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.

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Grade 4 · Cluster 4 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes paragraphs."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read the first sentence of paragraphs 2, 3, and 4. What order do you see?"

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: C. In sequence, from his choices, to his trip, to Mali's fame.

CHECK FOR UNDERSTANDING

Ask a student to name the event in each paragraph.

COMMON MISCONCEPTION

Students may choose the desert because traders crossed it. That detail is in paragraph 1.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph tells the trip.

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.

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Grade 4 • Cluster 4 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show events in sequence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use first and then to show the order."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: He gave away gold, then people noticed Mali's wealth.

CHECK FOR UNDERSTANDING

Ask a student to retell paragraph 3 with first and then.

COMMON MISCONCEPTION

Students may only tell the gold. Add what happened next.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how this led to paragraph 4.

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.

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Grade 4 · Cluster 4 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a sequence helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The last step in a sequence often shows where everything led."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: It tells the result of the events, showing why Mali became powerful.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 4 shows...

COMMON MISCONCEPTION

Students may summarize the paragraph. Tell its job.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why people still talk about Mansa Musa.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The detail is true, but the question names paragraphs 2 through 4."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. That detail is in paragraph 1.

CHECK FOR UNDERSTANDING

Ask a student to find where the traders appear.

COMMON MISCONCEPTION

Students may accept it because trade matters in the whole text. Check the paragraph numbers.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“List the events in order first. Then copy a signal word.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the desert answer because the desert is described in vivid words.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **By 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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how history texts use cause and effect.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question, like the author uses cause and effect to help the reader understand, and learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 2
. a class or student copy of “The Wealth of Mansa Musa”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name one cause and one effect from their week.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a cause 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.

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Grade 4 · Cluster 4 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause in a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Because points right at the cause."

▶ Read the sentence twice. Students write their answer on the NOTICE row.

ANSWER KEY: Signal word: because. Cause: trade routes.

CHECK FOR UNDERSTANDING

Ask a student to name the cause and the effect.

COMMON MISCONCEPTION

Students may name wealthy as the cause. Wealthy is the effect.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like first, then, because, or but that shows how ideas connect.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the structure clues. Keep the demand at this level.

RAISE THE THINKING

Ask what traders carried on those routes.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an effect the text proves."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice is the cause, not the effect. Do not fall for it."

▶ Students choose privately, then tell a partner the trap name for each wrong choice.

ANSWER KEY: B. More merchants chose to visit Mali.

CHECK FOR UNDERSTANDING

Ask a student to say it with so.

COMMON MISCONCEPTION

Students may choose the soldiers because they are in the question. That is the cause.

POSSIBLE STUDENT QUESTION

How do I pick between two close choices? Choose the pattern that fits the most paragraphs.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask what effect came after more merchants visited.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a chain of causes and effects."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Effects can become causes. Follow the chain."

▶ Students write their explanation on the SHOW row. Take two or three answers.

ANSWER KEY: Gold given away, so stories spread and trade grew.

CHECK FOR UNDERSTANDING

Ask a student to name two links in the chain.

COMMON MISCONCEPTION

Students may stop after one link. Keep following the chain.

POSSIBLE STUDENT QUESTION

How do I explain, not just copy? Add because and tell what the detail shows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the structure works. Keep the demand at this level.

RAISE THE THINKING

Ask how mapmakers were part of the chain.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how cause and effect helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Finish the STAAR stem with the big understanding."

▶ Students write the job of the part on the OWN row.

ANSWER KEY: How Mansa Musa's choices made Mali rich and famous.

CHECK FOR UNDERSTANDING

Ask a student to finish the stem aloud.

COMMON MISCONCEPTION

Students may finish with one fact. Give the big understanding.

POSSIBLE STUDENT QUESTION

How is the job different from a summary? The job tells why the author put the part there.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how Timbuktu fits into the causes.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Cause and effect has two halves. Which half is missing?"

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It names a cause but no effect.

CHECK FOR UNDERSTANDING

Ask a student to add the effect.

COMMON MISCONCEPTION

Students may accept it because it is true. Half true is not enough.

POSSIBLE STUDENT QUESTION

Why do traps sound right? They use real words from the text but miss the whole idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap that names only an effect.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the cause first. Then the effect. Then circle the signal word.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Because 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

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the safe roads answer because it is true but only half.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A **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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how authors use description to build a central idea, the way STAAR asks about it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like what is the central idea of the selection, and we learn to spot answers that are too broad.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 3
. a class or student copy of “The Wealth of Mansa Musa”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to describe their school in three details, then say one big idea those details show.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 4 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when an author describes a topic."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Description paints a picture. Listen for what the author wants you to see."

▶ Read the sentence twice. Students circle the describing words on the NOTICE row.

ANSWER KEY: Topic: the marketplaces. Describing words: colorful goods, many different places.

CHECK FOR UNDERSTANDING

Ask a student what picture forms in their mind.

COMMON MISCONCEPTION

Students may list every noun. Focus on words that tell what the topic is like.

POSSIBLE STUDENT QUESTION

How is description different from a list of events? Description tells what something is like, not what happened next.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing descriptive details. Keep the demand at this level.

RAISE THE THINKING

Ask what other paragraph describes Timbuktu.

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.

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Grade 4 · Cluster 4 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the central idea of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice is too big for this text. One choice is too small. One fits just right."

▶ Students choose privately, then tell a partner why the other two do not fit.

ANSWER KEY: C. Mansa Musa used trade, learning, and good choices to make Mali strong.

CHECK FOR UNDERSTANDING

Ask a student to name two paragraphs that support the answer.

COMMON MISCONCEPTION

Students may pick the gold choice because gold appears often. It talks about the whole world, not Mali.

POSSIBLE STUDENT QUESTION

What makes a central idea too broad? It could describe many texts, not just this one.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the central idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the camel choice so it fits the whole text.

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.

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Grade 4 • Cluster 4 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 19 of 36 • Cluster 4 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A detail supports the central idea when it proves part of the big point."

▶ Students write the detail and how it helps on the SHOW row. Take two or three answers.

ANSWER KEY: It adds learning to trade, which supports the central idea.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the central idea because...

COMMON MISCONCEPTION

Students may restate the detail without linking it to the big idea.

POSSIBLE STUDENT QUESTION

Can a detail support more than one idea? Yes, but pick the link to the central idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining supporting details. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph adds leadership to the description.

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.

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Grade 4 · Cluster 4 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author uses description."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask what the description does for the reader, not only what it says."

▶ Students write the job of the Timbuktu paragraphs on the OWN row.

ANSWER KEY: It shows learning was part of Mali's strength.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author describes Timbuktu so the reader understands...

COMMON MISCONCEPTION

Students may summarize Timbuktu instead of naming the job.

POSSIBLE STUDENT QUESTION

How does description help a purpose? It gives the reader proof to picture.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why the author ends with Mansa Musa's leadership.

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.

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Grade 4 · Cluster 4 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true about history, but it does not name this text's topic."

▶ Students write why it is a trap and the trap name on the DEFEND row.

ANSWER KEY: Too broad central idea. It does not mention Mali or Mansa Musa.

CHECK FOR UNDERSTANDING

Ask a student to add the topic words that make it fit.

COMMON MISCONCEPTION

Students may accept it because it sounds true.

POSSIBLE STUDENT QUESTION

How do I test for too broad? Ask: could this be the central idea of many texts?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

Find the central idea on your own.

Go back to the passage. Write the central idea. Copy two 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the central idea first. Then copy two details that prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the answer about people everywhere because it sounds wise.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how structure helps an author's purpose. Authors pick a pattern that does the job they need.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the organization help the author, and we learn to spot near-miss patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 4
. a class or student copy of “The Wealth of Mansa Musa”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to give a cause and effect from their morning.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A cause makes something happen. Listen for the word because."

▶ Read the sentence twice. Students circle because and label cause and effect on the NOTICE row.

ANSWER KEY: Cause: safe travel. Effect: more merchants. Signal: because.

CHECK FOR UNDERSTANDING

Ask a student to say the effect in their own words.

COMMON MISCONCEPTION

Students may switch the cause and the effect.

POSSIBLE STUDENT QUESTION

Which part comes first? The cause happens first.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what caused travel to be safe.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: which pattern explains why something happened?"

▶ Students choose privately, then name the signal word that proves their choice.

ANSWER KEY: B. It links causes, like safe trade, to effects, like Mali's wealth.

CHECK FOR UNDERSTANDING

Ask a student which signal word in the sentence shows cause and effect.

COMMON MISCONCEPTION

Students may choose the steps answer because the trip is described in order.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern? A pattern that fits a small part but not the author's purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask for another cause of Mali's wealth.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 20 of 36 • Cluster 4 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a chain of cause and effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One effect can lead to the next. That is a chain."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: people heard of the wealth. Effect: Mali was put on maps.

CHECK FOR UNDERSTANDING

Ask a student to say it with so: People heard about Mali, so...

COMMON MISCONCEPTION

Students may write the cause only.

POSSIBLE STUDENT QUESTION

Can an effect become a cause? Yes. More fame caused more trade.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what happened after Mali appeared on maps.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose here is to explain why. Cause and effect is the best tool for why."

▶ Students write how the structure helps on the OWN row.

ANSWER KEY: It shows his choices caused Mali's strength.

CHECK FOR UNDERSTANDING

Ask a student to finish: Cause and effect helps the author show why...

COMMON MISCONCEPTION

Students may name the structure but not the purpose.

POSSIBLE STUDENT QUESTION

Why not just list facts? A list would not show which choices made the difference.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph gives the biggest effect.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is close. One part is a trip. The question is about the whole text."

▶ Students write why it is a trap and the trap name on the DEFEND row.

ANSWER KEY: Near-miss pattern. Only the pilgrimage part is a trip.

CHECK FOR UNDERSTANDING

Ask a student how many paragraphs are about the trip.

COMMON MISCONCEPTION

Students may accept it because the trip is exciting and long.

POSSIBLE STUDENT QUESTION

How do I check? Ask what most paragraphs do.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the pattern, prove it, then tell what job it does.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Cause: 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Because 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.

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Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the trip answer because the pilgrimage is a big part of the story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** **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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how a biography can be organized by describing a person, the way STAAR asks about it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the author organize the information, and we learn to spot wrong patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 1
. a class or student copy of “Voices That Shaped Texas”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to describe a favorite singer in two details.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice details 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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice details that describe a person."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Describing details answer: who is this person and what is she like?"

▶ Read the sentence twice. Students list two describing details on the NOTICE row.

ANSWER KEY: Mexican American family. Songs in Spanish about hard work, love, and everyday life.

CHECK FOR UNDERSTANDING

Ask a student to name one detail about her songs.

COMMON MISCONCEPTION

Students may copy the whole sentence. Pick out the details.

POSSIBLE STUDENT QUESTION

Is a describing detail a fact? Yes. It is a fact that tells what the person is like.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing describing details. Keep the demand at this level.

RAISE THE THINKING

Ask what we learn about her listeners.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a biography."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: does the author tell steps, a problem, or what a person is like?"

▶ Students choose privately, then point to two describing details.

ANSWER KEY: C. By describing her life, her songs, and why people loved them.

CHECK FOR UNDERSTANDING

Ask a student which sentence proves description.

COMMON MISCONCEPTION

Students may choose steps because songs are a process.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? A real structure the author did not use here.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the pattern used for Bledsoe.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a description reveals about a person."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Description is not only decoration. It shows why the person matters."

▶ Students write the detail and what it shows on the SHOW row.

ANSWER KEY: Her powerful, emotional singing shows why listeners loved her.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail shows that Silva...

COMMON MISCONCEPTION

Students may repeat the words without saying what they show.

POSSIBLE STUDENT QUESTION

What does around the same time tell me? The two singers lived in the same time period.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining descriptive details. Keep the demand at this level.

RAISE THE THINKING

Ask what boleros are.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author uses description."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about the last paragraph. What do all the descriptions prove?"

▶ Students write the purpose on the OWN row.

ANSWER KEY: Each description shows a different voice that shaped Texas.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author describes each artist so that...

COMMON MISCONCEPTION

Students may describe one artist only.

POSSIBLE STUDENT QUESTION

Why not tell about all three at once? Separate descriptions make each voice clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what diversity means here.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a word from the first sentence, radio, to build a wrong pattern."

▶ Students write why it is a trap and the name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The text describes artists, not radio causes.

CHECK FOR UNDERSTANDING

Ask a student which paragraphs describe artists.

COMMON MISCONCEPTION

Students may accept it because radio is the first word they read.

POSSIBLE STUDENT QUESTION

How do I check the pattern? Look at what most paragraphs do.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure first. Then copy a detail for each artist.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the radio answer because radio is in the first sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **By listing 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.

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Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we test a common idea: that every biography is in time order. We will check what the paragraphs really do.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like which pattern does the author use, and we spot near-miss patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 2
· a class or student copy of “Voices That Shaped Texas”
· the student tracking sheet
· pencils

CHECK FOR UNDERSTANDING

Ask a student to name two signal words for time order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.

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Grade 4 · Cluster 5 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author begins a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Openings often tell the reader what is coming next."

▶ Read the sentence twice. Students write what the opening promises on the NOTICE row.

ANSWER KEY: It promises to tell about the artists behind Texas music.

CHECK FOR UNDERSTANDING

Ask a student what the reader expects next.

COMMON MISCONCEPTION

Students may think the text is about radios.

POSSIBLE STUDENT QUESTION

Is this a time order clue? No. There is no date or time word.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the opening. Keep the demand at this level.

RAISE THE THINKING

Ask which word shows the artists will be the focus.

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.

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Grade 4 · Cluster 5 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the pattern an author uses in a part of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Biographies are often time order. Check if these paragraphs really are."

▶ Students choose privately, then look for any dates in paragraphs 1 to 3.

ANSWER KEY: B. A big idea, then a description of one artist.

CHECK FOR UNDERSTANDING

Ask a student to find a date in paragraphs 1 through 3.

COMMON MISCONCEPTION

Students may choose dates because biographies often use time order.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern? A pattern that is common for this kind of text but not used here.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the pattern. Keep the demand at this level.

RAISE THE THINKING

Ask how the author connects paragraph 1 to paragraph 3.

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.

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Grade 4 · Cluster 5 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how time words work in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Time words can compare times, not only put events in order."

▶ Students write the time words and what they show on the SHOW row.

ANSWER KEY: Around the same time. Silva and Mendoza were known in the same years.

CHECK FOR UNDERSTANDING

Ask a student to finish: These words tell me that...

COMMON MISCONCEPTION

Students may think it means Silva came after Mendoza.

POSSIBLE STUDENT QUESTION

Does one time phrase make the whole text chronological? No. Look at the whole pattern.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining time words. Keep the demand at this level.

RAISE THE THINKING

Ask what path Bledsoe took.

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.

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Grade 4 · Cluster 5 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a pattern helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: why start with Texas music and not with Mendoza's birth?"

▶ Students write how the pattern helps on the OWN row.

ANSWER KEY: The big idea first shows why the artists matter.

CHECK FOR UNDERSTANDING

Ask a student to finish: Starting with Texas music helps the reader...

COMMON MISCONCEPTION

Students may only summarize the paragraphs.

POSSIBLE STUDENT QUESTION

Why does over time not make it a time list? It sums up change, it does not order events.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the last paragraph adds.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 · Cluster 5 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds right because many biographies use time order."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. No dates, and Mendoza starts in paragraph 3.

CHECK FOR UNDERSTANDING

Ask a student when Mendoza first appears.

COMMON MISCONCEPTION

Students may accept it because the text is about real people.

POSSIBLE STUDENT QUESTION

How do I check time order? Look for dates, first, then, next, and later.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong pattern trap.

Find the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the pattern, then copy the sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the time order answer because the text is about real people.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A **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.

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Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 • Cluster 5 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning compare and contrast, a key Grade 4 text structure, the way STAAR asks about it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the author show how they are alike and different, and we spot half answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 3
. a class or student copy of “Voices That Shaped Texas”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to compare two seasons: one alike, one different.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 5 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice signal words that show a contrast."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Contrast words tell us something is not the same."

▶ Read the sentence twice. Students circle different on the NOTICE row.

ANSWER KEY: Signal word: different. Bledsoe's path was unlike the other two.

CHECK FOR UNDERSTANDING

Ask a student who Bledsoe is being contrasted with.

COMMON MISCONCEPTION

Students may circle Bledsoe's name instead of the signal word.

POSSIBLE STUDENT QUESTION

What other contrast words are there? But, while, however, and unlike.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing contrast signals. Keep the demand at this level.

RAISE THE THINKING

Ask for one alike signal word.

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.

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Grade 4 · Cluster 5 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author compares and contrasts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for two parts: alike and different."

▶ Students choose privately, then underline the alike part and the different part.

ANSWER KEY: C. The artists followed different paths, but all added to Texas culture.

CHECK FOR UNDERSTANDING

Ask a student which word starts the alike part.

COMMON MISCONCEPTION

Students may pick the same song choice because all three sang.

POSSIBLE STUDENT QUESTION

What makes a compare and contrast answer complete? It names the alike and the different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the compare and contrast idea. Keep the demand at this level.

RAISE THE THINKING

Ask how Mendoza and Silva are alike.

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.

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Grade 4 · Cluster 5 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two people are alike and different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A Venn diagram in your head helps: middle for alike, sides for different."

▶ Students fill in alike and different on the SHOW row.

ANSWER KEY: Alike: both reached Texas listeners. Different: everyday songs versus boleros.

CHECK FOR UNDERSTANDING

Ask a student to say it with both and but.

COMMON MISCONCEPTION

Students may give two differences and no likeness.

POSSIBLE STUDENT QUESTION

Where do I find likenesses? Look for both, also, and each.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining alike and different. Keep the demand at this level.

RAISE THE THINKING

Ask how Bledsoe is different from both.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author compares people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The comparison proves the author's big point. What is it?"

▶ Students write how the comparison helps on the OWN row.

ANSWER KEY: It shows many different voices made Texas culture richer.

CHECK FOR UNDERSTANDING

Ask a student to finish: Comparing the artists helps the author show...

COMMON MISCONCEPTION

Students may list the artists without the purpose.

POSSIBLE STUDENT QUESTION

Why compare instead of describe one? Comparing shows the variety.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the word richer means here.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it is only half of the answer."

▶ Students write the missing half and the trap name on the DEFEND row.

ANSWER KEY: Only half the structure. It leaves out how they are alike.

CHECK FOR UNDERSTANDING

Ask a student to add the missing half.

COMMON MISCONCEPTION

Students may accept it because it is true.

POSSIBLE STUDENT QUESTION

How do I catch half answers? Check: did it say alike AND different?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap that gives only the likeness.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Pick two artists. Alike first, then different, then proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the different places answer because it is true about the artists.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A 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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we put it all together and explain a text's structure on our own, the way STAAR short responses ask.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question about structure and purpose, and we spot answers that describe the wrong part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 4
· a class or student copy of “Voices That Shaped Texas”
· the student tracking sheet
· pencils

CHECK FOR UNDERSTANDING

Ask a student to name the three artists in the order they appear.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the big idea an author sets up."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A bridge connects two sides. Listen for what music connects."

▶ Read the sentence twice. Students write the big idea on the NOTICE row.

ANSWER KEY: Big idea: music is a bridge between people in Texas.

CHECK FOR UNDERSTANDING

Ask a student what two sides the bridge connects.

COMMON MISCONCEPTION

Students may think the text is about real bridges.

POSSIBLE STUDENT QUESTION

Why put the big idea early? So the reader knows what the examples prove.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the big idea. Keep the demand at this level.

RAISE THE THINKING

Ask which artist is the first example.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why an author includes a part."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Endings often sum up. Ask what the last paragraph does for the whole text."

▶ Students choose privately, then point to the words that sum up.

ANSWER KEY: A. To sum up how all three artists shaped Texas culture.

CHECK FOR UNDERSTANDING

Ask a student which words show all three artists.

COMMON MISCONCEPTION

Students may pick the bolero choice because boleros are important.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It tells about a part, just not the part in the question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the job of a part. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 3 does.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the parts of a text are ordered."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A structure is like a map of the text. Trace the parts."

▶ Students list the sections in order on the SHOW row.

ANSWER KEY: Big idea, Mendoza, Silva, Bledsoe, why they matter.

CHECK FOR UNDERSTANDING

Ask a student which sentence starts the Silva section.

COMMON MISCONCEPTION

Students may list facts instead of sections.

POSSIBLE STUDENT QUESTION

How do I find where a section starts? Look for a new person or a new idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the order of sections. Keep the demand at this level.

RAISE THE THINKING

Ask why Bledsoe comes last.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain in writing how structure helps purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Answer in two parts: name the structure, then tell what it does for the purpose."

▶ Students write a two sentence short response on the OWN row.

ANSWER KEY: Structure: describe each artist, then sum up. Purpose: show many voices shaped Texas.

CHECK FOR UNDERSTANDING

Ask a student to read their two sentences aloud.

COMMON MISCONCEPTION

Students may write about only one artist.

POSSIBLE STUDENT QUESTION

What makes a strong short response? A claim plus proof from the text.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a quote as proof.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one part of one section and treats it as the purpose."

▶ Students write why it is a trap and the name on the DEFEND row.

ANSWER KEY: Describes another part. Opera is only in the Bledsoe section.

CHECK FOR UNDERSTANDING

Ask a student which section the opera detail is in.

COMMON MISCONCEPTION

Students may accept it because the sentence is in the text.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Check that your answer fits every section.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap about Silva's section.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure, tell its job, then prove it with a quote.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Show Boat answer because it is a true detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

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Grade 4 · Cluster 5 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how an author compares places, the way STAAR asks about text structure.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the author organize the information, and we spot wrong patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 1 . a class or student copy of “Understanding the Texas Regions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to compare our town to a place they have visited.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice signal words that show 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice signal words that show a contrast."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"While can mean at the same time, or it can show a contrast. Listen for two different things."

▶ Read the sentence twice. Students circle while on the NOTICE row.

ANSWER KEY: Signal word: while. Forests and rivers versus deserts and plains.

CHECK FOR UNDERSTANDING

Ask a student to name the two things being contrasted.

COMMON MISCONCEPTION

Students may think while only means during.

POSSIBLE STUDENT QUESTION

How do I know while shows contrast? The two sides are different from each other.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing contrast signals. Keep the demand at this level.

RAISE THE THINKING

Ask which paragraph tells about deserts.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes information."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at paragraphs 2 through 5. What does each one do?"

▶ Students choose privately, then find a comparing phrase like more trees than.

ANSWER KEY: C. By describing each region so the reader can compare them.

CHECK FOR UNDERSTANDING

Ask a student to find the words more trees than.

COMMON MISCONCEPTION

Students may choose steps because farming is mentioned.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? A real structure that does not fit this text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask what features the author tells for every region.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two places are alike and different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use the same features for both regions: land, climate, and work."

▶ Students fill in alike and different on the SHOW row.

ANSWER KEY: Alike: farming. Different: dry and windy versus rainy.

CHECK FOR UNDERSTANDING

Ask a student to say it with both and but.

COMMON MISCONCEPTION

Students may give two facts about one region only.

POSSIBLE STUDENT QUESTION

Why compare the same features? So the comparison is fair.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining alike and different. Keep the demand at this level.

RAISE THE THINKING

Ask which region produces wind energy.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a structure helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author tells us the purpose in paragraph 1. Find it."

▶ Students write how the structure helps on the OWN row.

ANSWER KEY: It lets the reader compare regions and see why ways of life differ.

CHECK FOR UNDERSTANDING

Ask a student to finish: Comparing the regions helps the reader understand...

COMMON MISCONCEPTION

Students may name the regions but not the purpose.

POSSIBLE STUDENT QUESTION

Where can I find the purpose? Often in the first or last paragraph.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the last sentence adds.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a real word, deserts, but names the wrong pattern."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The text compares regions. It does not solve a problem.

CHECK FOR UNDERSTANDING

Ask a student to find a solution in the text.

COMMON MISCONCEPTION

Students may think little rainfall is a problem that gets solved.

POSSIBLE STUDENT QUESTION

How do I test problem and solution? Find both the problem and the fix.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Pick two regions. Alike, different, then proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 4 · Cluster 6 · Text Structure

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the problem and solution answer because dry land sounds like a problem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **By 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.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 • Cluster 6 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how problem and solution works inside an informational text about places.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like how do people solve a problem, and we learn to give the whole answer.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 2 . a class or student copy of “Understanding the Texas Regions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a problem at school and one solution.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

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Grade 4 · Cluster 6 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a problem in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A problem is something that makes life harder. Listen for what is missing."

▶ Read the sentence twice. Students write the problem on the NOTICE row.

ANSWER KEY: Problem: less rainfall in the Great Plains.

CHECK FOR UNDERSTANDING

Ask a student who is affected by the problem.

COMMON MISCONCEPTION

Students may name the region instead of the problem.

POSSIBLE STUDENT QUESTION

How is a problem different from a topic? The topic is the region. The problem is what makes life hard there.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what region has even less rain.

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.

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Grade 4 · Cluster 6 · Text Structure · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a solution that matches a problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The solution must come from the text, not from our own ideas."

▶ Students choose privately, then underline the solution words.

ANSWER KEY: A. They use water carefully for crops, animals, and homes.

CHECK FOR UNDERSTANDING

Ask a student to read the solution words aloud.

COMMON MISCONCEPTION

Students may choose a solution that sounds smart but is not in the text.

POSSIBLE STUDENT QUESTION

Can a solution be Not in the text? Yes. It may sound good, but the text never says it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the solution. Keep the demand at this level.

RAISE THE THINKING

Ask how open land helps ranchers.

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.

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Grade 4 • Cluster 6 • Text Structure • Wednesday

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TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a problem and its solution."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When one kind of work is hard, people may find another kind of work."

▶ Students fill in problem and solution on the SHOW row.

ANSWER KEY: Problem: rocky, dry land. Response: oil, gas, mining, and tourism.

CHECK FOR UNDERSTANDING

Ask a student to say it with so: The land is dry, so...

COMMON MISCONCEPTION

Students may give the problem and stop.

POSSIBLE STUDENT QUESTION

Is so a cause and effect word too? Yes. Problems and solutions often use causes and effects.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining problem and solution. Keep the demand at this level.

RAISE THE THINKING

Ask which park visitors go to.

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.

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Grade 4 · Cluster 6 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author includes problems and solutions."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Connect the problems back to the author's big purpose."

▶ Students write the purpose on the OWN row.

ANSWER KEY: It shows how land and climate shape the way people live.

CHECK FOR UNDERSTANDING

Ask a student to finish: The problems help the reader understand...

COMMON MISCONCEPTION

Students may only list problems.

POSSIBLE STUDENT QUESTION

Why does the author care about problems? They explain people's choices.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what job the last paragraph does.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 · Cluster 6 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it stops halfway."

▶ Students write the missing half and the trap name on the DEFEND row.

ANSWER KEY: Only half the structure. The solution is missing.

CHECK FOR UNDERSTANDING

Ask a student to add the solution.

COMMON MISCONCEPTION

Students may accept it because it is a true fact.

POSSIBLE STUDENT QUESTION

How do I check? Does my answer have a problem AND a solution?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap that gives only the solution.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Problem first, then the solution, then the proof.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Because 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.

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Grade 4 · Cluster 6 · Text Structure

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the less rainfall answer because it is true.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** **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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how text features and section openers support structure, the way STAAR asks about them.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like how do the headings help the reader, and we spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 3 . a class or student copy of “Understanding the Texas Regions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student where they would look first to find a section in a science book.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a section begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A heading names the topic of a section. This sentence does the same job."

▶ Read the sentence twice. Students write the region it names on the NOTICE row.

ANSWER KEY: It names the North Central Plains, so a new section begins.

CHECK FOR UNDERSTANDING

Ask a student what heading they would write for this section.

COMMON MISCONCEPTION

Students may think the region is mentioned only once.

POSSIBLE STUDENT QUESTION

Do all texts have headings? No. Then the first sentence can do the heading's job.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing section openers. Keep the demand at this level.

RAISE THE THINKING

Ask where the Great Plains section starts.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a text feature helps the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what job does each opener do for the reader?"

▶ Students choose privately, then find another section opener.

ANSWER KEY: C. They show where each region's section begins so readers can compare.

CHECK FOR UNDERSTANDING

Ask a student to find the opener for the Mountains and Basins.

COMMON MISCONCEPTION

Students may choose the story choice because sections come one after another.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a kind of text this is not.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how features help. Keep the demand at this level.

RAISE THE THINKING

Ask what a heading for paragraph 20 could be.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: It shows the rivers, green land, and city that set the Coastal Plains apart.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

TODAY'S THINKING JOB

OWN

"I can explain how 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how features support the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Paragraph 2 is like a table of contents. What does it promise?"

▶ Students write how the sections help on the OWN row.

ANSWER KEY: It maps out the four sections so the reader can compare them.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 2 helps the reader by...

COMMON MISCONCEPTION

Students may only list the four regions.

POSSIBLE STUDENT QUESTION

How is paragraph 2 like a table of contents? It lists the sections that come next.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why the regions are listed in this order.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a real detail, visiting, to make the text sound like a story."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is informational sections, not a story.

CHECK FOR UNDERSTANDING

Ask a student how they know it is informational.

COMMON MISCONCEPTION

Students may accept it because people travel in the text.

POSSIBLE STUDENT QUESTION

How do I tell a story from an informational text? A story has characters and a plot.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the heading first, then copy the opener that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the story answer because people visit parks in the text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze why the author chose a structure, the way STAAR short responses ask.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question about structure and purpose, and we spot answers that are too broad.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 4 . a class or student copy of “Understanding the Texas Regions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a menu is organized by sections.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Authors often tell their purpose near the end. Listen for why."

▶ Read the sentence twice. Students write the author's reason on the NOTICE row.

ANSWER KEY: Geography is about more than names. It is about how land and people connect.

CHECK FOR UNDERSTANDING

Ask a student what geography is about, according to the author.

COMMON MISCONCEPTION

Students may say the purpose is to name places.

POSSIBLE STUDENT QUESTION

Where do authors often state the purpose? In the beginning or the end.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask what word in the sentence shows contrast.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why an author chose a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The right reason fits this text exactly. Not too big, not too small."

▶ Students choose privately, then name the trap in each wrong choice.

ANSWER KEY: A. To show how each region's land and climate shape the way people live.

CHECK FOR UNDERSTANDING

Ask a student how the sentence about dry land supports the answer.

COMMON MISCONCEPTION

Students may choose the whole world choice because geography is a big topic.

POSSIBLE STUDENT QUESTION

What makes a reason too broad? It could explain any text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the reason for the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to make the wheat choice fit the whole text.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the purpose of the structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each region section is proof for the big purpose."

▶ Students write the detail and how it proves the purpose on the SHOW row.

ANSWER KEY: Dry land makes farmers use water carefully, so land shapes work.

CHECK FOR UNDERSTANDING

Ask a student to give the same kind of proof for the Coastal Plains.

COMMON MISCONCEPTION

Students may give a detail without explaining it.

POSSIBLE STUDENT QUESTION

Why does the author need every region? Four examples prove the idea better than one.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence for purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how wind is both a challenge and a resource.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain in writing why an author chose a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two parts: name the structure, then tell why it fits the purpose. Add proof."

▶ Students write a two sentence short response on the OWN row.

ANSWER KEY: Structure: comparing regions. Reason: shows how people adapt to land and climate.

CHECK FOR UNDERSTANDING

Ask a student to read their response aloud.

COMMON MISCONCEPTION

Students may describe the regions without the reason.

POSSIBLE STUDENT QUESTION

What does adapt have to do with structure? Each section shows people adapting to a different place.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a second piece of proof.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true but way too big for this article."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad central idea. It does not mention Texas or how land shapes life.

CHECK FOR UNDERSTANDING

Ask a student to fix the answer so it fits.

COMMON MISCONCEPTION

Students may accept it because it sounds wise.

POSSIBLE STUDENT QUESTION

How do I fix a too broad answer? Add the topic and the author's point.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure, tell why, then add a quote.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the whole world answer because it sounds big and true.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A 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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how poets use stanzas and repeated patterns to organize a poem.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like how does the repeated pattern help organize the poem, and we spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 1
. a class or student copy of “The Roads Between Us”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a song with a repeated chorus.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a repeated pattern in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Listen for words that come back at the start of stanzas."

▶ Read stanzas 3 and 4 aloud. Students circle Across on the NOTICE row.

ANSWER KEY: Repeated word: Across. Each starts a new travel stanza.

CHECK FOR UNDERSTANDING

Ask a student what comes after Across each time.

COMMON MISCONCEPTION

Students may list rhyming words instead of the repeated word.

POSSIBLE STUDENT QUESTION

Is rhyme a pattern too? Yes. Rhyme and repetition both organize a poem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing repetition. Keep the demand at this level.

RAISE THE THINKING

Ask what travels in stanza 2.

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.

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Grade 4 · Cluster 7 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a pattern organizes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what do stanzas 2, 3, and 4 have in common?"

▶ Students choose privately, then name the way of travel in each middle stanza.

ANSWER KEY: B. Each middle stanza shows a different way people travel and share.

CHECK FOR UNDERSTANDING

Ask a student to name three ways of travel in the poem.

COMMON MISCONCEPTION

Students may think it is one trip told in order.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It calls the poem a kind of text it is not.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how a pattern organizes. Keep the demand at this level.

RAISE THE THINKING

Ask how the first and last stanzas are alike.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a stanza adds to a pattern."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Patterns repeat, but each stanza adds something new."

▶ Students write what stanza 4 adds on the SHOW row.

ANSWER KEY: It adds that travel carries views and can change lives.

CHECK FOR UNDERSTANDING

Ask a student what views means here.

COMMON MISCONCEPTION

Students may say the stanza only repeats.

POSSIBLE STUDENT QUESTION

Why repeat and then change? So the reader notices the new idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how stanzas build. Keep the demand at this level.

RAISE THE THINKING

Ask what stanza 3 carries besides goods.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a pattern helps the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The pattern is like stairs that lead up to the message."

▶ Students write how the pattern helps on the OWN row.

ANSWER KEY: The travel stanzas prove the message that ideas travel when people meet.

CHECK FOR UNDERSTANDING

Ask a student to say the message in their own words.

COMMON MISCONCEPTION

Students may summarize stanza 5 without linking it to the pattern.

POSSIBLE STUDENT QUESTION

Why save the message for last? The examples prepare the reader.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how stanza 1 sets up the poem.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 · Cluster 7 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap calls the poem a different type of text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is a poem, and camels are only one stanza.

CHECK FOR UNDERSTANDING

Ask a student to name two features that prove it is a poem.

COMMON MISCONCEPTION

Students may accept it because the poem has facts.

POSSIBLE STUDENT QUESTION

Can a poem have facts? Yes, but it is still built in stanzas and lines.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the pattern, then copy two lines that prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the one trip answer because travel is in every stanza.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A It 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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we learn how the order of stanzas helps a poet share a message.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like how does the order of the stanzas support the poet's purpose, and we spot wrong-part answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 2
. a class or student copy of “The Roads Between Us”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell how their day moved from morning to now.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 7 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when a poem moves in time."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Time words work in poems too."

▶ Read stanza 8 aloud. Students circle Today on the NOTICE row.

ANSWER KEY: Time word: Today. The poem moved to the present.

CHECK FOR UNDERSTANDING

Ask a student which stanzas were about long ago.

COMMON MISCONCEPTION

Students may miss that earlier stanzas are history.

POSSIBLE STUDENT QUESTION

How do I know a stanza is about the past? Look for past tense like traveled and went.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing time shifts. Keep the demand at this level.

RAISE THE THINKING

Ask what once more means.

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.

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Grade 4 · Cluster 7 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how stanza order supports a purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Notice the word Still. What does it tell about past and present?"

▶ Students choose privately, then point to the word Still.

ANSWER KEY: A. It moves from long ago to today to show connection never stopped.

CHECK FOR UNDERSTANDING

Ask a student what Still shows.

COMMON MISCONCEPTION

Students may choose the one ship choice because ships appear.

POSSIBLE STUDENT QUESTION

What does Still mean here? It means it keeps happening.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how order helps. Keep the demand at this level.

RAISE THE THINKING

Ask which stanza is about Mali.

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.

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Grade 4 • Cluster 7 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show where a poem turns."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A turn is where the poem changes direction. While shows a contrast."

▶ Students write how stanza 7 changes the poem on the SHOW row.

ANSWER KEY: It turns from sharing to conflict, so connection can bring loss or gain.

CHECK FOR UNDERSTANDING

Ask a student to find the contrast word.

COMMON MISCONCEPTION

Students may say stanza 7 is about trade like the others.

POSSIBLE STUDENT QUESTION

Why include the hard part? It makes the poem honest.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a turn. Keep the demand at this level.

RAISE THE THINKING

Ask what despair means.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the last stanza shares the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The ending is where the poet pulls everything together."

▶ Students write the message and how the ending helps on the OWN row.

ANSWER KEY: Roads connect people, so ideas can travel too.

CHECK FOR UNDERSTANDING

Ask a student to compare the last stanza to the first.

COMMON MISCONCEPTION

Students may only describe a road.

POSSIBLE STUDENT QUESTION

Why do the first and last stanzas match? It frames the poem like a circle.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why the poet says more than where we roam.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true about the poem, but about the wrong stanza."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. That is stanza 4, not the last stanza.

CHECK FOR UNDERSTANDING

Ask a student which stanza the answer really describes.

COMMON MISCONCEPTION

Students may accept it because it is a true detail.

POSSIBLE STUDENT QUESTION

How do I avoid this? Reread the exact part the question names.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Past line, present line, then explain the message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Caddo answer because it is a true stanza.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** It describes the 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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we learn how a poem can move from the past to the present to share a message.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the poet move from past to present, and we spot near-miss patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 3
. a class or student copy of “What We Carry Forward”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name something passed down in their family.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when a poem is set in the past."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Listen for words that take us back in time."

▶ Read stanza 2 aloud. Students circle days long past on the NOTICE row.

ANSWER KEY: Past words: in days long past.

CHECK FOR UNDERSTANDING

Ask a student what written promise the stanza means.

COMMON MISCONCEPTION

Students may not know Runnymede is a place.

POSSIBLE STUDENT QUESTION

How do poets show time without dates? With words like long past, years passed, and today.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the past. Keep the demand at this level.

RAISE THE THINKING

Ask what stanza 4 says about years passing.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a poem moves through time."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what carries the past into the present in this poem?"

▶ Students choose privately, then find the word that shows time passing.

ANSWER KEY: B. By showing old ideas and skills carried forward to people today.

CHECK FOR UNDERSTANDING

Ask a student what the seed stands for.

COMMON MISCONCEPTION

Students may choose dates because the poem is about history.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern? It is close to the real pattern but not quite right.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the time pattern. Keep the demand at this level.

RAISE THE THINKING

Ask what still shows in this line.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show where a poem reaches the present."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Watch for the pronoun change from they to we."

▶ Students write the lines and how they reach today on the SHOW row.

ANSWER KEY: The word we shows the poem reached the present.

CHECK FOR UNDERSTANDING

Ask a student to find another we stanza.

COMMON MISCONCEPTION

Students may pick a history stanza.

POSSIBLE STUDENT QUESTION

Why switch to we? It brings the reader into the poem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining past to present. Keep the demand at this level.

RAISE THE THINKING

Ask what should remain means.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how the order of a poem helps the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Past, present, future. How does this order match the title?"

▶ Students write how the order helps on the OWN row.

ANSWER KEY: The order shows the past helps us shape the future.

CHECK FOR UNDERSTANDING

Ask a student to connect the last line to the title.

COMMON MISCONCEPTION

Students may only summarize the last stanza.

POSSIBLE STUDENT QUESTION

How is the title a clue? Carry forward means move from past to future.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what we carry forward.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is close. Time is part of the poem, but there are no dates."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. No dates, it shows ideas carried forward.

CHECK FOR UNDERSTANDING

Ask a student to search for a date in the poem.

COMMON MISCONCEPTION

Students may accept it because the Magna Carta was 1215.

POSSIBLE STUDENT QUESTION

Where did 1215 come from? From another text. Check this poem only.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Past line, present line, then the connection.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE In 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the dates answer because the poem is about history.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **By 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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we put our poem skills together and defend a structure claim with proof.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like which structure best describes the poem, and we spot wrong patterns.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 4
. a class or student copy of “What We Carry Forward”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what makes a claim stronger.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice examples a poet uses."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Examples are proof. The poet uses many of them."

▶ Read stanza 11 aloud. Students write the example on the NOTICE row.

ANSWER KEY: Example: a scholar's page in Timbuktu carried knowledge.

CHECK FOR UNDERSTANDING

Ask a student to name another example in the poem.

COMMON MISCONCEPTION

Students may think Timbuktu is the whole topic.

POSSIBLE STUDENT QUESTION

Why use many examples? Each one proves the same idea a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing examples. Keep the demand at this level.

RAISE THE THINKING

Ask what age to age means.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure that best describes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check the beginning, the middle, and the end of the poem."

▶ Students choose privately, then find one example and one question.

ANSWER KEY: C. Examples from the past, then questions about our future.

CHECK FOR UNDERSTANDING

Ask a student to read a question from the end.

COMMON MISCONCEPTION

Students may choose problem and solution because the poem mentions things that were wrong.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a real pattern the poem does not use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a structure claim. Keep the demand at this level.

RAISE THE THINKING

Ask how many questions stanza 32 asks.

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.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show proof for a structure claim."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Proof means exact lines that match your claim."

▶ Students copy the proof lines and explain on the SHOW row.

ANSWER KEY: Questions with we and you show the turn to the reader.

CHECK FOR UNDERSTANDING

Ask a student who you means in this line.

COMMON MISCONCEPTION

Students may copy a history stanza as proof for the ending.

POSSIBLE STUDENT QUESTION

Can a poem end with a question? Yes. It makes the reader think.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask why the poet uses questions.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make and prove a structure claim."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Claim, proof, purpose. Three parts."

▶ Students write a claim, proof, and purpose on the OWN row.

ANSWER KEY: Claim: past examples, then our choices. Purpose: we decide the future.

CHECK FOR UNDERSTANDING

Ask a student to read their claim aloud.

COMMON MISCONCEPTION

Students may give a claim without proof.

POSSIBLE STUDENT QUESTION

What does map mean here? The past can guide us like a map.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find a second proof line.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a real pattern, compare and contrast, but it is not this poem's pattern."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. They are examples, not a comparison.

CHECK FOR UNDERSTANDING

Ask a student to count how many examples the poem gives.

COMMON MISCONCEPTION

Students may accept it because both are in the poem.

POSSIBLE STUDENT QUESTION

How do I check a pattern claim? Test it on the beginning, the middle, and the end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Claim, two proof lines, then the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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?

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the comparison answer because Timbuktu and Texas both appear.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A It 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.

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Grade 4 · Cluster 7 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 4 • Cluster 8 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we learn how a research text can be organized around a central question.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we practice a STAAR question like how does the central question organize the selection, and we spot answers that are too narrow.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 1
. a class or student copy of “What Shapes a Society? Place, Resources”
. the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to turn our class topic into a central question.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

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Grade 4 · Cluster 8 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the central question of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A central question is like a map for the reader."

▶ Read the question twice. Students underline its two parts on the NOTICE row.

ANSWER KEY: Part 1: how place affects people. Part 2: what happens when communities connect.

CHECK FOR UNDERSTANDING

Ask a student to say the two parts in their own words.

COMMON MISCONCEPTION

Students may see only one part of the question.

POSSIBLE STUDENT QUESTION

Why put a question first? So the reader knows what to look for.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the central question. Keep the demand at this level.

RAISE THE THINKING

Ask which heading answers the second part.

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.

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Grade 4 · Cluster 8 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a central question organizes a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read the headings in order. How do they connect to the question?"

▶ Students choose privately, then match one heading to one part of the question.

ANSWER KEY: A. Each section with a heading answers part of the question.

CHECK FOR UNDERSTANDING

Ask a student which heading answers the connect part.

COMMON MISCONCEPTION

Students may choose the gold choice because Mali's gold is a big detail.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names one small piece instead of the whole.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how the question organizes. Keep the demand at this level.

RAISE THE THINKING

Ask what the heading Climate Changes the Plan promises.

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.

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Grade 4 · Cluster 8 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a section answers part of a question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Match the section to the part of the question it answers."

▶ Students write which part it answers and the proof on the SHOW row.

ANSWER KEY: It answers the connect part: people share ideas, not just goods.

CHECK FOR UNDERSTANDING

Ask a student to finish: This section shows that when communities connect...

COMMON MISCONCEPTION

Students may list goods only.

POSSIBLE STUDENT QUESTION

Can trade move ideas? Yes. That is the section's big point.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a section answers a question. Keep the demand at this level.

RAISE THE THINKING

Ask what Timbuktu shows in this section.

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.

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Grade 4 · Cluster 8 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain why an author uses a central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A question invites the reader to think, not just read."

▶ Students write how the question helps on the OWN row.

ANSWER KEY: It makes the reader look for evidence in every section.

CHECK FOR UNDERSTANDING

Ask a student how this restated question connects to the first one.

COMMON MISCONCEPTION

Students may restate the question without the purpose.

POSSIBLE STUDENT QUESTION

Why ask the question twice? To focus the reader before the sections begin.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which section was most convincing.

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.

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Grade 4 · Cluster 8 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is a true detail, but it is much too small."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow central idea. Wind is one detail, not the whole answer.

CHECK FOR UNDERSTANDING

Ask a student to make the answer cover more sections.

COMMON MISCONCEPTION

Students may accept it because the sentence is in the text.

POSSIBLE STUDENT QUESTION

How do I test for too narrow? Ask if the answer covers every section.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Answer the whole question, then prove it with two headings.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the wind answer because it is a true detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we learn how cause and effect can connect the sections of a research text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like the author uses cause and effect to help the reader understand, and we give the whole answer.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 2 . a class or student copy of “What Shapes a Society? Ideas, Choices” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to give a cause and effect from a choice they made this week.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a cause 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.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause in a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Led to is a signal that a cause made something happen."

▶ Read the sentence twice. Students circle led to on the NOTICE row.

ANSWER KEY: Cause: the conflict. Effect: the Magna Carta. Signal: led to.

CHECK FOR UNDERSTANDING

Ask a student who was in the conflict.

COMMON MISCONCEPTION

Students may think the Magna Carta caused the conflict.

POSSIBLE STUDENT QUESTION

What are other cause signals? Because, so, as a result, and caused.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what the barons wanted.

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.

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Grade 4 • Cluster 8 • Text Structure • Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what cause and effect helps a reader understand."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what causes the changes in every section?"

▶ Students choose privately, then find a cause in a second section.

ANSWER KEY: C. how ideas and choices can change a society.

CHECK FOR UNDERSTANDING

Ask a student to name Mansa Musa's choice and its effect.

COMMON MISCONCEPTION

Students may choose the map choice because the heading says map.

POSSIBLE STUDENT QUESTION

Why do traps use heading words? To look right. Check the idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what the structure explains. Keep the demand at this level.

RAISE THE THINKING

Ask what effect annexation had.

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.

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Grade 4 • Cluster 8 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 34 of 36 • Cluster 8 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice can cause effects far beyond one place."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: annexation. Effect: more tension with Mexico.

CHECK FOR UNDERSTANDING

Ask a student to say it with because.

COMMON MISCONCEPTION

Students may write only the cause.

POSSIBLE STUDENT QUESTION

Is because here a second cause? Yes. The boundary disagreement also caused tension.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what annexed means.

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.

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Grade 4 · Cluster 8 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a structure helps answer a question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how things change. Cause and effect is the best tool for how."

▶ Students write how the structure answers the question on the OWN row.

ANSWER KEY: Each section shows an idea or choice causing change.

CHECK FOR UNDERSTANDING

Ask a student to name two sections and their causes.

COMMON MISCONCEPTION

Students may summarize one section only.

POSSIBLE STUDENT QUESTION

Why does the question fit cause and effect? It asks how something changes something else.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which cause was most powerful.

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.

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Grade 4 · Cluster 8 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap tells what he did but not what it caused."

▶ Students write the missing effect and the trap name on the DEFEND row.

ANSWER KEY: Only half the structure. The effect is missing.

CHECK FOR UNDERSTANDING

Ask a student to add the effect.

COMMON MISCONCEPTION

Students may accept it because it is true.

POSSIBLE STUDENT QUESTION

How do I check? Does my answer have a cause AND an effect?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap that has only an effect.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Two sections. Cause, then effect, for each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Cause: 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“He 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

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the protected routes answer because it is true.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **that 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.

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we learn how sections and labels help a reader study evidence like a historian.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR question like how do the sections help the reader, and we spot wrong structure types.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 3
. a class or student copy of “The Evidence Room”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what labels they have seen in a museum or zoo.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 4 · Cluster 8 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice labels that organize a section."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Labels are signposts. They tell you what kind of information comes next."

▶ Point to each label in Exhibit 1. Students list the labels on the NOTICE row.

ANSWER KEY: Labels: What You See, What This Evidence May Show, What It Cannot Tell Us Alone, Research Note.

CHECK FOR UNDERSTANDING

Ask a student which label they would read first.

COMMON MISCONCEPTION

Students may skip labels and read only sentences.

POSSIBLE STUDENT QUESTION

Are labels part of the structure? Yes. They show the plan of every exhibit.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing section labels. Keep the demand at this level.

RAISE THE THINKING

Ask what a Research Note does.

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.

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Grade 4 · Cluster 8 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how sections help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at two exhibits. What stays the same?"

▶ Students choose privately, then find the same label in two exhibits.

ANSWER KEY: B. Each exhibit uses the same labels, so readers study every source the same way.

CHECK FOR UNDERSTANDING

Ask a student to find What You See in Exhibit 3.

COMMON MISCONCEPTION

Students may think it is a story because it says Welcome, Young Historian.

POSSIBLE STUDENT QUESTION

Why repeat the same labels? It makes comparing easy.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how sections help. Keep the demand at this level.

RAISE THE THINKING

Ask how many exhibits there are.

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.

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Grade 4 · Cluster 8 · Text Structure · Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: It shows a map is one piece of evidence that works best with other clues.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

TODAY'S THINKING JOB

OWN

"I can explain how 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.

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Grade 4 · Cluster 8 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how features help the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This sentence is the big lesson. How do the sections teach it?"

▶ Students write how the sections help on the OWN row.

ANSWER KEY: They teach readers to study what a source can and cannot show.

CHECK FOR UNDERSTANDING

Ask a student to connect the sentence to What It Cannot Tell Us Alone.

COMMON MISCONCEPTION

Students may describe one exhibit only.

POSSIBLE STUDENT QUESTION

How is this like a real museum? Labels guide you through each exhibit.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why the author calls the reader Young Historian.

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.

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Grade 4 · Cluster 8 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap turns one exhibit into a different kind of text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is exhibits, not directions.

CHECK FOR UNDERSTANDING

Ask a student to name two features that are not directions.

COMMON MISCONCEPTION

Students may accept it because pottery is described.

POSSIBLE STUDENT QUESTION

What do directions need? Numbered steps or order words.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Pick an exhibit. May show, then cannot show.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the pottery directions answer because pottery is described in detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A They tell 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.

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Text Structure

TEKS 4.9(D)(iii), 4.10(B) • Text Structure • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This is our capstone week. We bring together every structure we learned this year and explain it in writing.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we practice a STAAR short response about structure and purpose, and we spot answers that describe only one part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 4
. a class or student copy of “The Change Atlas”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name three text structures we learned this year.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how an author 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.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Text Structure · Monday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author previews the structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A preview is like a table of contents in one sentence."

▶ Read the opening twice. Students list the five forces on the NOTICE row.

ANSWER KEY: Five forces, five tabs.

CHECK FOR UNDERSTANDING

Ask a student to name all five forces.

COMMON MISCONCEPTION

Students may count the Sometimes sentences as six forces.

POSSIBLE STUDENT QUESTION

How do I find the forces? Look at the Sometimes sentences before the tabs.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the preview. Keep the demand at this level.

RAISE THE THINKING

Ask what TAB 3 is about.

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.

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Grade 4 · Cluster 8 · Text Structure · Tuesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a text is organized."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look across all the tabs. What repeats?"

▶ Students choose privately, then find the Change Clue in two tabs.

ANSWER KEY: C. Each tab explains one force with a case file, a change clue, and a question.

CHECK FOR UNDERSTANDING

Ask a student to read a Change Clue aloud.

COMMON MISCONCEPTION

Students may choose the kings choice because King John is in a tab.

POSSIBLE STUDENT QUESTION

Why repeat the same parts? So the reader can compare the forces.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask what Think About It asks the reader to do.

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.

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Grade 4 • Cluster 8 • Text Structure • Wednesday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one section fits the structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Every tab has a case file and a clue. Find both."

▶ Students write the case file and the Change Clue on the SHOW row.

ANSWER KEY: Case file: the Magna Carta. Clue: an idea can matter before it solves everything.

CHECK FOR UNDERSTANDING

Ask a student to find the case file for TAB 5.

COMMON MISCONCEPTION

Students may copy the timeline instead of the clue.

POSSIBLE STUDENT QUESTION

What is a case file? The example the tab studies.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a section fits. Keep the demand at this level.

RAISE THE THINKING

Ask how TAB 3 is different from TAB 4.

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.

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Grade 4 · Cluster 8 · Text Structure · Thursday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a short response about structure and purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Claim, proof, explain. Use the question at the top."

▶ Students write a three sentence response on the OWN row.

ANSWER KEY: Claim: five tabs, one per force. Proof: a Change Clue.
Explain: shows many causes of change.

CHECK FOR UNDERSTANDING

Ask a student to read their response aloud.

COMMON MISCONCEPTION

Students may write about only one tab.

POSSIBLE STUDENT QUESTION

How does the question help? The tabs are five answers to it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a quote from a Change Clue.

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.

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Grade 4 · Cluster 8 · Text Structure · Friday

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap shrinks the whole text down to one artifact."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. Pottery is in one tab only.

CHECK FOR UNDERSTANDING

Ask a student which tab the pottery is in.

COMMON MISCONCEPTION

Students may accept it because the artifact is real.

POSSIBLE STUDENT QUESTION

How do I check my response? Make sure it fits every tab.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a trap about TAB 1.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Claim, two tabs, one quote, then explain.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Magna Carta answer because it is a big, true part of the text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

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Grade 4 · Cluster 8 · Text Structure

TEKS 4.9(D)(iii), 4.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.