

TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Text structure is the plan an author uses to arrange events or ideas.

A story can be organized as a problem that the characters work to solve, told in time order.

When the test asks how the author organizes the events, I check that the pattern fits the whole story.

THIS WEEK'S FOCUS

Text Structure

from “The Great Chocolate Chip Cookie Mystery”

Text structure is the plan behind a text. In this mystery, the author opens with a **problem** and then follows the characters in **time order** as they investigate and solve it. STAAR asks: **How does the author organize the events in the story?** This week's trap is **Wrong pattern named**: a real structure that does not match this text. We also watch for **One part, not the whole** and **Word match**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author begins to organize a story.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice how the story begins.

Read the opening sentence. What does the author set up first? Circle the time words and underline the problem.

“By 11:42 on Friday morning, fifth grade had a problem.”

I CAN

I can notice the opening problem and the time words that start a story's structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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?**

“Meanwhile, another team investigated the missing cafeteria cookies.”

A A comparison of two kinds of cookies • **B** A list of facts about Ruth Wakefield • **C** A problem the class investigates and then solves, told in time order

I CAN | I can choose the structure that fits the whole story, not one part.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how the end of a story connects to its problem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the solution.

STAAR asks: **Which event resolves the problem in the story?** Show how this sentence connects to the opening problem.

“There were enough chocolate chip cookies for everyone who wanted one.”

I CAN | I can explain how the resolution answers the problem from the beginning.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 the events in this order?** Explain how the order helps the reader.

“Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED”

I CAN | I can analyze how a story's structure helps the author share an idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 cookies and fruit cups.** Explain why it is a trap and name the trap.

“Only twenty-seven students had selected fruit cups.”

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



TEXT STRUCTURE

Find the structure on your own.

Go back to the story. Name the structure. Copy one sentence that shows the problem and one that shows the solution.

Go back to the reading.

Name the structure the author uses.

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

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author begins with a time, 11:42 on Friday morning, and a problem. The opening tells me the story will follow the class as they work on that problem.

CHOOSE C. A problem the class investigates and then solves, told in time order. The cookies are gone at lunch, the class investigates, and the evidence solves the mystery by the next Friday. A is a Wrong pattern named trap. B is One part, not the whole.

SHOW The story began with no cookies left. This sentence near the end shows the problem is solved, because Ms. Ruiz adjusted the numbers using the class survey.

OWN The author shows rumors first, then evidence. This order helps readers see how the class moved from guessing to knowing, which supports the idea that evidence matters.

DEFEND Wrong pattern named. Fruit cups and cookies are mentioned in one clue, but the story is not a comparison. It follows a problem through time to its solution.

YOUR TURN Answers vary. Problem and solution in time order. Problem: By 11:42 on Friday morning, fifth grade had a problem. Solution: There were enough chocolate chip cookies for everyone who wanted one.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey.”

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

- A** By comparing two different desserts
- B** By presenting a problem and following the class as they solve it
- C** By listing facts about the history of cookies
- D** By describing what the cafeteria looks like



TEXT STRUCTURE

The answer is B.

A By comparing two different desserts

Wrong pattern named trap. Desserts are mentioned, but the story is not built as a comparison.

B By presenting a problem and following the class as they solve it **Correct.**

B The story opens with the missing cookies and follows the class through time until the evidence fixes the shortage.

C By listing facts about the history of cookies

One part, not the whole trap. The cookie history is only one team's research.

D By describing what the cafeteria looks like

Word match trap. The cafeteria appears often, but description is not the structure.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 happened.

Time words like by lunch, that afternoon, meanwhile, and the next Friday show the order.

Some words look like time words but do not show order, so I check what each word really does.

THIS WEEK'S FOCUS

Text Structure

from “The Great Chocolate Chip Cookie Mystery”

Chronological order tells events in the order they happen. Authors use **time words and phrases** such as **That afternoon, Meanwhile, and The next Friday**. STAAR asks: **Which words show the order of events?** This week's trap is **Near-miss pattern**: words that look like order words but show something else, such as a cause or a feeling.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the time phrase.

Read the sentence. Find the words that tell when this happens. Circle them.

“That afternoon, Mrs. Delgado wrote two questions on the board.”

I CAN | I can notice the words an author uses to move a story through time.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the word that shows when events happen.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the order word.

STAAR asks: **Which word shows the order of events?**

“Meanwhile, another team investigated the missing cafeteria cookies.”

A Exactly • **B** Meanwhile • **C** Because

I CAN | I can choose a time word and skip words that only look like order words.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the order.

STAAR asks: **Which phrase shows that time has passed?** Show what happened before and after.

“The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey.”

I CAN | I can explain how a time phrase shows the order of events.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how time order helps a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own why time order matters.

STAAR asks: **How does the author's use of time order help the reader?** Explain in your own words.

“Within thirty seconds, the investigation had already gone completely out of control.”

I CAN | I can analyze how time words help the author build the story.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The word Exactly shows the order of events.** Explain why it is a trap and name the trap.

“‘Because you predicted more people would choose fruit,’ Jordan said.”

I CAN | I can prove why a word that looks important is a near-miss.



TEXT STRUCTURE

Find the time order on your own.

Go back to the story. Copy three time words or phrases in the order they appear. Write the event each one introduces.

Go back to the reading.
Copy three time words or phrases in order.
Write the event each one introduces.

I CAN | I can track the order of events with time words from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **That afternoon.** It tells me this happens later on the same day as the lunch problem.

CHOOSE **B.** Meanwhile. It tells the reader that two teams are working at the same time. A is a Near-miss pattern trap. C is a Near-miss pattern trap.

SHOW **The next Friday shows a week has passed.**
Before: the cookies ran out and the class investigated.
After: Ms. Ruiz made enough cookies.

OWN **Within thirty seconds shows how fast the rumors grew.** The time order helps readers see the class jumping to ideas before they checked any evidence.

DEFEND **Near-miss pattern.** Exactly shows agreement, and because shows a reason. Neither word tells when something happens.

YOUR TURN **Answers vary.** By 11:42 on Friday morning: the cookies are gone. That afternoon: Mrs. Delgado writes two questions. The next Friday: there are enough cookies.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“That afternoon, Mrs. Delgado wrote two questions on the board. ... Meanwhile, another team investigated the missing cafeteria cookies.”

Which words from the excerpt show the order of events?

A wrote and investigated

B two questions

C the missing cafeteria cookies

D That afternoon and Meanwhile



TEXT STRUCTURE

The answer is D.

A wrote and investigated
Near-miss pattern trap. These are actions, not words that show when.

B two questions
Word match trap. Two is a number, but it counts questions, not time.

C the missing cafeteria cookies
Not the answer trap. This names the problem, not the order.

D That afternoon and Meanwhile Correct.
Both phrases tell when events happen: later that day, and at the same time as the other team.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Many stories are built with a beginning, a middle, and an end.

The beginning sets up a problem, the middle shows the characters working on it, and the end resolves it.

When the test asks how the story is organized, I make sure the structure fits a story, not a news article or a list.

THIS WEEK'S FOCUS

Text Structure

from “The Fifth-Grade Cookie Commission”

Stories have a **beginning, middle, and end**. In this story, the beginning gives the class a challenge, the middle shows the **Cookie Commission** gathering evidence and arguing, and the end gives a plan and a lesson. STAAR asks: **How does the author organize the story?** This week's trap is **Wrong structure type**: a structure from a different kind of text, like a list of steps or a comparison chart.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how the beginning of a story sets things up.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the beginning.

Read the opening sentence. What does the beginning of the story set up?

“On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.”

I CAN | I can notice the time, place, and situation that open a story.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: How does the author organize the story?

“On Friday, the Cookie Commission presented its recommendation to Principal Bennett.”

A Beginning: a challenge. Middle: research and debate. End: a plan • **B** A list of steps for baking cookies • **C** A chart comparing the cost of each dessert

I CAN | I can choose a story structure and skip structures that belong to other kinds of texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show how the middle of a story moves toward the end."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show the middle.

STAAR asks: **What happens in the middle of the story?** Show how this sentence moves the story forward.

"So they conducted a second survey."

I CAN | I can explain how an event in the middle builds toward the resolution.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the ending.

STAAR asks: **How does the end of the story connect to the beginning?** Explain in your own words.

“The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.”

I CAN | I can analyze how a story's ending completes its structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author organizes the story as steps for running a survey.** Explain why it is a trap and name the trap.

“The Cookie Commission began with a survey.”

I CAN

I can prove why an answer names a structure from the wrong kind of text.



TEXT STRUCTURE

Map the story on your own.

Go back to the story. Write one event from the beginning, one from the middle, and one from the end.

Go back to the reading.

Write one event from the beginning, one from the middle, and one from the end.

Then tell how they connect.

I CAN | I can map a story's beginning, middle, and end with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The beginning sets the time, Monday morning, the place, the classroom, and the start of a challenge from Principal Bennett.

CHOOSE A. Beginning: a challenge. Middle: research and debate. End: a plan. The story moves from the Cookie Commission challenge, through surveys and arguments, to a recommendation and a lesson. B is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW In the middle, students complain no one asked why they chose. The second survey gathers reasons, which helps the class build a fair plan at the end.

OWN The beginning gave the class a challenge to recommend a treat plan. The end shows the plan is working and states the lesson the class learned from the whole process.

DEFEND Wrong structure type. A survey is one event in the middle, but the story is not a how-to text. It has a beginning, middle, and end with characters and a lesson.

YOUR TURN Answers vary. Beginning: Principal Bennett gives the Cookie Commission challenge. Middle: the class runs two surveys and argues. End: the rotating treat plan begins.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

**“On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard.
... On Friday, the Cookie Commission presented its recommendation to Principal Bennett.”**

How does the author organize the story?

- A** By giving steps for how to bake a cupcake
- B** By comparing the five dessert choices one at a time
- C** By moving from a challenge, through research and debate, to a recommendation
- D** By describing the classroom posters in detail



TEXT STRUCTURE

The answer is C.

A By giving steps for how to bake a cupcake
Wrong structure type trap. The story is not a recipe or how-to text.

B By comparing the five dessert choices one at a time
Wrong structure type trap. The desserts appear in a survey, but the story is not a comparison.

C By moving from a challenge, through research and debate, to a recommendation **Correct.**
The story begins with the challenge, shows the work in the middle, and ends with the plan and its lesson.

D By describing the classroom posters in detail
Too narrow trap. The posters are one small detail in the middle.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors put events in a certain order on purpose.

The order can show how characters change their thinking one step at a time.

When the test asks how the order helps the reader, I explain the whole story's order, not one part.

THIS WEEK'S FOCUS

Text Structure

from “The Fifth-Grade Cookie Commission”

Structure **supports the author's purpose**. In this story, each new piece of information (popularity, cost, allergies, reasons) arrives in order, so readers watch the class change its mind step by step. STAAR asks:

How does the order of events help the reader understand the story? This week's trap is

Describes another part: an answer that is true about a different section than the question asks about.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the order in which information appears.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the first evidence.

Read the sentence. Notice what the class learns first. Underline the evidence.

“Chocolate chip cookies received 44 percent of the vote.”

I CAN

I can notice the first piece of evidence in a sequence of evidence.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the order helps.

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

“Then the school nurse joined the meeting.”

A It shows that cupcakes cost more than cookies • **B** It shows the class learning new facts one at a time and changing their thinking • **C** It explains how the cafeteria freezer works

I CAN | I can choose how the whole order helps, not one detail from one part.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a new event changes a character's thinking.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the change.

STAAR asks: **Which event shows a character changing because of new information?** Show the cause and the change.

“He quietly crossed out the word ALL.”

I CAN | I can explain how an event in the sequence causes a change.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author orders events a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

STAAR asks: **Why does the author show the class gathering information before making a decision?** Explain.

“The students reviewed everything they had collected.”

I CAN | I can analyze how the order of events supports the author's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The order helps the reader understand that Trevor started the Banana Party.** Explain why it is a trap and name the trap.

“Meanwhile, Trevor started the Banana Party.”

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



TEXT STRUCTURE

Explain the order on your own.

Go back to the story. List the information the class gathered in order. Explain how this order helps the reader understand the final plan.

Go back to the reading.
List the information the class gathered, in order.
Explain how the order helps the reader.

I CAN | I can explain how the order of events helps the reader, using the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The first evidence is popularity: cookies got 44 percent. The story starts with the most obvious fact before adding more information.

CHOOSE B. It shows the class learning new facts one at a time and changing their thinking. Popularity comes first, then cost, then allergies, then reasons, so readers see the plan grow step by step. A is Describes another part. C is a Word match trap.

SHOW Cause: the nurse explains that some students have allergies. Change: Eli crosses out ALL on his Cookies for All poster because cookies cannot be for everyone.

OWN The author shows information first and the decision last, so readers understand that a fair decision comes from gathering evidence and hearing different views.

DEFEND Describes another part. The Banana Party is a funny detail from the campaign section. The order of events mainly shows how evidence changes the class's decision.

YOUR TURN Answers vary. Survey, cost, allergies, reasons, viewpoints. The order shows the plan getting fairer as each piece of information is added.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information. The nurse explained health and allergy concerns.”

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

- A** It shows how each new piece of information helped the class build a fair plan
- B** It shows that the nurse is the most important character
- C** It explains how surveys are printed
- D** It shows that cookies cost the least



TEXT STRUCTURE

The answer is A.

A It shows how each new piece of information helped the class build a fair plan **Correct.**
The list repeats what the class learned in order, so readers see how the plan was built from evidence.

B It shows that the nurse is the most important character
Describes another part trap. The nurse gives one piece of the information.

C It explains how surveys are printed
Word match trap. Survey appears, but nothing explains printing.

D It shows that cookies cost the least
Too narrow trap. Cost is one piece, not the purpose of the order.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 point the whole selection makes.

Supporting evidence is the facts and events the author uses to prove that idea.

A central idea must cover the whole selection, so an answer about one event is too narrow.

THIS WEEK'S FOCUS

Text Structure

from “From Tension to Revolution”

The **central idea** is the big point of the whole selection. Each paragraph gives **supporting evidence**. In this selection, every paragraph shows a step in how British taxes and actions turned loyal colonists toward independence. STAAR asks: **What is the central idea of the selection?** This week's trap is **Too narrow central idea**: an answer about only one event.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where an author signals a change.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the turn.

Read the sentence from the beginning. Notice the word that shows a change. Circle it.

“However, this began to change after the French and Indian War.”

I CAN | I can notice the sentence that sets up the central idea of a selection.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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?**

“The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation.”

A Colonists dumped tea into Boston Harbor • **B** People in history often disagreed • **C** Unfair British taxes and actions led colonists to fight for independence

I CAN | I can choose a central idea that covers the whole selection.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the evidence.

STAAR asks: **Which detail best supports the central idea?** Explain how it proves it.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

I CAN | I can explain how evidence supports the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how an author arranges evidence for a central idea.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the structure of the evidence.

STAAR asks: **How does the author organize the evidence for the central idea?** Explain.

“Instead of ending the conflict, these actions brought the colonies closer together.”

I CAN | I can analyze how the order of evidence supports the central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The central idea is that the Boston Massacre made colonists angry.** Explain why it is a trap and name the trap.

“This event increased anger and distrust toward British authority.”

I CAN | I can prove why a central idea is too narrow.



TEXT STRUCTURE

State the central idea on your own.

Go back to the selection. Write the central idea in one sentence. Copy two details that support it.

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

I CAN | I can state a central idea and support it with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **However shows a change.** Colonists were loyal, but that loyalty began to change after the war. This sets up the central idea.

CHOOSE C. Unfair British taxes and actions led colonists to fight for independence. Every paragraph adds a step: taxes, protests, punishment, then independence. A is a Too narrow central idea trap. B is a Too broad trap.

SHOW This detail shows the colonists thought taxes were unfair, which is the first step toward wanting independence.

OWN The author puts the evidence in time order, each event leading to the next. This shows readers how the move toward independence built up over time.

DEFEND **Too narrow central idea.** The Boston Massacre is one paragraph. The whole selection explains how many events led to independence.

YOUR TURN **Answers vary.** Unfair taxes and harsh British actions turned colonists toward independence. Details: they had no representatives in Parliament; the Intolerable Acts punished the colonies.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.”

Which statement best expresses the central idea of the selection?

A Great Britain gained land after the French and Indian War.

B Wars are always expensive for every country.

C Colonists liked drinking tea more than coffee.

D British taxes and punishments pushed the colonists to seek independence.



TEXT STRUCTURE

The answer is D.

- A** **Great Britain gained land after the French and Indian War.**
Too narrow central idea trap. It is one fact from the beginning.
- B** **Wars are always expensive for every country.**
Too broad trap. It goes beyond this selection.
- C** **Colonists liked drinking tea more than coffee.**
Not in the text trap. The selection never says this.
- D** **British taxes and punishments pushed the colonists to seek independence. Correct.**
The selection follows how taxes led to protests, punishments, and finally a fight for independence.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Order of importance means an author arranges events or ideas from less serious to most serious, or the reverse.

In this selection, each event against British rule is bigger than the one before.

A full answer names both parts: the events and how they build in importance.

THIS WEEK'S FOCUS

Text Structure

from “From Tension to Revolution”

Order of importance arranges ideas by how serious or important they are. In the beginning of this selection, events build: a tax, then protests, then a deadly event, then a bold protest, then harsh punishment. STAAR asks: **How does the author organize the beginning of the selection?** This week's trap is **Only half the structure**: an answer that names the events but not how they build, or the reverse.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where an order of importance begins.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the starting point.

Read the sentence. Notice the first problem the author describes. Underline it.

“One of these laws was the Stamp Act.”

I CAN

I can notice the first and smallest step in an order of importance.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes events by importance.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **How does the author organize the beginning of the selection?**

“Tensions continued to rise.”

A Events that grow more serious, from a tax to deadly conflict and punishment • **B** A list of tax laws only • **C** Two leaders compared side by side

I CAN | I can choose a structure that names the events and how they build.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one event is more serious than the one before.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the build.

STAAR asks: **Which event shows the conflict becoming more serious?** Show how it is bigger than the event before.

“In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people.”

I CAN | I can explain how events build in order of importance.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author orders ideas by importance.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

STAAR asks: **Why does the author save the Intolerable Acts for later in the selection?** Explain.

“In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.”

I CAN | I can analyze how order of importance helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The author organizes the beginning as a list of taxes.** Explain why it is a trap and name the trap.

"Colonists in different places sent food, supplies, and support to Boston."

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



TEXT STRUCTURE

Rank the events on your own.

Go back to the selection. List four events in order. Explain how each one is more serious than the one before.

Go back to the reading.
List four events in order.
Explain how each one is more serious than the one before.

I CAN | I can explain how events build in order of importance using the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **The Stamp Act is the first problem.** It is a tax, which is serious but less serious than the events that come later.

CHOOSE A. Events that grow more serious, from a tax to deadly conflict and punishment. The selection moves from a tax to protests, then a shooting, then the Tea Party, then the Intolerable Acts. B is Only half the structure. C is a Wrong pattern trap.

SHOW **Before, colonists protested a tax with letters and refusing to buy paper.** Now people are killed. The conflict became much more serious.

OWN **The Intolerable Acts are the harshest step, so they come near the end.** Building to them helps readers understand why the colonies finally joined together.

DEFEND **Only half the structure.** Taxes are part of it, but the author also shows protests, a shooting, punishment, and the colonies joining together, each step more serious.

YOUR TURN **Answers vary.** Stamp Act, Boston Massacre, Boston Tea Party, Intolerable Acts. Each step moves from a tax to violence to bold protest to harsh punishment.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people.”

How does the author mainly organize the beginning of the selection?

- A** By describing events that become more and more serious
- B** By listing the taxes Parliament placed on colonists
- C** By comparing the lives of soldiers and colonists
- D** By explaining how to protest a law



TEXT STRUCTURE

The answer is A.

- A** **By describing events that become more and more serious** **Correct.**
The selection moves from a tax, to protests, to deadly conflict, to punishment, each step bigger than the last.
- B** **By listing the taxes Parliament placed on colonists**
Only half the structure trap. Taxes are one part, not how the events build.
- C** **By comparing the lives of soldiers and colonists**
Wrong pattern trap. The selection does not compare two groups.
- D** **By explaining how to protest a law**
Wrong structure type trap. The selection is not a how-to text.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Logical order means ideas are arranged so each one explains or leads to the next.

Words like to, because, however, and soon link one idea to the next step.

Logical order is close to other patterns, so I check that each step truly leads to the next.

THIS WEEK'S FOCUS

Text Structure

from “From Tension to Revolution”

Logical order arranges ideas so that each step makes sense because of the one before it. In this selection, war leads to debt, debt leads to taxes, taxes lead to protests, and protests lead to boycotts.

STAAR asks: **The author uses logical order to help the reader understand...** This week's trap is **Near-miss pattern**: a pattern that is close, like a simple list, but misses how the ideas connect.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how one idea leads to the next.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the link.

Read the sentences. Notice how the second idea follows from the first. Underline the linking words.

“War was expensive.”

I CAN | I can notice the first link in a logical order of ideas.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose what an author's logical order helps me understand.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose what logical order explains.

STAAR asks: The author uses logical order to help the reader understand...

“To recover money, Parliament placed new taxes on the colonies.”

A The colors of British uniforms • **B** How a war led to debt, then taxes, then protests • **C** Every tax in alphabetical order

I CAN | I can choose the chain of ideas that logical order explains.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show the steps in a logical order."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show the chain.

STAAR asks: **What did colonists hope a boycott would do?** Show the steps in the logic.

"By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws."

I CAN | I can explain how each step in a logical order leads to the next.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the logic.

STAAR asks: **How does logical order help the author explain why colonists protested?** Explain.

“Great Britain eventually repealed, or canceled, the Stamp Act.”

I CAN | I can analyze how a chain of ideas helps the author explain a big change.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author lists the goods that were taxed, such as glass, paper, and paint.** Explain why this does not describe the logical order and name the trap.

“Colonists were taxed on goods such as glass, paper, paint, lead, and tea.”

I CAN | I can prove why a near-miss pattern does not fit.



TEXT STRUCTURE

Build the chain on your own.

Go back to the selection. Write a four-step chain that shows how one event led to the next. Copy one sentence that proves a link.

Go back to the reading.
Write a four-step chain of events.
Copy one sentence that proves a link.

I CAN | I can explain logical order with a chain of ideas from the text.

TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **War was expensive.** This short sentence explains why Great Britain had debt, which leads to the next step, new taxes.

CHOOSE B. How a war led to debt, then taxes, then protests. Each step happens because of the step before it. A is a Word match trap. C is a Near-miss pattern trap.

SHOW **Step 1: colonists refuse to buy British goods.** Step 2: British businesses are hurt. Step 3: Parliament feels pressure to change the laws.

OWN **The chain shows that protests worked once, so colonists kept protesting when new taxes came.** Logical order helps readers see why the conflict kept growing.

DEFEND **Near-miss pattern.** The sentence is a list, but the selection's structure is a chain where each event leads to the next. A list does not explain why things happened.

YOUR TURN **Answers vary.** War, debt, taxes, protests. Proof: To recover money, Parliament placed new taxes on the colonies.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Although Great Britain gained land, it also gained significant debt. War was expensive. ... To recover money, Parliament placed new taxes on the colonies.”

The author uses logical order in this part mainly to help the reader understand

- A** which colonies paid the most taxes
- B** why Great Britain began taxing the colonies
- C** that the war lasted many years
- D** how soldiers were paid



TEXT STRUCTURE

The answer is B.

A **which colonies paid the most taxes**

Not in the text trap. The selection never compares colonies.

B **why Great Britain began taxing the colonies **Correct.****

The ideas link: the war caused debt, and the debt led Parliament to tax the colonies.

C **that the war lasted many years**

Near-miss pattern trap. This treats the part as time order instead of a chain of reasons.

D **how soldiers were paid**

Too narrow trap. Paying soldiers is one example of cost, not what the order explains.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

An author chooses a structure to help explain the topic.

This selection uses a chain of causes in time order to explain how anger over taxes became a revolution.

When I explain how the structure helps, I stay with this topic, not a big idea that fits any history text.

THIS WEEK'S FOCUS

Text Structure

from “From Tension to Revolution”

Structure helps the **author's purpose**. Here the author links events in **time order and cause and effect** to explain how colonists went from loyal subjects to a new nation. STAAR asks: **How does the structure help the author explain the topic?** This week's trap is **Too broad central idea**: an answer so general it could describe any history text.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a sentence that sums up a structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the end point.

Read the sentence near the end. Notice how it sums up the whole chain. Underline the start and the end.

“What began as anger over taxes grew into a larger struggle for freedom, self- government, and independence.”

I CAN | I can notice how an author connects the start and end of a structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a structure helps explain a topic.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the structure helps.

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

“Instead of ending the conflict, these actions brought the colonies closer together.”

A It shows step by step how taxes and protests grew into a fight for independence • **B** It shows that history is full of change • **C** It shows what tea tasted like in the colonies

I CAN | I can choose an answer about this topic, not a general idea about history.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an event in the chain changes the direction.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show a turning point.

STAAR asks: **Which event shows the conflict taking a new direction?** Show what changed.

“Instead of ending the conflict, these actions brought the colonies closer together.”

I CAN | I can explain how a turning point fits into the structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author chose a structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the author's choice.

STAAR asks: **Why did the author choose to organize the selection as a chain of causes?** Explain.

“Their choices changed history and helped create the United States of America.”

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



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The structure helps the author explain that people change over time.** Explain why it is a trap and name the trap.

“The idea of independence slowly became stronger.”

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



TEXT STRUCTURE

Explain the structure on your own.

Go back to the selection. Name the structure. Explain how it helps the author explain the topic. Use two events as evidence.

Go back to the reading.
Name the structure.
Explain how it helps the author, using two events.

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Start: anger over taxes.** End: a struggle for freedom and independence. The sentence shows how far the chain went.

CHOOSE **A.** It shows step by step how taxes and protests grew into a fight for independence. The chain of events lets readers follow the change from anger to revolution. B is a Too broad central idea trap. C is a Word match trap.

SHOW **Great Britain hoped the Intolerable Acts would end the protests.** Instead, the colonies united. The chain turns from separate protests to colonies working together.

OWN **The author wants readers to understand why the colonies broke away.** A chain of causes shows each reason building, so the final result makes sense.

DEFEND **Too broad.** People do change over time, but the selection explains how specific events, like taxes and the Intolerable Acts, led colonists to independence.

YOUR TURN **Answers vary.** A chain of causes in time order. It shows how the Stamp Act and the Intolerable Acts built anger until colonists fought for independence.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Instead of ending the conflict, these actions brought the colonies closer together. ... The idea of independence slowly became stronger.”

How does the structure of the selection help the author explain the topic?

A It connects each British action to the colonists' reaction, showing how the push for independence grew

B It shows that every country has conflicts

C It explains how the Stamp Act was printed

D It describes only the Boston Tea Party

TEXT STRUCTURE

The answer is A.

- A** It connects each British action to the colonists' reaction, showing how the push for independence grew **Correct.**

The chain of actions and reactions lets readers follow how independence became the goal.

- B** It shows that every country has conflicts
Too broad central idea trap. It could describe any history text.

- C** It explains how the Stamp Act was printed
Word match trap. The Stamp Act appears, but printing is not explained.

- D** It describes only the Boston Tea Party
Too narrow trap. The Tea Party is one link in the chain.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

History texts often begin with when and why something started, then move forward in time.

This selection starts with Spain's goals before 1600, then explains missions and presidios, then the lasting effects.

A trap answer may name a real structure, like comparison, that does not fit the whole selection.

THIS WEEK'S FOCUS

Text Structure

from “Spanish Rule in Early Texas”

History texts often follow **chronological order**, moving from what happened first to what came after. This selection starts **Before 1600**, explains how Spain built missions and presidios, and ends with the **lasting effects** on Texas. STAAR asks: **How does the author organize the information about the events?** This week's trap is **Wrong pattern named**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how a history text begins in time.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the starting time.

Read the first sentence. Circle the time words. What does the author explain first?

“Before 1600, Spain began to explore and claim land in what is now Texas.”

I CAN | I can notice the time words that start a chronological structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a history text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 events?**

“Spanish rule had lasting effects on Texas.”

A By comparing Spain and France • **B** By giving steps for building a fort • **C** From Spain's early goals, to the missions and presidios, to the lasting effects

I CAN | I can choose the structure that fits the whole history text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an author connects two parts of a history.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the connection.

STAAR asks: **How did missions and presidios work together?** Show how the author connects them.

“Missions and presidios were often built close together so they could support each other.”

I CAN | I can explain how two parts of a history text connect.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why an author ends a history text a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 with the lasting effects on Texas?** Explain how the order helps the reader.

“Many place names and traditions in Texas today reflect this influence.”

I CAN | I can analyze how the order of a history text supports the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The author organizes the selection by comparing missions and presidios.** Explain why it is a trap and name the trap.

"Presidios were forts built by Spanish soldiers."

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



TEXT STRUCTURE

Map the history on your own.

Go back to the selection. Write what comes first, in the middle, and at the end. Copy one time word or phrase.

Go back to the reading.
Write what comes first, in the middle, and at the end.
Copy one time word or phrase.

I CAN | I can explain how a history text is organized with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Before 1600 is the starting time.** The author begins with Spain exploring and claiming land, the first event in the history.

CHOOSE C. From Spain's early goals, to the missions and presidios, to the lasting effects. The selection follows the history forward from before 1600 to effects still seen today. A is a Wrong pattern named trap. B is a Wrong structure type trap.

SHOW The author explains missions first, then presidios, then shows they were built close together so soldiers could protect the missions.

OWN **Ending with lasting effects connects the past to today.** The order shows how events long ago still shape Texas, which is why the history matters.

DEFEND **Wrong pattern named.** Missions and presidios are both described, but the author does not compare them. The selection moves forward through history from Spain's goals to lasting effects.

YOUR TURN **Answers vary.** First: Spain explores before 1600. Middle: missions and presidios. End: lasting effects on Texas. Time phrase: Before 1600.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Before 1600, Spain began to explore and claim land in what is now Texas. ... Spanish rule had lasting effects on Texas.”

How does the author mainly organize the information about the events?

A By comparing Spain with another country

B By listing the jobs of soldiers

C By explaining how to start a mission

D By moving from Spain's early goals, to how it settled Texas, to the lasting effects



TEXT STRUCTURE

The answer is D.

A By comparing Spain with another country
Wrong pattern named trap. No other country is compared.

B By listing the jobs of soldiers
Too narrow trap. Soldiers are one part of the presidio section.

C By explaining how to start a mission
Wrong structure type trap. The selection is not a how-to text.

D By moving from Spain's early goals, to how it settled Texas, to the lasting effects **Correct.**
The selection follows the history in order and ends with its effects on Texas today.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Signal words help readers follow the order of events.

Words like before, over time, and for many years afterward show sequence.

Some words, like because and however, signal other relationships, so I check what each one does.

THIS WEEK'S FOCUS

Text Structure

from “Spanish Rule in Early Texas”

Signal words show the order of events. This selection uses words like **Before 1600**, **Over time**, **later**, and **for many years afterward**. STAAR asks: **Which words signal the order of events in the selection?** This week's trap is **Near-miss pattern**: a signal word that shows cause or contrast, not time.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a signal word for sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the time signal.

Read the sentence. Circle the words that signal time passing.

“Over time, Spanish settlement affected how people lived, worked, worshiped, and traded.”

I CAN | I can notice phrases that show events changing over time.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose a signal word that shows sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the sequence signal.

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

“Before 1600, Spain began to explore and claim land in what is now Texas.”

A However • **B** Before 1600 • **C** Because of

I CAN | I can choose a sequence signal and skip signals for cause or contrast.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a phrase signals that events happened in steps.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the sequence.

STAAR asks: **What does the author mean by did not happen all at once?** Show how it signals sequence.

“These changes did not happen all at once.”

I CAN | I can explain how a phrase shows the order and pace of events.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

"I can explain how sequence signals help the author's purpose."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Own why signals matter.

STAAR asks: **How do the time signals help the reader understand Spanish rule?** Explain.

"They were part of a larger plan to claim land, spread ideas, and create communities that would connect Texas to Spain for many years afterward."

I CAN | I can analyze how time signals help readers understand change.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **Because of signals the order of events.** Explain why it is a trap and name the trap.

“Because of missions and presidios, Spain was able to maintain control of Texas.”



I can prove why a cause signal is a near-miss for a sequence question.



TEXT STRUCTURE

Sort the signals on your own.

Go back to the selection. Find two time signals and one signal that shows cause or contrast. Explain the job of each.

Go back to the reading.
Find two time signals and one cause or contrast signal.
Explain the job of each.

I CAN | I can sort signal words by the job they do.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Over time.** It shows the changes happened slowly, across many years, not all at once.

CHOOSE **B.** Before 1600. It tells when Spain began to explore and claim land. A is a Near-miss pattern trap. C is a Near-miss pattern trap.

SHOW It means the changes came in steps over many years. The next sentence, Over time, continues the sequence.

OWN Signals like **Before 1600, Over time, and for many years afterward show that Spanish rule began long ago and kept shaping Texas.** They help readers see the long reach of the plan.

DEFEND **Near-miss pattern.** Because of signals a cause and its effect: missions and presidios caused Spain to keep control. It does not tell when anything happened.

YOUR TURN **Answers vary.** Time: Before 1600; Over time. Cause: Because of missions and presidios. Contrast: However, Spanish rule also led to conflict.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“These changes did not happen all at once. Over time, Spanish settlement affected how people lived, worked, worshiped, and traded.”

Which phrase from the excerpt signals the order of events?

A Spanish settlement

B Over time

C lived, worked, worshiped, and traded

D affected how people



TEXT STRUCTURE

The answer is B.

A Spanish settlement

Word match trap. It names the topic, not the order.

B Over time Correct.

Over time shows that the changes happened gradually across many years.

C lived, worked, worshiped, and traded

Near-miss pattern trap. It is a list of actions, not a time signal.

D affected how people

Near-miss pattern trap. Affected shows an effect, not when.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Two selections about history can be organized in different ways.

Spanish Rule in Early Texas moves from goals, to missions and presidios, to effects. **A Harvest to Remember** tells the Pilgrims' story in time order.

A full comparison tells how they are alike and how they are different, not only one side.

THIS WEEK'S FOCUS

Text Structure

from “**Spanish Rule in Early Texas** and **A Harvest to Remember**”

When comparing **two texts**, look at how each is built. **Spanish Rule in Early Texas** moves from Spain's goals to missions and presidios to lasting effects. **A Harvest to Remember** moves in **time order** from a hard winter to help, a harvest, and a celebration. Both end by connecting the past to today. STAAR asks: **How are the two selections organized alike and different?** This week's trap is **Only half the structure**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice how each text begins."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Notice how one text begins.

Read the first sentence of A Harvest to Remember. Notice the time words. How does this text start?

"In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts."

I CAN | I can notice the opening of a text so I can compare it to another.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the comparison.

STAAR asks: How are the two selections organized alike and different?

“Things began to improve when Native Americans from the Wampanoag tribe helped them.”

A Both selections are about the Pilgrims • **B** Spanish Rule is organized as a story with characters • **C** Both move through history in order, but A Harvest to Remember tells one story of survival while Spanish Rule explains a plan in parts

I CAN | I can choose an answer that gives both a likeness and a difference.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a difference between two text structures."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show a difference.

STAAR asks: **How is the structure of Spanish Rule different from A Harvest to Remember?** Show with evidence.

"Missions were settlements led by Spanish priests called missionaries."

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



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how two texts are organized alike.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own a likeness.

STAAR asks: **How do both authors end their selections, and why?** Explain the likeness.

“The effects of Spanish rule can still be seen in Texas today.”

I CAN | I can analyze why two authors use a similar ending.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **Both selections are organized in time order.** Explain why this is only half an answer and name the trap.

"Presidios were forts built by Spanish soldiers."

I CAN | I can prove why a comparison answer is only half complete.



TEXT STRUCTURE

Compare the structures on your own.

Go back to both selections. Write one way they are organized alike and one way they are different. Use evidence from each.

Go back to both readings.
Write one way they are organized **alike and one way they are
different.**
Use evidence from each.

I CAN | I can compare the structures of two texts using evidence from both.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE It begins with a date, 1621, and an event, a celebration. Spanish Rule also begins with a time, Before 1600. Both start in time.

CHOOSE C. Both move through history in order, but A Harvest to Remember tells one story of survival while Spanish Rule explains a plan in parts. This choice gives a way they are alike and a way they are different. A is Only half the structure. B is a Wrong pattern trap.

SHOW Spanish Rule explains parts of a plan, like missions and then presidios. A Harvest to Remember follows a problem and its solution: hunger, then help from the Wampanoag, then a harvest.

OWN Both authors end by connecting the past to today: Spanish names and traditions in Texas, and Thanksgiving traditions today. This shows readers why the history still matters.

DEFEND Only half the structure. Both do move forward in time, but the question also asks how they are different. Spanish Rule stops to explain parts of a plan, like missions and presidios, while A Harvest to Remember tells one story of survival.

YOUR TURN Answers vary. Alike: both start with a time and end by linking the past to today. Different: Spanish Rule explains parts of a plan; A Harvest to Remember tells a problem, help, and a harvest in order.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Spanish rule had lasting effects on Texas. ... With this help, the Pilgrims were able to grow enough food for a productive harvest.”

How are the two selections organized alike and different?

A Both selections explain how to build a mission

B Both selections are organized in time order

C Both follow history in order, but one explains parts of a plan and the other tells a story of survival

D One selection is a poem and the other is a play

TEXT STRUCTURE

The answer is C.

A Both selections explain how to build a mission
Wrong structure type trap. Neither is a how-to text.

B Both selections are organized in time order
Only half the structure trap. It gives a likeness but no difference.

C Both follow history in order, but one explains parts of a plan and the other tells a story of survival **Correct.**
This answer gives a likeness and a difference that fit both selections.

D One selection is a poem and the other is a play
Wrong pattern trap. Both selections are informational.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A heading or title tells the reader what a selection or section will focus on.

The title **A Harvest to Remember** tells me the selection is about a harvest and why it is still remembered.

A heading is a text feature, so a trap may name a structure, like a list or a comparison, instead of a feature's job.

THIS WEEK'S FOCUS

Text Structure

from “**A Harvest to Remember**”

Headings and titles are text features that help readers predict and organize what they read. The title **A Harvest to Remember** points to two ideas: the **harvest** the Pilgrims worked for and why it is **remembered** today. STAAR asks: **How does the heading help the reader understand the selection?** This week's trap is **Wrong structure type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how a heading connects to the text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the heading's key word.

Read the sentence. Find the word from the title. What does it tell you about the selection?

“With this help, the Pilgrims were able to grow enough food for a productive harvest.”

I CAN | I can notice where the words of a heading appear in the selection.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a heading helps a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the heading's job.

STAAR asks: How does the heading help the reader understand the selection?

“In the end, the 1621 celebration in Plymouth was more than a meal.”

A It tells readers the selection is about a harvest and why people still remember it • **B** It lists every food at the celebration • **C** It compares Pilgrims and Wampanoag foods

I CAN | I can choose the job of a heading and skip answers that name a different structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show what the photo adds.

How do the **photo and its caption** support the heading A Harvest to Remember? Use the sentence and the photo.

"The 1621 harvest celebration reminds people that help from others can make a difference."



Caption: Families gather corn and pumpkins in the fall, much like the harvest at Plymouth in 1621.

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

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how headings organize a selection.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own a better heading.

STAAR asks: **How would a heading help readers find the part about the hard first winter?** Write a heading and explain its job.

“The year before had been very difficult.”

I CAN | I can analyze how headings help readers follow an author's structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The heading shows the selection is a list of steps for planting corn.** Explain why it is a trap and name the trap.

“He showed them how to plant corn so it would grow better.”

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



TEXT STRUCTURE

Use the heading on your own.

Go back to the selection. Explain how the title helps the reader. Then write a heading for one part and copy a sentence from that part.

Go back to the reading.
Explain how the **title helps the reader.**
Write a heading for one part and copy a sentence from it.

I CAN | I can explain how headings help readers, using the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The word **harvest** from the title appears here. The heading told me to watch for the harvest, and this sentence shows how the Pilgrims got it.

CHOOSE **A.** It tells readers the selection is about a harvest and why people still remember it. The title names the harvest and hints that it matters today. B is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW The photo shows people working together to **gather a harvest**. The caption links it to Plymouth in 1621, which supports the heading and the idea that help from others made a difference.

OWN A heading like **A Hard First Year** would tell readers **this part explains the problem before the help and the harvest**. Headings show the parts of the structure.

DEFEND **Wrong structure type.** Planting corn is one detail. The heading points to the harvest and why it is remembered, and the selection is an informational history, not a how-to.

YOUR TURN **Answers vary.** The title tells readers the text is about a harvest and why it matters. Heading: Help from the Wampanoag. Sentence: Things began to improve when Native Americans from the Wampanoag tribe helped them.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“In the end, the 1621 celebration in Plymouth was more than a meal. It was a moment of thanks after a time of hunger, sickness, hard work, and learning.”

How does the title *A Harvest to Remember* help the reader understand the selection?

A It lists the steps for catching fish

B It compares Plymouth and England

C It tells only what people ate

D It shows the selection explains the harvest and why it still matters



TEXT STRUCTURE

The answer is D.

A It lists the steps for catching fish
Wrong structure type trap. The selection is not a how-to text.

B It compares Plymouth and England
Wrong structure type trap. The title does not set up a comparison.

C It tells only what people ate
Too narrow trap. Food is one detail, not what the title promises.

D It shows the selection explains the harvest and why it still matters **Correct.**
The title names the harvest and the idea of remembering, which the ending explains.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Poets organize poems in lines, rhyming pairs, and stanzas.

This poem opens by asking a question, then goes through the rights in number order, from the First to the Tenth.

A poem is not organized like a news article or a recipe, so I check that the structure fits a poem.

THIS WEEK'S FOCUS

Text Structure

from “Our Rights, Our Voices”

Poems are built from **lines** and **stanzas**. In **Our Rights, Our Voices**, the poet uses **rhyming pairs** and moves through the Bill of Rights **in number order**, from the First to the Tenth, then ends with why the rights matter. STAAR asks: **How does the poet organize the poem?** This week's trap is **Wrong structure type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice how a poem begins."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Notice the opening question.

Read the opening lines. Notice how the poet starts. Underline the question.

"Long ago, when a nation was new, Leaders asked, 'What should we do?'"

I CAN | I can notice how the opening lines set up a poem's structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 First says you can speak your mind, Practice religion of any kind,”

A By telling a story with a problem and a villain • **B** By naming the rights in number order, in rhyming pairs of lines • **C** By listing steps to vote

I CAN | I can choose a poem's structure and skip structures from other kinds of texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show the pattern a poet repeats."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show the pattern.

STAAR asks: **How do the lines about each amendment follow a pattern?** Show the pattern with these lines.

"The Fifth says courts must treat you fair, And follow laws with proper care."

I CAN | I can explain how a repeated pattern organizes a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a poem's order helps the reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

STAAR asks: **Why does the poet name the rights in number order?** Explain how the order helps the reader.

“The Ninth reminds us rights still exist, Even ones not on the list.”

I CAN | I can analyze how a poem's structure supports the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The poet organizes the poem like a news report about a court case.** Explain why it is a trap and name the trap.

"The Sixth gives you a trial that's fair, With a jury there to listen and care,"

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



TEXT STRUCTURE

Describe the poem's structure on your own.

Go back to the poem. Describe how it is organized. Copy two lines that show the pattern.

Go back to the poem.
Describe how the poet organizes it.
Copy two lines that show the pattern.

I CAN | I can describe a poem's structure with lines from the poem.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The poem opens with leaders asking a **question**. The rest of the poem answers it by naming the rights they wrote down.

CHOOSE B. By naming the rights in number order, in rhyming pairs of lines. The poem moves from the First to the Tenth, two rhyming lines at a time. A is a Wrong structure type trap. C is a Wrong structure type trap.

SHOW Each amendment starts with its number and says, followed by what it protects. The two lines rhyme: fair and care.

OWN Number order matches the real Bill of Rights, so readers can learn and remember each amendment in sequence. The rhyme makes the order easier to recall.

DEFEND Wrong structure type. The poem mentions a trial and a jury, but it is a poem in rhyming lines that names each right in order. It does not report a news event.

YOUR TURN Answers vary. The poem names the rights in number order in rhyming pairs. Lines: The Third says soldiers cannot stay, Inside your home without your say.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The First says you can speak your mind, Practice religion of any kind, ... The Second says you have a right To keep and bear arms, day or night,”

How does the poet mainly organize the poem?

- A** By telling the story of one family
- B** By giving steps for writing a law
- C** By describing the rights one at a time in number order, using rhyming lines
- D** By describing only freedom of speech



TEXT STRUCTURE

The answer is C.

- A By telling the story of one family**
Wrong structure type trap. The poem has no characters or plot.
- B By giving steps for writing a law**
Wrong structure type trap. The poem is not a how-to text.
- C By describing the rights one at a time in number order, using rhyming lines **Correct.****
The poem moves from the First to the Tenth, two rhyming lines at a time.
- D By describing only freedom of speech**
Too narrow trap. Speech is only the First right.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A poem can have parts: an opening, a middle, and a closing.

In this poem, the opening tells why leaders wrote rights, the middle names each right, and the closing tells why the rights still matter.

When the test asks how the parts help the message, I describe the right part, not a different one.

THIS WEEK'S FOCUS

Text Structure

from “Our Rights, Our Voices”

A poem's **parts** work together to share the **message**. In this longer version of **Our Rights, Our Voices**, the opening explains **why leaders wrote rights**, the middle names **each amendment**, and the closing explains **why the rights still matter**. STAAR asks: **How do the parts of the poem help the poet share the message?** This week's trap is **Describes another part**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice what the opening of a poem does.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the reason in the opening.

Read the lines from the opening. Notice why the leaders wanted rules. Underline the reason.

“They wanted rules that all could know, To help the young country safely grow.”

I CAN | I can notice how the opening part sets up a poem's message.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how the parts of a poem work together.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the parts work.

STAAR asks: **How do the parts of the poem help the poet share the message?**

“Each amendment has an important role. Together they help protect the whole.”

A The opening explains why, the middle names the rights, and the closing shows they still matter • **B** The poem only lists the ten rights • **C** The poem tells the story of one student

I CAN | I can choose an answer that covers every part of the poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show what the closing part of a poem adds.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the closing part.

STAAR asks: **What do the closing lines add to the poem?** Show how they connect to the message.

“When people learn these rights at school, They better understand each rule.”

I CAN | I can explain how the closing part connects the poem to the reader.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a poem's parts build a message.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the message.

STAAR asks: **How does the order of the parts help the poet share the message?** Explain.

“Though many years have passed us by, Its freedoms still reach you and I.”

I CAN | I can analyze how the order of a poem's parts supports the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The parts of the poem help the message by explaining that soldiers cannot stay in your home.** Explain why it is a trap and name the trap.

“The Third says soldiers cannot stay, Inside your home without your say.”

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



TEXT STRUCTURE

Explain the parts on your own.

Go back to the poem. Write the job of the opening, the middle, and the closing. Then state the message.

Go back to the poem.
Write the job of the opening, the middle, and the closing.
Then state the message.

I CAN | I can explain how a poem's parts share a message, using lines from the poem.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The opening gives the reason for the rights: rules everyone could know so the young country could grow safely.

CHOOSE A. The opening explains why, the middle names the rights, and the closing shows they still matter. Each part does a job that builds the message that rights protect everyone. B is Describes another part. C is a Wrong structure type trap.

SHOW The closing moves from history to today. It tells readers that learning the rights helps them understand each rule now.

OWN The poem moves from long ago, to each right, to today. That order shows the message that rights written long ago still protect people now.

DEFEND Describes another part. The Third Amendment is one detail in the middle. The question asks how all the parts work together to share the message that the rights protect everyone.

YOUR TURN Answers vary. Opening: why leaders wrote rights. Middle: each amendment. Closing: why rights still matter. Message: rights written long ago still protect everyone.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Each amendment has an important role. Together they help protect the whole. ... Though many years have passed us by, Its freedoms still reach you and I.”

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

- A** They describe only the right to a trial
- B** They tell how a jury makes a decision
- C** They compare two different countries
- D** They move from why the rights were written, to each right, to why the rights still matter today



TEXT STRUCTURE

The answer is D.

A They describe only the right to a trial
Describes another part trap. The trial is one right in the middle.

B They tell how a jury makes a decision
Word match trap. Jury appears, but the poem does not explain this.

C They compare two different countries
Wrong structure type trap. The poem does not compare countries.

D They move from why the rights were written, to each right, to why the rights still matter today **Correct.**
The parts build in order to show that old rights still protect people now.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A drama is organized into scenes, lines of dialogue, and stage directions.

Each scene in this play has a heading that tells what is happening, and the scenes move through one day.

A play is not organized like an article or a poem, so I check that the structure fits a drama.

THIS WEEK'S FOCUS

Text Structure

from “A Voice of Their Own”

A **drama** is built from **scenes**, **dialogue**, and **stage directions**. In **A Voice of Their Own**, five scenes move through one day at a colonial shop, and a **narrator** connects each scene to what was happening in the colonies. STAAR asks: **How do the scenes help the reader follow the events?** This week's trap is **Wrong structure type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how a scene heading helps a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the scene heading.

Read the scene heading and the line after it. What does the heading tell the reader?

“Scene 3: Later That Day”

I CAN | I can notice how scene headings show time and place in a drama.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how scenes help a reader follow a play.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the scenes help.

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

“Scene 5: A New Understanding”

A They list the laws Parliament passed • **B** They rhyme in pairs of lines • **C** They move through one day, each showing a new step in Thomas's thinking

I CAN | I can choose how scenes organize a drama and skip structures from other kinds of texts.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a narrator connects parts of a play.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the narrator's job.

STAAR asks: **How does the narrator help connect the scenes?** Show with this line.

“NARRATOR: News traveled slowly from one colony to another.”

I CAN | I can explain how a narrator links scenes to bigger events.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain why a playwright organizes scenes a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the scenes.

STAAR asks: **Why does the playwright tell the story in short scenes across one day?** Explain.

“MR. HARRIS: Change usually takes time.”

I CAN | I can analyze how a play's structure supports the playwright's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The play is organized as a list of facts about Virginia's government.** Explain why it is a trap and name the trap.

“MR. HARRIS: I've been hearing about Virginia.”

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



TEXT STRUCTURE

Follow the scenes on your own.

Go back to the play. Write what happens in the first and last scene. Explain how the scenes help the reader follow the events.

Go back to the play.
Write what happens in the first and last scene.
Explain how the scenes help the reader.

I CAN | I can explain how scenes organize a drama, using the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **Later That Day tells me time has passed since the earlier scenes.** Scene headings help the reader follow when things happen.

CHOOSE C. They move through one day, each showing a new step in Thomas's thinking. The scenes go from morning to evening as Thomas moves from questions to understanding. A is a Wrong structure type trap. B is a Wrong structure type trap.

SHOW **The narrator steps outside the shop to explain what was happening across the colonies.** This connects Thomas's small conversation to a bigger change.

OWN **Short scenes across one day show Thomas's ideas growing step by step.** Like the colonies, he changes over time, which supports Mr. Harris's line that change takes time.

DEFEND **Wrong structure type.** Virginia comes up in a conversation, but the play is organized in scenes with dialogue and stage directions, not as a list of facts.

YOUR TURN **Answers vary.** Scene 1: Thomas asks why they follow faraway laws. Scene 5: he understands people want to be heard. The scenes show his thinking grow through the day.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Scene 3: Later That Day ... Scene 5: A New Understanding”

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

- A** They give the steps for electing a representative
- B** They are stanzas that rhyme
- C** They show time passing in one day as Thomas comes to a new understanding
- D** They describe only the customers who visit the shop



TEXT STRUCTURE

The answer is C.

- A They give the steps for electing a representative**
Wrong structure type trap. The play is not a how-to text.
- B They are stanzas that rhyme**
Wrong structure type trap. A drama uses scenes and dialogue, not rhyming stanzas.
- C They show time passing in one day as Thomas comes to a new understanding **Correct.****
The scene headings move through the day and end with A New Understanding.
- D They describe only the customers who visit the shop**
Too narrow trap. The customers appear in one scene.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Stage directions are the words in parentheses that tell actors what to do and how to feel.

They also show the setting and how time passes between scenes.

A full answer explains several jobs stage directions do, not just one detail.

THIS WEEK'S FOCUS

Text Structure

from “A Voice of Their Own”

Stage directions are written in parentheses. They show the **setting**, the **actions**, and the **feelings** of characters, and they help show **time passing**.

STAAR asks: **Why does the playwright include stage directions?** This week's trap is **Too narrow, one detail**: an answer about only one stage direction instead of their overall purpose.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice what a stage direction shows.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the setting.

Read the stage direction at the start of Scene 1. Notice what it tells you about the setting.

“(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk along the street carrying baskets, barrels, and tools. A horse pulls a wagon past the shop.)”

I CAN | I can notice how stage directions set the scene in a drama.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the purpose.

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

“(Thomas gathers the supplies while listening to the conversation.)”

A To show the setting, the actions, and the feelings of the characters • **B** To show that a horse pulls a wagon • **C** To list the laws of the colonies

I CAN | I can choose the overall purpose of stage directions, not one detail.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a stage direction reveals a feeling.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show a feeling.

STAAR asks: **What does the stage direction show about how Mr. Harris speaks?** Show how it helps the reader.

“MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.”

I CAN | I can explain how a stage direction shows how a line is spoken.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how stage directions help structure a play.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of time clues.

STAAR asks: **How do the stage directions help show time passing in the play?** Explain.

“(Thomas looks out the window at neighbors walking home. Several stop to speak with one another before continuing down the road.)”

I CAN | I can analyze how stage directions support the playwright's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 a neighbor carries a sack of flour.** Explain why it is a trap and name the trap.

“(A neighbor walks into the shop carrying a small sack of flour.)”

I CAN

I can prove why an answer is too narrow.



TEXT STRUCTURE

Explain stage directions on your own.

Go back to the play. Copy two stage directions. Explain the job each one does. Then state the overall purpose.

Go back to the play.
Copy two stage directions and the job each one does.
Then state the overall purpose.

I CAN | I can explain the purpose of stage directions using the play.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE It shows the setting: a busy colonial street outside a small shop. It also shows what Thomas and Mr. Harris are doing as the play begins.

CHOOSE A. To show the setting, the actions, and the feelings of the characters. Stage directions in the play do all three jobs. B is a Too narrow, one detail trap. C is a Wrong structure type trap.

SHOW Firmly shows Mr. Harris is sure and serious now. Earlier he sighed. The stage direction shows how strong his belief has become.

OWN The play starts with a busy street and ends with neighbors walking home. These stage directions show the day ending, and the neighbors talking hint that ideas about self-government are spreading.

DEFEND Too narrow, one detail. The flour is a true detail from one stage direction. The question asks why the playwright includes stage directions overall: to show setting, actions, feelings, and time passing.

YOUR TURN Answers vary. (firmly): shows feeling. (The neighbor leaves.): shows action. Overall: stage directions show setting, actions, feelings, and time passing.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“(A neighbor walks into the shop carrying a small sack of flour.) ... NEIGHBOR: (smiles) No. That almost never happens.”

Why does the playwright include stage directions like these?

- A** To show the characters' actions and feelings so readers can picture the scene
- B** To show that the neighbor buys flour
- C** To list the people who live in Virginia
- D** To explain how laws were made



TEXT STRUCTURE

The answer is A.

A To show the characters' actions and feelings so readers can picture the scene **Correct.**
One direction shows an action, and the other shows a feeling. Together they help readers picture the play.

B To show that the neighbor buys flour
Too narrow, one detail trap. Flour is one detail.

C To list the people who live in Virginia
Word match trap. Virginia is mentioned, but stage directions do not list people.

D To explain how laws were made
Describes another part trap. The dialogue discusses laws, not the stage directions.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Sequence means events or ideas are told in the order they happened.

This selection moves from the Declaration being approved, to what it said, to people questioning it, to questions that continued.

When the test asks about certain paragraphs, I describe those paragraphs, not another part.

THIS WEEK'S FOCUS

Text Structure

from “Words That Changed a Nation”

Sequence in a history text tells what happened first, next, and later. In **Words That Changed a Nation**, paragraph 1 tells when the Declaration was approved, and **paragraphs 2 through 4** move from what it promised, to Abigail Adams questioning who was included, to questions that continued. STAAR asks: **How does the author organize paragraphs 2 through 4?** This week's trap is **Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the event that starts a sequence.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the date.

Read the sentence from paragraph 1. Circle the date. What event does it mark?

“After many discussions, they approved the Declaration of Independence on July 4, 1776.”

I CAN | I can notice the date and event that begin a history sequence.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a group of paragraphs.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure of paragraphs 2 through 4.

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

“This document did more than announce freedom from Great Britain.”

A How the leaders traveled to the meeting • **B** What the Declaration promised, then who questioned it, then how the questions continued • **C** A comparison of Great Britain and France

I CAN | I can choose a structure that fits the exact paragraphs the question names.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how one paragraph builds on the one before it.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the next step.

STAAR asks: **How does paragraph 3 build on paragraph 2?** Show the connection.

“Not everyone in the colonies believed these ideas were being fully applied.”

I CAN | I can explain how a paragraph moves a sequence forward.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how a sequence supports an author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the sequence.

STAAR asks: **Why does the author end with questions that did not disappear?** Explain how the order helps the author's purpose.

“Even as the ink dried on the document, those questions did not disappear.”

I CAN | I can analyze why an author ends a sequence a certain way.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **Paragraphs 2 through 4 tell why the leaders were frustrated with British rule.** Explain why it is a trap and name the trap.

“They had grown frustrated with British rule and believed it was time to form their own nation.”

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



TEXT STRUCTURE

Trace the sequence on your own.

Go back to the selection. Write the job of paragraphs 2, 3, and 4 in order. Copy one sentence that links two paragraphs.

Go back to the reading.
Write the job of paragraphs 2, 3, and 4 in order.
Copy one sentence that **links two paragraphs.**

I CAN | I can trace the sequence of paragraphs using sentences from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE July 4, 1776, marks the approval of the Declaration. The rest of the selection explains what came after this event.

CHOOSE B. What the Declaration promised, then who questioned it, then how the questions continued. Paragraph 2 explains the ideas, paragraph 3 shows Abigail Adams questioning them, and paragraph 4 shows the questions continuing. A is Describes another part. C is a Wrong pattern trap.

SHOW Paragraph 2 says all men are created equal. Paragraph 3 begins by saying not everyone believed the idea was fully applied, then gives Abigail Adams as an example.

OWN The order moves from promise to question to continuing questions. Ending this way shows the Declaration started a conversation about rights that kept going.

DEFEND Describes another part. The frustration with British rule is in paragraph 1. Paragraphs 2 through 4 explain what the Declaration promised and how people questioned it.

YOUR TURN Answers vary. 2: what the Declaration promised. 3: Abigail Adams questioned who was included. 4: the questions continued. Link: Not everyone in the colonies believed these ideas were being fully applied.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“This document did more than announce freedom from Great Britain. ... Not everyone in the colonies believed these ideas were being fully applied. ... Even as the ink dried on the document, those questions did not disappear.”

How does the author organize paragraphs 2 through 4?

- A** By explaining why the colonists were angry at Great Britain
- B** By listing the dates of every meeting
- C** By explaining the Declaration's ideas, then showing people questioning them, then showing the questions continued
- D** By describing only Abigail Adams's letter

TEXT STRUCTURE

The answer is C.

A By explaining why the colonists were angry at Great Britain
Describes another part trap. That is in paragraph 1.

B By listing the dates of every meeting
Wrong pattern trap. Only one date appears.

C By explaining the Declaration's ideas, then showing people questioning them, then showing the questions continued **Correct.**
Each paragraph builds on the one before in order.

D By describing only Abigail Adams's letter
Too narrow trap. The letter is in paragraph 3 only.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Logical order arranges ideas so each one explains or leads to the next.

This selection moves from the reasons for independence, to the ideas in the Declaration, to the people left out, to the questions that continued.

A full answer tells both what the author explains and how each step leads to the next.

THIS WEEK'S FOCUS

Text Structure

from “**Words That Changed a Nation**”

Logical order connects ideas in a chain of reasons. In this longer version of **Words That Changed a Nation**, the author explains **why** the colonies declared independence, **what** the Declaration said, **why** governments exist, and **who** was left out. STAAR asks: **The author uses logical order to help the reader understand...** This week's trap is **Only half the structure.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author starts a logical order with reasons.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the reasons first.

Read the sentence. Notice what the author explains before the Declaration. Underline the reason.

“Colonists objected to taxes placed on them without representation in Parliament.”

I CAN | I can notice the reasons that begin a logical chain.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

"I can choose what an author's logical order explains."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Choose what logical order explains.

STAAR asks: The author uses logical order to help the reader understand...

"As tensions increased, more leaders began to believe that declaring independence was the only solution."

A Why the colonies broke away and what ideas the new nation would be built on • **B** When John Adams was born • **C** Only the complaints against King George III

I CAN | I can choose an answer that covers both the reasons and the results in the chain.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the steps in a logical argument.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the chain of ideas.

STAAR asks: **How does the author explain why governments exist?** Show the steps in the logic.

“The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.”

I CAN | I can explain how each idea in a logical order leads to the next.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can explain how both halves of a structure help the author.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the full structure.

STAAR asks: **Why does the author explain the Declaration's ideas and then who was left out?** Explain how the order helps.

“Although the document spoke about equality and rights, many people continued to work toward making those ideas a reality for everyone.”

I CAN | I can analyze how a logical order supports the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The logical order helps the reader understand that the Declaration listed complaints against the king.** Explain why it is only half an answer and name the trap.

“The Declaration listed many complaints against King George III.”

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



TEXT STRUCTURE

Explain the logical order on your own.

Go back to the selection. Write three linked ideas in order. Explain what the logical order helps the reader understand.

Go back to the reading.
Write three linked ideas in order.
Explain what the logical order helps you understand.

I CAN | I can explain logical order using linked ideas from the text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author explains the reasons first: taxes without representation. This leads logically to the decision to declare independence.

CHOOSE A. Why the colonies broke away and what ideas the new nation would be built on. The author links the reasons for independence to the ideas in the Declaration. B is a Word match trap. C is Only half the structure.

SHOW Step 1: governments get power from the people. Step 2: governments must protect rights. Step 3: if they fail, the people can change or replace them.

OWN First the author explains the promise of equality. Then the author shows it did not apply to everyone. This order helps readers see that the work of equality continued after 1776.

DEFEND Only half the structure. The complaints are one link. The logical order also connects them to why the colonies broke away and to the ideas the new nation was built on.

YOUR TURN Answers vary. Taxes without representation; declaring independence was the only solution; governments get power from the people. It helps readers understand why the colonies broke away.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“As tensions increased, more leaders began to believe that declaring independence was the only solution. This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on.”

The author uses logical order in the selection mainly to help the reader understand

- A** what the weather was like in the summer of 1776
- B** why the colonies declared independence and what ideas the new nation was built on
- C** only the complaints against King George III
- D** how to write a letter to a leader



TEXT STRUCTURE

The answer is B.

A **what the weather was like in the summer of 1776**

Word match trap. Summer appears, but weather is never described.

B **why the colonies declared independence and what ideas the new nation was built on **Correct.****

The selection links the reasons for independence to the ideas in the Declaration.

C **only the complaints against King George III**

Only half the structure trap. The complaints are one link in the chain.

D **how to write a letter to a leader**

Wrong structure type trap. The selection is not a how-to text.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A central idea is the most important point the whole text makes about its topic.

When an author uses description, the details work together to explain one big idea.

The test asks for the central idea, so I avoid answers that are too broad to fit only this text.

THIS WEEK'S FOCUS

Text Structure

from “**Words That Changed a Nation**”

Description is a structure where details build a full picture of one topic. In Grade 5 we analyze how those details support a **central idea**. STAAR asks: **What is the central idea of the selection?** Traps this week: **Too broad central idea, Too narrow, and Word match.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice details that describe a topic.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the describing details.

Read the sentence. Notice what the author describes about the Declaration. Circle the details.

“It explained the ideas the new nation would be built on.”

I CAN | I can notice how describing details point toward a central idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 answer that fits this whole selection.

“Today, the Declaration of Independence remains one of the most important documents in American history.”

A History is full of important events • **B** Abigail Adams wrote a letter to her husband • **C** The Declaration announced a new nation and explained ideas about rights that still matter

I CAN | I can choose a central idea that is not too broad and not too narrow.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports a central idea."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show how details support it.

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

"It stated that governments receive 'their just powers from the consent of the governed.'"

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



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

"I can analyze how description helps the author's purpose."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Own the analysis.

Explain how the description of rights and government helps the author's purpose.

"These rights were considered natural, meaning they could not be taken away by a government."

I CAN | I can analyze how a describing structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student answered: **The central idea is that people should be free.** Explain why it is a trap and name the trap.

"One of its most important claims was that 'all men are created equal.'"

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



TEXT STRUCTURE

State the central idea on your own.

Go back to the selection. Write the central idea in one sentence. Copy two describing details that support it.

Go back to the reading.
Write the central idea in one sentence.
Copy two describing details that support it.

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



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author describes the Declaration as a document that explained the ideas of the new nation, not only an announcement.

CHOOSE C. The Declaration announced a new nation and explained ideas about rights that still matter. A is Too broad, it fits any history text. B is Too narrow, it tells one detail.

SHOW This detail describes one of the ideas the Declaration explained, that government gets its power from the people. It supports the idea that the document explained important ideas.

OWN The author describes rights in detail so readers understand why the Declaration changed how people thought about government. The description helps the author inform readers about its ideas.

DEFEND Too broad central idea. People should be free could describe many texts. This selection is about the Declaration of Independence and the ideas it explained.

YOUR TURN Answers vary. The Declaration announced a new nation and explained ideas about rights and government. Details: it stated people have unalienable rights; governments get power from the consent of the governed.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on.”

Which statement best describes the central idea of the selection?

- A** The Declaration announced a new nation and explained ideas about rights and government.
- B** Wars always lead to new countries.
- C** Abigail Adams asked leaders to remember women.
- D** Great Britain built a large empire.



TEXT STRUCTURE

The answer is A.

A The Declaration announced a new nation and explained ideas about rights and government. Correct.
The details about rights, government power, and later movements all support this idea.

B Wars always lead to new countries.
Too broad trap. It could fit many texts and does not name the Declaration.

C Abigail Adams asked leaders to remember women.
Too narrow trap. This is one detail, not the idea of the whole selection.

D Great Britain built a large empire.
Word match trap. Great Britain appears, but the selection is not about the empire.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors choose a structure on purpose, because it helps readers understand why events mattered.

This selection uses cause and effect and a sequence that leads from problems to a big decision.

The test asks how the organization helps the author, so I check the pattern, not one that is close but wrong.

THIS WEEK'S FOCUS

Text Structure

from “**Words That Changed a Nation**”

Authors organize events in a **logical order** so each event leads to the next. In Grade 5 we **analyze** how that structure helps the author show **why events mattered**. STAAR asks: **How does the organization help the author show why these events mattered?**
Traps this week: **Near-miss pattern, Describes another part, and Too broad.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a cause and its effect.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the cause.

Read the sentence. Notice the cause and the effect. Circle the signal words.

“Parliament passed several new taxes, including the Sugar Act and the Stamp Act.”

I CAN | I can notice how one event leads to the next in a history text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the structure helps.

STAAR asks: **How does the organization help the author show why these events mattered?**

“As more taxes were passed, protests became stronger.”

- A** It compares life in the colonies with life in Great Britain • **B** It shows how each problem led to the next until the colonies chose independence • **C** It tells mostly about Abigail Adams and her letter

I CAN | I can choose how a logical order of causes and effects helps the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how events connect in a chain.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the chain of events.

Show how one event led to another. Write the cause and the effect.

“Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.”

I CAN | I can explain how a cause and effect chain builds toward a big event.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze why an author or writer chose an order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the structure.

Explain how the order of the document itself helped the colonists explain their decision.

“This organization helped readers understand both the ideas behind independence and the reasons for declaring it.”

I CAN | I can analyze how the organization of a text contributes to its purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The author organizes the selection by order of importance.** Explain why it is a trap and name the trap.

“Approving the Declaration was only the beginning.”

I CAN | I can prove why a near-miss pattern does not fit the text.



TEXT STRUCTURE

Explain the structure on your own.

Go back to the selection. Name the structure. Explain how it helps readers understand why the Declaration mattered.

Go back to the reading.
Name the structure the author uses.
Explain how it shows why the events mattered.

I CAN | I can analyze how a structure shows why events mattered.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE Cause: Britain had a large war debt and wanted the colonies to help pay. Effect: Parliament passed new taxes like the Sugar Act and the Stamp Act.

CHOOSE B. It shows how each problem led to the next until independence. A is a Near-miss pattern, the text is not a comparison. C is Describes another part, the letter is one small section.

SHOW Cause: Britain passed the Intolerable Acts to punish Massachusetts. Effect: the colonies cooperated instead of giving up their resistance.

OWN The Declaration moved from reasons, to principles, to complaints, to the announcement. That logical order built a case, so readers could follow why separation was necessary.

DEFEND Near-miss pattern. The selection does not rank ideas from least to most important. It follows events and their effects in time order, from the taxes to the Declaration and after.

YOUR TURN Answers vary. Cause and effect in time order. Each problem, like the taxes and punishing laws, led to the next until independence, so readers see why the Declaration mattered.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.”

How does the organization of the selection help the author show why the Declaration mattered?

- A** It compares the colonies with Great Britain.
- B** It lists the rights in order of importance.
- C** It traces events that led to the Declaration and its effects.
- D** It describes only Abigail Adams's letter.



TEXT STRUCTURE

The answer is C.

- A It compares the colonies with Great Britain.**
Near-miss pattern trap. Two sides are named, but the text does not compare them.
- B It lists the rights in order of importance.**
Wrong pattern trap. The rights are not ranked by importance.
- C It traces events that led to the Declaration and its effects. Correct.**
The causes and effects build toward the Declaration and show its lasting effects.
- D It describes only Abigail Adams's letter.**
Describes another part trap. The letter is one small section.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors of history texts organize information so readers can follow a hard event.

This selection describes a disagreement, the compromise that answered it, and what people thought afterward.

The test asks how the author organizes the information, so I name the pattern that fits the whole text.

THIS WEEK'S FOCUS

Text Structure

from “A Difficult Compromise”

History authors often **describe** an event in a logical order: the issue, the decision, and the reactions. In Grade 5 we analyze how that order helps the reader. STAAR asks: **How does the author organize the information about the compromise?** Traps this week: **Wrong pattern named**, **One part, not the whole**, and **Word match**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the issue a history text describes.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the issue.

Read the sentence. Notice the issue the author describes first. Underline it.

“At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.”

I CAN | I can notice how an author introduces the central issue of a history text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a history text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: **How does the author organize the information about the compromise?**

“This became known as the Three-Fifths Compromise.”

A It lists the delegates from most important to least important • **B** It tells only about the compromise that was suggested • **C** It describes a disagreement, the compromise that settled it, and how people reacted

I CAN | I can choose the organization that fits the whole history text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show the sides in a history text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show both sides.

Show the two sides of the disagreement. Write what each side wanted.

“Northern states pushed back.”

I CAN | I can explain how an author describes two sides before a decision.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze why an author ends a text a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the structure.

Explain why the author ends with questions people still asked.

“Was it fair?”

I CAN | I can analyze how the ending of a text contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The author organizes the text by comparing the North and the South.** Explain why it is a trap and name the trap.

“The compromise helped the group move forward, but it didn't solve the deeper problem.”

I CAN | I can prove why a wrong pattern does not describe the whole text.



TEXT STRUCTURE

Explain the organization on your own.

Go back to the selection. Name the three parts of the organization. Copy one sentence from each part.

Go back to the reading.
Name the three parts of the organization.
Copy one sentence from each part.

I CAN | I can explain how a history text is organized with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The issue is how to count enslaved people when deciding representation in Congress. The author names it first so the rest of the text makes sense.

CHOOSE C. It describes a disagreement, the compromise that settled it, and how people reacted. A is a Wrong pattern named, nothing is ranked. B is One part, not the whole, it skips the reactions.

SHOW Southern states wanted enslaved people counted to gain more power. Northern states pushed back because people who were not free and could not vote should not be counted.

OWN The author ends with questions so readers see the compromise did not end the argument. The ending helps the purpose of making readers think about fairness.

DEFEND Wrong pattern named. The North and South are described, but only to explain the disagreement. The text moves from the disagreement, to the compromise, to the reactions.

YOUR TURN Answers vary. Disagreement: Northern states pushed back. Compromise: This became known as the Three-Fifths Compromise. Reactions: Even after the meeting ended, people continued to question the decision.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested.”

How does the author organize the information about the compromise?

- A** By describing a disagreement, the compromise, and the reactions to it
- B** By comparing life in the North and the South
- C** By listing events from 1787 to today
- D** By telling how the delegates traveled to Philadelphia



TEXT STRUCTURE

The answer is A.

A **By describing a disagreement, the compromise, and the reactions to it** **Correct.**
The text moves from the debate, to the Three-Fifths Compromise, to the questions that followed.

B **By comparing life in the North and the South**
Wrong pattern named trap. The regions disagree, but their lives are not compared.

C **By listing events from 1787 to today**
Near-miss pattern trap. Only one year is named, and the text is not a timeline.

D **By telling how the delegates traveled to Philadelphia**
Describes another part trap. Travel is not described at all, only the meeting.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Order of importance means an author saves or places the most important idea on purpose.

This author moves from the facts of the debate to the most important lesson at the end.

The test asks which pattern the author uses, so I watch for a pattern that is close but not exact.

THIS WEEK'S FOCUS

Text Structure

from “A Difficult Compromise”

Order of importance is a structure where an author arranges ideas so the most important one stands out, often at the end. In Grade 5 we analyze why. STAAR asks: **Which pattern does the author use in the selection?** Traps this week: **Near-miss pattern, Too narrow, and Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a point the author marks as important.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the important point.

Read the sentence near the end. Notice the words that tell you this idea matters most.

“For many Americans, this part of the Constitution is a reminder that important decisions should be examined not only by what they achieve, but also by whom they deeply harm.”

I CAN | I can notice signal words that show the most important idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the pattern an author uses.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the pattern.

STAAR asks: Which pattern does the author use to arrange the ideas in the selection?

“It also shows that a compromise can solve one problem while leaving another problem in place.”

A It explains the steps for writing a law • **B** It builds from the facts of the debate to the most important lesson • **C** It tells only how the three-fifths formula worked

I CAN | I can choose a pattern that fits exactly, not one that is only close.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a detail builds toward the main point.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the facts that build up.

Show one fact the author gives before the lesson. Explain how it builds toward it.

“Their numbers were used to increase political power, even though their own rights were denied.”

I CAN | I can explain how supporting facts build toward the most important idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze why an author orders ideas by importance.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

Explain why the author places the most important lesson at the end.

“The Constitution created a stronger government, but slavery remained.”

I CAN | I can analyze how order of importance contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student said: **The author uses only time order.** Explain why it is a trap and name the trap.

"Years later, the nation would continue to struggle over freedom, equality, representation, and the meaning of the words 'We the People.'"

I CAN | I can prove why a near-miss pattern is not the best answer.



TEXT STRUCTURE

Analyze the order on your own.

Go back to the selection. Copy the most important idea. Explain why the author placed it where it is.

Go back to the reading.
Copy the most important idea.
Explain why the author placed it there.

I CAN | I can analyze order of importance with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The words a reminder that important decisions should be examined show this is the big lesson. It tells readers to look at who is harmed, not only what is achieved.

CHOOSE B. The author builds from the facts of the debate to the most important lesson. A is a Near-miss pattern, the text is not mainly steps. C is Too narrow, it fits only one sentence.

SHOW This fact shows that enslaved people were harmed by the decision. It builds toward the lesson that decisions should be judged by whom they harm.

OWN The author ends with the lesson so readers remember it most. After learning the facts, readers understand why the compromise was both helpful and harmful.

DEFEND Near-miss pattern. Some events are in time order, but the author arranges the ideas so the most important lesson comes last. Time order alone misses that choice.

YOUR TURN Answers vary. A compromise can solve one problem while leaving another problem in place. The author puts it at the end so readers remember it after learning the facts.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Three-Fifths Compromise shows how leaders sometimes make agreements to keep a larger plan moving forward. It also shows that a compromise can solve one problem while leaving another problem in place.”

Which pattern does the author use to arrange the ideas in the selection?

- A** Steps in a process
- B** Comparison of the North and the South
- C** Facts that build to the most important lesson
- D** A description of Philadelphia



TEXT STRUCTURE

The answer is C.

A Steps in a process

Near-miss pattern trap. The text tells about a decision, not how to do something.

B Comparison of the North and the South

Wrong pattern trap. The sides disagree, but the text is not organized as a comparison.

C Facts that build to the most important lesson **Correct.**

The facts about the debate lead to the lesson at the end about what compromise leaves behind.

D A description of Philadelphia

Describes another part trap. Philadelphia is named once and is not described.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors sometimes save the most important reason for last so readers remember it.

This author tells what happened at the convention, then ends with why the compromise matters.

The test asks why the author presents the most important reason last, so I explain both halves: the events and the lesson.

THIS WEEK'S FOCUS

Text Structure

from “A Difficult Compromise”

In **order of importance**, an author can build up to the strongest point. In Grade 5 we analyze **why** the author made that choice. STAAR asks: **Why does the author present the most important reason last?** Traps this week: **Only half the structure**, **Near-miss pattern**, and **Too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the most important reason in a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the most important reason.

Read the sentence. Notice the words that tell you the author is giving the most important reason.

“The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it.”

I CAN

I can notice the signal words that introduce an author's most important reason.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose why an author orders ideas a certain way.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the purpose of the order.

STAAR asks: **Why** does the author present the most important reason last?

“It reminds readers that laws can have effects far beyond the moment in which they are written.”

A So readers learn the events first and then remember the lesson about fairness • **B** So readers know what happened at the convention in 1787 • **C** So readers can compare the Senate and the House

I CAN | I can choose the answer that explains the whole structure, not half of it.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an event prepares the reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the build up.

Show one event from the middle of the text. Explain how it prepares readers for the final reason.

“However, enslaved people gained no power from the decision.”

I CAN | I can explain how a middle section builds toward the author's strongest point.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how an ending supports the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the analysis.

Explain how ending with questions for citizens helps the author's purpose.

“When leaders compromise, whose interests are protected?”

I CAN | I can analyze how the structure of the ending contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The author ends this way to tell when the convention happened.** Explain why it is a trap and name the trap.

“Their decision influenced the government for decades.”

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



TEXT STRUCTURE

Explain the order on your own.

Go back to the selection. Copy the most important reason. Explain why the author saved it for the end.

Go back to the reading.
Copy the most important reason.
Explain why it comes last.

I CAN | I can analyze why an author saves the most important reason for last.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The words **is important because** signal the **main reason**. The compromise shows an agreement can keep a group together without being fair to everyone.

CHOOSE **A.** So readers learn the events first and then remember the lesson about fairness. B is Only half the structure, it skips the lesson. C is a Near-miss pattern, nothing is compared.

SHOW This event shows the unfairness of the **compromise**. It prepares readers for the final reason that an agreement can work without being fair.

OWN The questions turn the lesson toward the **reader**. The author's purpose is to inform and to make readers judge fairness, so ending with questions asks readers to think for themselves.

DEFEND **Only half the structure.** The date is part of the events half, and it comes at the beginning. The ending gives the most important reason, the lesson about fairness.

YOUR TURN **Answers vary.** An agreement can keep a group working together without being fair to everyone. The author saves it so readers judge the compromise after learning what happened.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.”

Why does the author present the most important reason last?

- A** To show that the convention happened in Philadelphia
- B** To help readers judge the compromise after they know what happened
- C** To compare the North and the South
- D** To show that every compromise is bad



TEXT STRUCTURE

The answer is B.

- A To show that the convention happened in Philadelphia**
Only half the structure trap. It gives a setting detail and skips the lesson.
- B To help readers judge the compromise after they know what happened **Correct.****
The events come first, so the final reason about fairness is proven and remembered.
- C To compare the North and the South**
Near-miss pattern trap. Sides are named, but the ending is not a comparison.
- D To show that every compromise is bad**
Too broad trap. The text is about this compromise, not every compromise.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

In a short response, I name the structure, explain how it helps the author, and prove it.

This selection moves from a problem, to a compromise, to its long effects, and ends with what it teaches.

The test asks how the structure helps the author's purpose, so I describe the whole text, not another part.

THIS WEEK'S FOCUS

Text Structure

from “A Difficult Compromise”

This week students **write a short response** about structure. The selection moves from a **problem** to a **compromise** to its **effects** over time. STAAR asks: **Short response: How does the structure help the author's purpose?** Traps this week: **Describes another part, Only half the structure, and Too narrow.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the problem.

Read the sentence. Notice the problem the delegates faced. Circle the question.

“However, it led to another difficult question: Who would be counted as part of a state's population?”

I CAN | I can notice how one solution creates the next problem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure of a whole text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **Which structure best describes how the author organizes the whole selection?**

“The earlier compromises had not removed the disagreement.”

A How the Senate and the House were created • **B** How the formula counted 3,000 of 5,000 people • **C** A problem, the compromise that answered it, and its effects over many years

I CAN | I can choose a structure that describes the whole text, not one section.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show an effect of a decision."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show cause and effect.

Show one effect of the compromise. Write the cause and the effect.

"This made it harder for people who opposed slavery to change national policy."

I CAN | I can explain how an author shows the long effects of a decision.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can write a short response about structure and purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the short response.

Write a short response: How does the structure help the author's purpose? Use one piece of evidence.

“Understanding that contradiction helps explain both the success of the Constitution and the long struggle to make its promises apply to all Americans.”

I CAN | I can write a short response that analyzes how structure contributes to purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student wrote: **The structure helps by describing how Southern farms grew tobacco and rice.** Explain why it is a trap and name the trap.

“Enslaved men, women, and children were forced to grow tobacco, rice, indigo, and other crops.”



I can prove why an answer describes another part instead of the whole structure.



TEXT STRUCTURE

Write your own short response.

Go back to the selection. Write a short response: How does the structure help the author's purpose? Use two pieces of evidence.

Go back to the reading.
Write a short response: How does the structure help the
author's purpose?
Use two pieces of evidence.

I CAN | I can write a short response about structure with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem was who would be counted in a state's population. The word however shows that solving one problem led to another.

CHOOSE C. A problem, the compromise that answered it, and its effects over many years. A is Describes another part, it fits only the Senate section. B is Too narrow, it is one detail.

SHOW Cause: Southern states got extra representatives and electoral votes. Effect: it was harder for people who opposed slavery to change national policy.

OWN The author uses problem, solution, and effects to inform readers about the compromise and show its cost. Because the effects come after the solution, readers see that the compromise caused a long struggle.

DEFEND Describes another part. The crops are a detail in one section. The structure of the whole text is the problem, the compromise, and its effects.

YOUR TURN Answers vary. The author moves from a problem to a compromise to its effects to show the compromise solved one problem but caused long harm. Evidence: The earlier compromises had not removed the disagreement. The Fourteenth Amendment later required states to count the whole number of persons.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it.”

Short response practice: Which sentence best explains how the structure helps the author's purpose?

- A** The author tells the problem, the compromise, and its effects to show its high cost.
- B** The author describes how enslaved people grew crops.
- C** The author explains how the Senate was formed.
- D** The author tells about the Civil War.



TEXT STRUCTURE

The answer is A.

A **The author tells the problem, the compromise, and its effects to show its high cost. Correct.**
It names the whole structure and links it to the purpose of showing the cost.

B **The author describes how enslaved people grew crops.**
Describes another part trap. That is one detail, not the structure.

C **The author explains how the Senate was formed.**
Only half the structure trap. It is the first solution only.

D **The author tells about the Civil War.**
Too narrow trap. The war is one later effect, not the whole structure.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Some texts raise a problem or question, look at different views, and then reach a resolution.

This selection asks whether people should take part in civic life, shows two views, and ends with an idea that settles it.

The test asks how the author organizes the problem and the solution, so I avoid answers that name the wrong pattern.

THIS WEEK'S FOCUS

Text Structure

from “A Voice in the Community”

A text can be organized as a **problem and resolution**: the author raises a question, explores views, and ends with an answer. In Grade 5 we analyze how that helps the author's purpose. STAAR asks: **How does the author organize the problem and the solution in the selection?** Traps this week: **Wrong pattern named, One part, not the whole, and Word match.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

"I can notice the issue a text raises."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Notice the question.

Read the sentence. Notice the topic the author raises. Underline the actions.

"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."

I CAN | I can notice how an author introduces an issue before exploring it.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes a problem and its resolution.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the organization.

STAAR asks: **How does the author organize the problem and the solution in the selection?**

“Even so, communities are shaped by the people who live in them.”

A It gives two views about taking part and then a final idea that answers them • **B** It explains the steps for voting in an election • **C** It tells only the reasons some people stay home

I CAN | I can choose the organization that fits the whole text, not a wrong pattern.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show two views in a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the two views.

Show the two views. Write one reason for each.

“Others feel that taking part is not always necessary.”

I CAN | I can explain how an author presents two views before a resolution.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how a resolution helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the ending.

Explain how the last part resolves the question and helps the author's purpose.

“Some voices are heard more often, but every action can still have an effect over time.”

I CAN | I can analyze how the resolution contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student said: **The author organizes the selection in chronological order.** Explain why it is a trap and name the trap.

"These actions can happen at the local, state, or national level, and they can affect how a community changes over time."

I CAN | I can prove why a wrong pattern does not fit the text.



TEXT STRUCTURE

Explain the problem and resolution on your own.

Go back to the selection. Write the problem, one sentence from each view, and the sentence that resolves it.

Go back to the reading.

Write the problem and copy one sentence from each view.

Copy the sentence that resolves it.

I CAN | I can explain a problem and resolution structure with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The author introduces civic life and lists ways to **take part**. This sets up the question of whether people should take part.

CHOOSE A. The author gives two views about taking part and then a final idea that answers them. B is a Wrong pattern named, nothing happens in steps. C is One part, not the whole, it skips the views.

SHOW View 1: taking part matters because leaders' decisions affect schools, roads, and safety. View 2: taking part is not always necessary because one vote may not make a difference.

OWN The ending answers the doubt in the second view: **every action can still have an effect**. It helps the author's purpose of showing that taking part matters.

DEFEND Wrong pattern named. The phrase over time appears, but the text does not tell events in order. It presents two views and a resolution.

YOUR TURN Answers vary. Problem: should people take part in civic life? View 1: Some people believe it is important to take part in civic affairs. View 2: Others feel that taking part is not always necessary. Resolution: Even so, communities are shaped by the people who live in them.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Others feel that taking part is not always necessary. ... Even so, communities are shaped by the people who live in them.”

How does the author organize the problem and the solution in the selection?

- A** By listing events in the order they happened
- B** By showing two views and then an idea that answers them
- C** By describing only why people skip voting
- D** By comparing state and national laws



TEXT STRUCTURE

The answer is B.

- A** **By listing events in the order they happened**
Wrong pattern named trap. No events happen in order.
- B** **By showing two views and then an idea that answers them **Correct.****
Two views are explained, and the last part resolves the doubt.
- C** **By describing only why people skip voting**
One part, not the whole trap. That is just the second view.
- D** **By comparing state and national laws**
Word match trap. State and national appear, but laws are not compared.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A shift happens when an author turns from one focus to a new one.

This selection turns from whether people want to take part to the challenges some people face and who helps.

The test asks how a part changes the focus, so I explain both what came before and what comes after.

THIS WEEK'S FOCUS

Text Structure

from “A Voice in the Community”

Authors **shift the focus** to move readers to a new idea. In Grade 5 we analyze how a shift helps the author's purpose. STAAR asks: **How does the section about people who face challenges change the focus of the selection?** Traps this week: **Only half the structure, Too narrow, and Near-miss pattern.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice when a text shifts focus.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the shift.

Read the sentence. Notice the words that signal a new focus. Circle them.

“There are also people who want to participate but face challenges.”

I CAN | I can notice signal words that shift the focus of a text.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a part changes the focus.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the shift.

STAAR asks: How does the section about people who face challenges change the focus of the selection?

“Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.”

A It tells about people who face challenges • **B** It names the library as a place to vote • **C** It moves from people who choose whether to take part to people who want to but face challenges

I CAN | I can choose an answer that explains both sides of a shift.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show details that support a new focus.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the challenges.

Show two challenges the author names. Explain how each keeps people from taking part.

“They may not have transportation to a meeting, time to volunteer, or easy access to information.”

I CAN | I can explain how details develop a new focus after a shift.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze why an author shifts focus.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the shift.

Explain why the author shifts the focus. How does it help the author's purpose?

“Some may not know whom to contact or how to begin.”

I CAN | I can analyze how a shift in focus contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **This part changes the focus to transportation.** Explain why it is a trap and name the trap.

“These actions may seem small, but they can lead to changes.”

I CAN | I can prove why an answer explains only half a shift.



TEXT STRUCTURE

Explain a shift on your own.

Go back to the selection. Find a place where the focus shifts. Write the focus before and after, and the signal words.

Go back to the reading.
Find where the focus shifts.
Write the focus before and after and the signal words.

I CAN | I can explain a shift in focus with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The words **there are also** and **but face challenges** signal a shift. Before, the text was about people who choose to take part or not. Now it is about people who want to but cannot easily.

CHOOSE C. It moves from people who choose whether to take part to people who want to but face challenges. A is Only half the structure, it names only the new part. B is Too narrow, it is one detail.

SHOW No transportation means they cannot get to a meeting. No easy access to information means they may not know about an issue.

OWN The shift shows that not taking part is not always a choice. It helps the author's purpose of showing that communities can help more people take part.

DEFEND Only half the structure. Transportation is one challenge in the new part, and the answer never says what the focus shifted from. The full shift is from choosing to take part to facing challenges.

YOUR TURN Answers vary. Before: people who think taking part is not necessary. After: people who want to take part but face challenges. Signal words: There are also, but.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Others may feel unsure because they do not have enough information about the issues. There are also people who want to participate but face challenges.”

How does the section about people who face challenges change the focus of the selection?

A It explains how to get a ride to a meeting.

B It tells about people who face challenges.

C It compares local and national elections.

D It moves from people who choose whether to take part to people who want to but face challenges.

TEXT STRUCTURE

The answer is D.

A It explains how to get a ride to a meeting.

Too narrow trap. Transportation is one detail.

B It tells about people who face challenges.

Only half the structure trap. It names the new focus but not what came before.

C It compares local and national elections.

Near-miss pattern trap. Levels are named elsewhere, but this part is not a comparison.

D It moves from people who choose whether to take part to people who want to but face challenges. Correct.

It names both sides of the shift.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

In an argument or explanation, authors organize reasons in a logical order.

This selection moves from first steps, like paying attention, to bigger ways of taking part, like voting and listening.

The test asks how the author organizes the reasons, so I avoid a structure type that does not match the text.

THIS WEEK'S FOCUS

Text Structure

from “A Voice in the Community”

Logical order means each idea leads sensibly to the next, often from simple to complex. In Grade 5 we analyze how reasons are arranged. STAAR asks:

How does the author organize the reasons in the selection? Traps this week: **Wrong structure type**, **Too narrow**, and **Describes another part**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice where a logical order begins.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the first step.

Read the sentence. Notice the first way people begin to take part. Underline it.

“One way people begin participating is by paying attention to what is happening around them.”

I CAN | I can notice how an author starts a logical order with a first step.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how an author organizes reasons.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the organization of reasons.

STAAR asks: **How does the author organize the reasons in the selection?**

“However, voting is not the only way to participate.”

A As a story with a beginning, middle, and end • **B** From simple first steps to larger ways of taking part • **C** Only by telling about voting

I CAN | I can choose the structure type that fits how the reasons are arranged.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an example supports a reason.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the example.

Show how the example about traffic supports a reason. Explain the steps the families take.

“Residents could gather information, speak with school leaders, and present their concerns to the city council.”

I CAN | I can explain how an example develops a reason in a logical order.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how an order of reasons helps the purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

Explain how ordering the ways from simple to larger helps the author's purpose.

“These experiences can prepare them to make informed choices as adults.”

I CAN | I can analyze how a logical order contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The author organizes the selection like a poem, with repeated lines.** Explain why it is a trap and name the trap.

“Listening is another important part of civic life.”

I CAN | I can prove why a wrong structure type does not fit the text.



TEXT STRUCTURE

Trace the logical order on your own.

Go back to the selection. List four ways to take part in the order the author gives them. Explain why the order makes sense.

Go back to the reading.
List four ways to take part in the author's order.
Explain why the order makes sense.

I CAN | I can trace a logical order and explain it.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The first step is paying attention. The word begin shows the author is starting with the simplest way to take part.

CHOOSE B. From simple first steps to larger ways of taking part. A is a Wrong structure type, there are no characters or plot. C is Too narrow, voting is one way.

SHOW The example shows the steps from noticing a problem to acting: gather information, speak with leaders, present concerns. It supports the reason that paying attention can lead to action.

OWN Starting with simple steps shows readers anyone can begin, even students. Building to voting and listening shows how small steps grow into bigger ones. That supports the purpose of encouraging people to take part.

DEFEND Wrong structure type. The selection is informational prose with reasons and examples, not a poem. Words like another show a logical order of ways to take part.

YOUR TURN Answers vary. Paying attention, young people taking part, voting, listening. The order starts with steps anyone can take and builds to larger ones.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Voting is one of the best-known forms of civic participation. ... However, voting is not the only way to participate.”

How does the author organize the reasons in the selection?

- A** As a story about one family
- B** By describing only elections
- C** In a logical order from first steps to larger ways of taking part
- D** By telling how school rules are made



TEXT STRUCTURE

The answer is C.

A As a story about one family

Wrong structure type trap. The family is a short example, not a story structure.

B By describing only elections

Too narrow trap. Voting is one of many ways.

C In a logical order from first steps to larger ways of taking part **Correct.**

The text begins with paying attention and builds to voting, service, and listening.

D By telling how school rules are made

Describes another part trap. School votes are one small example.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Authors choose a structure because it fits what they want readers to understand.

This selection explains many ways to take part, then shows that change takes time and that disagreement can be respectful.

The test asks why the author chose this structure, so I connect it to this text's purpose, not a central idea that is too broad.

THIS WEEK'S FOCUS

Text Structure

from “A Voice in the Community”

This week students **write a short response** analyzing why an author chose a structure. This selection uses a **logical order** of ways to take part, with examples and a closing idea. STAAR asks: **Short response: Why did the author choose this structure?** Traps this week: **Too broad central idea, Describes another part, and Too narrow.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an example introduces a problem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the example.

Read the sentence. Notice the problem in the example. Circle the choices.

“For example, a town may need to decide what to do with an empty piece of land.”

I CAN | I can notice how an author uses an example to explain an idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose why an author uses a structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose why the author used this structure.

STAAR asks: **Why** did the author choose to explain compromise with an example?

“A compromise happens when people give up part of what they want so that a group can reach an agreement.”

A To show that people should always be nice • **B** To explain how elections are won • **C** To show how a town can reach an agreement when people want different things

I CAN | I can choose a reason that fits this text, not a central idea that is too broad.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

"I can show a cause and effect in an informational text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Show the effect.

Show what can happen even when a plan does not pass. Write the cause and the effect.

"Those effects can influence later decisions."

I CAN | I can explain how an author shows the effects of taking part.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can write a short response about why an author chose a structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the short response.

Write a short response: Why did the author choose this structure? Use one piece of evidence.

“In the end, civic life depends on people who choose to learn, listen, speak, and help.”

I CAN | I can write a short response that analyzes how structure contributes to purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student wrote: **The author chose this structure because communities are important.** Explain why it is a trap and name the trap.

"Service can bring people together and help them notice needs they had not seen before."

I CAN | I can prove why an answer is too broad to explain this structure.



TEXT STRUCTURE

Write your own short response.

Go back to the selection. Write a short response: Why did the author choose this structure? Use two pieces of evidence.

Go back to the reading.
Write a short response: Why did the author choose this structure?
Use two pieces of evidence.

I CAN | I can write a short response about structure and purpose with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The problem is deciding what to do with an empty piece of land. The words for example show the author is using a real situation to explain an idea.

CHOOSE C. To show how a town can reach an agreement when people want different things. A is Too broad, it could fit any text. B is Describes another part, voting is a different section.

SHOW Cause: people raised awareness and shared new information, even though their plan did not pass. Effect: it can influence later decisions.

OWN The author explains many ways to take part, gives examples, and ends with a call to learn, listen, speak, and help. This structure informs readers and encourages them, because they see many ways to start.

DEFEND Too broad central idea. Communities are important could fit thousands of texts. It never names the structure or explains how the order of ways to take part helps the purpose.

YOUR TURN Answers vary. The author lists ways to take part in a logical order with examples so readers see many ways to start. Evidence: However, voting is not the only way to participate. In the end, civic life depends on people who choose to learn, listen, speak, and help.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Not every form of participation brings the result a person hopes for. ... Those effects can influence later decisions.”

Short response practice: Which sentence best explains why the author chose this structure?

A People should help their communities.

B The author explains how a playground was repaired.

C The author tells about one lost election.

D The author explains ways to take part with examples so readers see many ways to start.



TEXT STRUCTURE

The answer is D.

A People should help their communities.
Too broad central idea trap. It could fit any text and names no structure.

B The author explains how a playground was repaired.
Describes another part trap. That is one small example.

C The author tells about one lost election.
Too narrow trap. It is one detail about results.

D The author explains ways to take part with examples so readers see many ways to start. Correct.
It names the structure and connects it to the purpose of encouraging readers.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Poems are organized in lines, rhyming pairs, and repeated patterns.

This poem repeats the pattern of one voice, then another, to show an idea growing.

The test asks how the repeated pattern organizes the poem, so I avoid answers that treat the poem like a different kind of text.

THIS WEEK'S FOCUS

Text Structure

from “One Voice Can Start a Wave”

Poets organize poems with **lines**, **rhyming pairs**, and **repeated patterns**. In Grade 5 we analyze how a pattern helps the poet's purpose. STAAR asks: **How does the repeated pattern help organize the poem?** Traps this week: **Wrong structure type**, **Too narrow**, and **Word match**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a repeated pattern in a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the pattern.

Read the opening lines. Notice the pattern of one, then another. Circle the repeated words.

“One voice speaks, another hears, A question grows and conquers fears.”

I CAN | I can notice how a poet repeats a pattern to organize lines.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the pattern organizes the poem.

STAAR asks: How does the repeated pattern help organize the poem?

“One person asks, ‘Is this thing fair?’ Another stops to listen there.”

A It gives numbered steps for writing a letter • **B** It shows a voice growing from one person to many • **C** It tells that one person asks a question

I CAN | I can choose how a repeated pattern organizes a poem, not a wrong structure type.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a pattern builds in a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the growth.

Show how the voice grows in these lines. Explain what changes.

“A whisper travels down the street, Then other voices rise to meet.”

I CAN | I can explain how lines in a pattern build an idea.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how a pattern helps a poet's message.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the pattern.

Explain how the repeated pattern helps the poet's message.

“A voice may start out soft and small, Yet one brave question can reach all.”

I CAN | I can analyze how a repeated pattern contributes to the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The poem is organized like a news article, with facts about an event.** Explain why it is a trap and name the trap.

“When people listen, learn, and say, One voice can start a mighty wave.”

I CAN | I can prove why a wrong structure type does not fit a poem.



TEXT STRUCTURE

Find the pattern on your own.

Go back to the poem. Copy two pairs of lines that show the pattern. Explain how the pattern helps the message.

Go back to the poem.
Copy two pairs of lines that show the pattern.
Explain how the pattern helps the message.

I CAN | I can explain a repeated pattern with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The pattern is one voice, then another. One speaks and another hears. The idea grows from one person to more.

CHOOSE B. It shows a voice growing from one person to many. A is a Wrong structure type, a poem does not have a list of steps. C is Too narrow, it is one line.

SHOW A whisper is quiet and from one person. Then other voices rise, so the idea gets louder and spreads.

OWN The pattern of one voice joined by another shows how a small start can grow. That supports the message that one brave question can make a big change.

DEFEND Wrong structure type. It is a poem with rhyming lines and a repeated pattern, not an article. It shares a message, not facts about one event.

YOUR TURN Answers vary. One voice speaks, another hears. A whisper travels down the street, Then other voices rise to meet. The pattern shows one voice growing, which supports the message that one voice can start a wave.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A thought once spoken all alone Can quickly find a stronger tone.”

How does the repeated pattern help organize the poem?

- A** It tells events in order with dates.
- B** It describes a street in a town.
- C** It shows an idea growing from one voice to many.
- D** It tells that a thought is spoken alone.



TEXT STRUCTURE

The answer is C.

A It tells events in order with dates.

Wrong structure type trap. A poem with no dates is not a timeline.

B It describes a street in a town.

Word match trap. Street appears, but the poem is not a description of a place.

C It shows an idea growing from one voice to many. Correct.

The pattern of one, then another, builds to a mighty wave.

D It tells that a thought is spoken alone.

Too narrow trap. That is one line, not the whole pattern.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

A poem can be organized in time order, from the past to today.

This poem moves from the colonies, to the Declaration, to the Bill of Rights, to people today.

The test asks how the order of the poem supports the poet's purpose, so I describe the whole order, not another part.

THIS WEEK'S FOCUS

Text Structure

from “One Voice Can Start a Wave”

Poems can follow a **time order**, moving through history toward today. In Grade 5 we analyze how that order supports the poet's purpose. STAAR asks:

How does the order of the lines support the poet's purpose? Traps this week: **Describes another part**, **Too narrow**, and **Near-miss pattern**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice time words in a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the time words.

Read the lines. Notice the words that tell when this happened. Underline them.

“Before our nation came to be, The colonies faced a distant decree.”

I CAN | I can notice how time words show the order of a poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a poem's order supports purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the order supports the purpose.

STAAR asks: How does the order of the lines support the poet's purpose?

“Later, rights were written too, To state what government could not do.”

A It moves from the colonies to today to show voices have shaped the nation over time • **B** It explains what the Bill of Rights says • **C** It tells that colonists printed words on walls

I CAN | I can choose an answer that describes the whole order of the poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show details that build a time order.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the change over time.

Show how people used their voices in the past. Explain what they did.

“Some wrote petitions, some would meet, Some joined in protest in the street.”

I CAN | I can explain how details in one part connect to the poem's order.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze why a poet ends a time order in the present.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the analysis.

Explain why the poet ends in the present day.

“Today we still can speak and learn, Attend a meeting, wait our turn.”

I CAN | I can analyze how the ending of a time order contributes to the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The order supports the purpose by describing the Declaration.** Explain why it is a trap and name the trap.

“Then words were written, strong and clear, Of liberty the people held dear.”

I CAN

I can prove why an answer describes another part instead of the whole order.



TEXT STRUCTURE

Trace the order on your own.

Go back to the poem. Copy lines from the past, the middle, and today. Explain how the order supports the poet's purpose.

Go back to the poem.
Copy lines from the past, the middle, and today.
Explain how the order supports the purpose.

I CAN | I can trace a poem's order and explain its purpose.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The words before our nation came to be show this part is about the time before the United States. It is the starting point of the time order.

CHOOSE A. It moves from the colonies to today to show that people's voices have shaped the nation over time. B is Describes another part, it is only the Bill of Rights section. C is Too narrow, it is one detail.

SHOW In the past, colonists wrote petitions, met, and protested. These voices led to the Declaration later in the poem.

OWN Ending today connects history to the reader. It shows readers they can still use their voices, which supports the poet's purpose of encouraging people to speak up.

DEFEND Describes another part. The Declaration is one stop in the poem. The order moves from the colonies, to the Declaration, to the Bill of Rights, to today.

YOUR TURN Answers vary. Past: Before our nation came to be. Middle: The Bill of Rights became a guide. Today: Today we still can speak and learn. The order shows voices shaping the nation, so readers know they can speak too.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The Bill of Rights became a guide To help keep liberty beside. Today we still can speak and learn, Attend a meeting, wait our turn.”

How does the order of the lines support the poet's purpose?

- A** It explains what the Bill of Rights protects.
- B** It compares the colonies and Great Britain.
- C** It tells how to attend a meeting.
- D** It moves from the past to today to show readers they can still use their voices.



TEXT STRUCTURE

The answer is D.

- A** **It explains what the Bill of Rights protects.**
Describes another part trap. That is one stop in the poem.
- B** **It compares the colonies and Great Britain.**
Near-miss pattern trap. The poem names distant rulers but does not compare.
- C** **It tells how to attend a meeting.**
Too narrow trap. Attending a meeting is one action in one line.
- D** **It moves from the past to today to show readers they can still use their voices. Correct.**
The time order ends in the present to connect history to readers.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Some poems move from examples in the past to a lesson for what we do next.

This poem moves through animals, Plymouth, a garden, and Edison's workshop, then turns to what communities can do.

The test asks how the poet moves from the past to the future, so I watch for a pattern that is close but not exact.

THIS WEEK'S FOCUS

Text Structure

from “Try, Learn, Change”

A poem can move from **past examples** to a **lesson for the future**. In Grade 5 we analyze how that movement helps the poet's purpose. STAAR asks: **How does the poet move from the past to the future?** Traps this week: **Near-miss pattern**, **Describes another part**, and **Too narrow**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice an example from the past in a poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice an example from the past.

Read the lines. Notice the place and the people from history. Underline them.

“At Plymouth, settlers found the land Was not a place they understood firsthand.”

I CAN | I can notice how a poet uses a historical example.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a poem moves through time.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the poem moves.

STAAR asks: How does the poet move from the past to the future?

“Communities can work this way; A problem may require a say.”

A It compares two animals to show which is better • **B** It gives past examples of learning, then shows how communities can use that lesson next • **C** It tells about Edison's workshop

I CAN | I can choose the pattern that fits exactly, not one that is only close.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an example teaches a lesson.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the lesson in an example.

Show what Kendrix learned. Explain what changed.

“She had to let her first thought go, Observe the roots and watch them grow.”

I CAN | I can explain how an example develops the poem's lesson.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how a poem's movement supports the poet's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the analysis.

Explain how ending with the lesson helps the poet's purpose.

“Observe, then question, test, arrange, We try, we learn, and then we change.”

I CAN | I can analyze how moving from past to future contributes to the poet's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The poem is in chronological order, from oldest event to newest.** Explain why it is a trap and name the trap.

“Edison's workers tested wire, Hoping longer light would fire.”

I CAN | I can prove why a near-miss pattern is not the best answer.



TEXT STRUCTURE

Trace the movement on your own.

Go back to the poem. Copy one example from the past and the lines that turn to what comes next. Explain how they connect.

Go back to the poem.
Copy one past example and the lines that turn to what comes next.
Explain how they connect.

I CAN | I can trace how a poem moves from past to future.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The example is Plymouth. The settlers did not understand the land, so they had to learn.

CHOOSE B. The poet gives past examples of learning, then shows how communities can use that lesson next. A is a Near-miss pattern, the examples are not compared to pick a winner. C is Describes another part, it is one example.

SHOW Kendrix thought her plants needed more water. The evidence showed she was wrong, so she let her first thought go and watched more closely.

OWN The examples from the past prove that learning from evidence works. The ending turns that into steps for the future, so readers know how to act. That supports the purpose of teaching readers to change when facts show a better way.

DEFEND Near-miss pattern. The poem does move toward the future, but its examples are not in date order. Kendrix's garden comes before Edison. The poem moves from past examples to a lesson for what comes next.

YOUR TURN Answers vary. Past: At Plymouth, settlers found the land Was not a place they understood firsthand. Next: Communities can work this way. The settlers learned from others, and communities can learn the same way.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A town can study what occurred Instead of clinging to its first word. A wrong first answer isn't strange; New information helps us change.”

How does the poet move from the past to the future?

- A** By listing inventions in the order they were made
- B** By using past examples of learning to show what people can do next
- C** By describing a town in detail
- D** By telling that a first answer was wrong



TEXT STRUCTURE

The answer is B.

- A** **By listing inventions in the order they were made**
Near-miss pattern trap. Only one invention is named, and the poem is not a timeline.
- B** **By using past examples of learning to show what people can do next **Correct.****
The examples prove the lesson, and the ending tells what to do next.
- C** **By describing a town in detail**
Describes another part trap. The town is one short example.
- D** **By telling that a first answer was wrong**
Too narrow trap. It is one idea, not how the poem moves.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

To defend a structure claim, I name the structure and prove it with lines from the whole poem.

This poem gives a series of examples, then names a chain of problem solving steps as its lesson.

The test asks which structure best describes the poem, so I check that the pattern I name fits every part.

THIS WEEK'S FOCUS

Text Structure

from “Try, Learn, Change”

A strong **structure claim** names the structure and proves it with evidence. This poem uses a **series of examples** that build to a **lesson and a problem solving chain**. STAAR asks: **Which structure best describes the poem, and what proves it?** Traps this week: **Wrong pattern named, Too narrow, and Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the chain.

Read the lines. Notice the steps written in capital letters. Circle them.

“We NOTICE first what brings the strain. We QUESTION what may cause the change, Then GATHER facts within our range.”

I CAN | I can notice how a poet signals a sequence of steps.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure of a whole poem.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **Which structure best describes the poem?**

“Inside a workshop, Edison And many workers carried on.”

A Ideas ranked from smallest to largest • **B** A description of Edison's workshop • **C** A series of examples that build to a lesson about changing when facts change

I CAN | I can choose the structure that fits every part of the poem.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how evidence proves a structure claim.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the evidence.

Show how one example supports the lesson. Explain the connection.

“She touched the soil and watched each leaf, Then changed the plan she'd first believed.”

I CAN | I can explain how an example supports a claim about structure.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can write and prove a structure claim.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the structure claim.

Write your structure claim and one piece of proof.

**“To change a claim when facts demand Shows stronger thinking,
not less stand.”**

I CAN

I can write a structure claim and support it with evidence from different parts.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student claimed: **The poem is organized as compare and contrast between turtles and orcas.** Explain why it is a trap and name the trap.

“An orca's challenge isn't quite The same as that first turtle flight.”

I CAN | I can prove why a wrong pattern does not describe the whole poem.



TEXT STRUCTURE

Defend a structure claim on your own.

Go back to the poem. Write a structure claim. Copy two pieces of evidence from different parts that prove it.

Go back to the poem.
Write a structure claim.
Copy two pieces of evidence from different parts.

I CAN | I can defend a structure claim with evidence from different parts.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE **NOTICE, QUESTION, and GATHER are the first steps in a chain.** The words first and then show the order.

CHOOSE C. A series of examples that build to a lesson about changing when facts change. A is a Wrong pattern named, nothing is ranked by size. B is Too narrow, Edison is one example.

SHOW **Kendrix changed her plan after looking at the evidence.** This example builds toward the lesson that good thinkers change when facts change.

OWN **The poem is a series of examples that build to a lesson.** Proof: after Kendrix and the turtle examples, the poet says to change a claim when facts demand shows stronger thinking.

DEFEND **Wrong pattern named.** Turtles and orcas are compared in one part, but the poem also has Plymouth, Texas, Kendrix, Edison, and a government example. The whole poem is a series of examples that build to a lesson.

YOUR TURN **Answers vary.** Claim: the poem is a series of examples that build to a lesson. Evidence: She touched the soil and watched each leaf, Then changed the plan she'd first believed. A wrong first answer isn't strange; New information helps us change.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“We learn, revise, and rearrange, Because good thinkers know to change. A wrong first answer isn't strange; New information helps us change.”

Which structure best describes the poem?

- A** A series of examples that build to a lesson about changing when facts change
- B** A comparison of turtles and orcas
- C** A description of Kendrix's garden
- D** A list of rules for a city council



TEXT STRUCTURE

The answer is A.

A **A series of examples that build to a lesson about changing when facts change** **Correct.**
Examples from nature, history, a garden, and a workshop build to the lesson at the end.

B **A comparison of turtles and orcas**
Wrong pattern named trap. The comparison is only one part of the poem.

C **A description of Kendrix's garden**
Too narrow trap. The garden is one example.

D **A list of rules for a city council**
Describes another part trap. Government is one short example, not the structure.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Some research texts are organized around a central question that every section helps answer.

This selection asks how ideas about freedom and rights become real changes, and each section adds part of the answer.

The test asks how the central question organizes the selection, so I avoid an answer that fits only one section.

THIS WEEK'S FOCUS

Text Structure

from “From Protest to Participation”

A **central question** structure puts one big question at the start, and every section helps answer it. In Grade 5 we analyze how that question organizes a research text. STAAR asks: **How does the central question organize the selection?** Traps this week: **Too narrow central idea**, **Describes another part**, and **Too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice the central question of a research text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the central question.

Read the opening. Notice the central question. Underline the key words.

“Central Question: How do ideas about freedom, rights, and citizenship become real changes in a nation?”

I CAN | I can notice how a central question sets up the whole selection.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how a central question organizes a text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose how the question organizes the text.

STAAR asks: How does the central question organize the selection?

“Studying these examples helps us understand that democracy is not a single event.”

A Each section shows another step in how ideas become changes in the nation • **B** It explains why colonists were angry about taxes • **C** It describes the Statue of Liberty

I CAN | I can choose an answer that covers the whole selection, not one section.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how a section answers part of the question.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show how a section answers.

Show how this section helps answer the central question. Explain what step it adds.

“Questions Become Protest Colonists responded in different ways.”

I CAN | I can explain how one section contributes to answering the central question.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

"I can analyze how a central question structure helps purpose."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Own the analysis.

Explain how ending with a question helps the author's purpose.

"It is the story of people repeatedly asking: Does what we are doing match what we say we believe?"

I CAN

I can analyze how a central question structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student said: **The central question organizes the text by explaining the Bill of Rights.** Explain why it is a trap and name the trap.

“The first ten amendments became known as the Bill of Rights.”

I CAN

I can prove why an answer is too narrow for the whole selection.



TEXT STRUCTURE

Answer the central question on your own.

Go back to the selection. Copy three headings in order. Explain how together they answer the central question.

Go back to the reading.
Copy three headings in order.
Explain how they answer the central question.

I CAN | I can explain how sections answer a central question.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The central question asks how ideas about freedom, rights, and citizenship become real changes. Every section will help answer it.

CHOOSE A. Each section shows another step in how ideas become changes, from questions to protests to laws to citizens. B is Too narrow, it fits one section. C is Describes another part, the Statue of Liberty is one section.

SHOW This section shows that questions can turn into actions like letters, petitions, and boycotts. It adds the step from asking questions to protesting.

OWN The selection starts and ends with questions. That shows change keeps going, and it invites readers to keep asking. It helps the purpose of showing democracy is never completely finished.

DEFEND Too narrow central idea. The Bill of Rights is one section. The whole selection answers the question step by step, from questions, to protest, to documents, to government, to citizens today.

YOUR TURN Answers vary. Change Begins With a Question, Questions Become Protest, Ideas Become Words. Together they show ideas grow from questions into actions and then into written laws.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“A protest may begin the conversation. A document may describe an ideal. A law may create a system. A citizen may challenge the system.”

How does the central question organize the selection?

A It explains why colonists boycotted British goods.

B Each section shows another step in how ideas become changes in a nation.

C It describes how immigrants arrived in New York.

D It shows that all nations change.



TEXT STRUCTURE

The answer is B.

- A** **It explains why colonists boycotted British goods.**
Too narrow central idea trap. Boycotts are one detail in one section.
- B** **Each section shows another step in how ideas become changes in a nation. Correct.**
The sections move from questions to protests, documents, government, and citizens.
- C** **It describes how immigrants arrived in New York.**
Describes another part trap. Immigration is one section.
- D** **It shows that all nations change.**
Too broad trap. It does not fit this text about the United States.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Logical order means each section builds on the one before it.

This selection moves from questions, to protest, to documents, to government, to citizens today.

The test asks how logical order helps the reader understand, so I explain the whole chain, not only half of it.

THIS WEEK'S FOCUS

Text Structure

from “**From Protest to Participation**”

Logical order is a structure where each section leads to the next, like links in a chain. In Grade 5 we analyze how that order helps readers. STAAR asks: **The author uses logical order to help the reader understand...** Traps this week: **Only half the structure, Near-miss pattern, and Describes another part.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how one section links to the next.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the link.

Read the heading and sentence. Notice how this section links to the one before. Underline the link words.

“Ideas Become Words By 1776, more colonial leaders believed independence was necessary.”

I CAN | I can notice headings that show a logical order.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose what a logical order helps readers understand.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose what the order helps readers understand.

STAAR asks: **The author uses logical order to help the reader understand...**

“Words Become Government Winning independence did not automatically solve the problem of governing a new nation.”

A How colonists' questions led to the Declaration • **B** How ideas grew into protests, documents, a government, and the work citizens still do • **C** How Great Britain was different from the colonies

I CAN | I can choose an answer that explains the whole chain, not half of it.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show cause and effect between sections.

Show how one step caused the next. Write the cause and the effect.

“Instead, the punishment of Massachusetts helped bring several colonies closer together.”

I CAN | I can explain how cause and effect links sections in a logical order.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how a logical order helps the purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the order.

Explain how the logical order helps the author's purpose.

“That is how a nation continues changing.”

I CAN

I can analyze how logical order across sections contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student answered: **The logical order helps readers understand how colonists protested taxes.** Explain why it is a trap and name the trap.

“Some signed petitions.”

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



TEXT STRUCTURE

Trace the chain on your own.

Go back to the selection. Write four links in the chain in order. Explain how each leads to the next.

Go back to the reading.
Write four links in the chain in order.
Explain how each leads to the next.

I CAN | I can trace a logical order across sections with evidence.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The heading **Ideas Become Words** links back to ideas from the earlier sections. Now the ideas turn into a document.

CHOOSE B. How ideas grew into protests, documents, a government, and the work citizens still do. A is Only half the structure, it stops at the Declaration. C is a Near-miss pattern, nothing is compared.

SHOW Cause: Britain punished Massachusetts.
Effect: the colonies came closer together, which helped the movement grow.

OWN Each section builds on the last, so readers see change as a process, not one event. That supports the purpose of showing that democracy keeps changing through people's actions.

DEFEND Only half the structure. Protest is an early link. The order continues to documents, government, rights, and citizens today.

YOUR TURN Answers vary. Questions about taxes led to protests. Protests led to the Declaration. The Declaration led to a new government. The government depends on citizens who keep asking questions.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“The American Revolution changed the relationship between the colonies and Great Britain. The Declaration established ideals. The Constitution created a government. The Bill of Rights protected important freedoms.”

The author uses logical order to help the reader understand...

- A** how ideas grew step by step into protests, documents, a government, and citizens' work
- B** how colonists' questions led to protests
- C** how the Constitution compares to the Declaration
- D** how the Statue of Liberty was built



TEXT STRUCTURE

The answer is A.

A **how ideas grew step by step into protests, documents, a government, and citizens' work **Correct.****
It follows the whole chain from the first question to citizens today.

B **how colonists' questions led to protests**
Only half the structure trap. It stops early in the chain.

C **how the Constitution compares to the Declaration**
Near-miss pattern trap. They are both named, but not compared.

D **how the Statue of Liberty was built**
Describes another part trap. The statue is one section, and its building is not described.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

Research texts use features like a central question, headings, and a list of steps to organize ideas.

This selection uses headings for each example and a pattern of steps, **NOTICE** through **CHECK**, to tie science and history together.

The test asks how the sections help the reader study the research, so I avoid answers that call it the wrong kind of text.

THIS WEEK'S FOCUS

Text Structure

from “How Change Happens”

Research texts use **features**: a central question, **section headings**, and special lists that pull ideas together. In Grade 5 we analyze how these features help readers. STAAR asks: **How do the sections help the reader study the research?** Traps this week: **Wrong structure type**, **Describes another part**, and **Too narrow**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice a feature that organizes a research text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the central question.

Read the opening. Notice the central question. Underline the two subjects it names.

“Central Question: What do history and science teach us about responding to challenges?”

I CAN

I can notice how a central question sets up sections about two subjects.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose how sections help a reader.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze 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 research?

“Observe Before You Act Kendrix's garden provides a smaller example of the same thinking skill.”

A Each heading names a lesson, and the section gives an example from history or science • **B** The sections tell one story with a plot • **C** The sections describe how a light bulb is made

I CAN | I can choose how headings and sections organize a research text.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show what the photo adds.

How do the **photo and its caption** support the lesson of the Edison section? Use the sentence and the photo.

“This transforms failure into evidence.”



Caption: *Early light bulbs were the result of many tests, including many that failed.*

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

TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can analyze how a text feature helps the author's purpose.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the purpose of the features.

Explain how the list of steps near the end helps the author's purpose.

“Across these examples, a pattern emerges.”

I CAN | I can analyze how features and sections contribute to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose"

Defend against the trap.

A student said: **The selection is organized like a science lab report with materials and results.** Explain why it is a trap and name the trap.

"These examples do not prove that science and history operate exactly the same way."

I CAN | I can prove why a wrong structure type does not fit a research text.



TEXT STRUCTURE

Study the features on your own.

Go back to the selection. Copy three headings. For each, write the example the section uses.

Go back to the reading.
Copy three headings.
Write the example each section uses.

I CAN | I can explain how sections and features organize a research text.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The question names history and science. The sections will give examples from both to answer it.

CHOOSE A. Each heading names a lesson, and the section gives an example from history or science. B is a Wrong structure type, there is no plot. C is Describes another part, Edison is one section.

SHOW The photo shows rows of test bulbs. The caption says many tests failed. This supports the section's lesson that failure becomes evidence that leads to improvement.

OWN The list of steps, **NOTICE, QUESTION, GATHER, COMPARE, DECIDE, ACT, CHECK, and REVISE, pulls all the examples together.** It helps the purpose of showing that science and history share one way of responding to challenges.

DEFEND **Wrong structure type.** It is a research article with a central question, headings, and examples from science and history. A lab report has materials, steps, and results for one experiment.

YOUR TURN **Answers vary.** Observe Before You Act: Kendrix's garden. Failure Can Become Information: Edison's workshop. People Must Adapt Too: the Pilgrims and the Wampanoag.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Across these examples, a pattern emerges. NOTICE Something needs attention. QUESTION Why is this happening? GATHER What information or evidence can we find?”

How do the sections help the reader study the research?

- A** They tell one story about Kendrix from beginning to end.
- B** They explain how to grow a garden.
- C** They list only the step called NOTICE.
- D** Each section teaches a lesson with an example, and the steps tie them together.



TEXT STRUCTURE

The answer is D.

- A They tell one story about Kendrix from beginning to end.**
Wrong structure type trap. Kendrix is one example, not a story structure.
- B They explain how to grow a garden.**
Describes another part trap. The garden is one section.
- C They list only the step called NOTICE.**
Too narrow trap. NOTICE is one step in the pattern.
- D Each section teaches a lesson with an example, and the steps tie them together. Correct.**
Headings name lessons, examples prove them, and the list connects them.



TEXT STRUCTURE

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

WHAT DOES THIS MEAN TO ME?

In a capstone short response, I name the structure, analyze how it helps the purpose, and prove it.

This selection asks a central question, answers it with examples from science and history, and ends with a pattern and a lesson.

The test asks how the structure helps the author's purpose, so I describe the whole structure, not another part.

THIS WEEK'S FOCUS

Text Structure

from “How Change Happens”

This capstone week students **defend in writing** how a structure helps the author's purpose. The selection uses a **central question**, **sections of examples**, and a **closing pattern**. STAAR asks: **Short response: How does the structure help the author's purpose?** Traps this week: **Describes another part**, **Only half the structure**, and **Too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TEXT STRUCTURE

TODAY'S THINKING JOB

NOTICE

“I can notice how an author connects examples.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Notice the problem.

Read the sentence. Notice the basic problem the author says all the examples share.

“Something about the current situation is not working.”

I CAN | I can notice the shared problem that organizes many examples.



TEXT STRUCTURE

TODAY'S THINKING JOB

CHOOSE

“I can choose the structure of a whole research text.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Choose the structure.

STAAR asks: **Which statement best describes how the whole selection is organized?**

“The Pattern of Change Across these examples, a pattern emerges.”

A A description of how sea turtles reach the ocean • **B** A central question followed by examples • **C** A central question, sections of examples, and a closing pattern that answers it

I CAN | I can choose the structure that describes the whole selection, not another part.



TEXT STRUCTURE

TODAY'S THINKING JOB

SHOW

“I can show how an example supports the answer to a central question.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Show the evidence.

Show how one example supports the answer to the central question. Explain the connection.

“She chose to reconsider.”

I CAN | I can explain how evidence from one section supports the whole answer.



TEXT STRUCTURE

TODAY'S THINKING JOB

OWN

“I can write a capstone short response about structure.”

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Own the short response.

Write a short response: How does the structure help the author's purpose? Use one piece of evidence.

“Progress does not come from changing simply for the sake of change. It comes from learning.”

I CAN

I can write a short response that analyzes how structure contributes to the author's purpose.



TEXT STRUCTURE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

“recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance; analyze how the use of text structure contributes to the author's purpose”

Defend against the trap.

A student wrote: **The structure helps by describing orcas hunting in pods.** Explain why it is a trap and name the trap.

“Orcas hunt in pods.”

I CAN

I can prove why an answer describes another part instead of the whole structure.



TEXT STRUCTURE

Write your capstone response.

Go back to the selection. Write a short response: How does the structure help the author's purpose? Use two pieces of evidence from different sections.

Go back to the reading.

Write a short response: How does the structure help the author's purpose?

Use two pieces of evidence from different sections.

I CAN | I can defend a claim about structure and purpose in writing.



TEXT STRUCTURE

Answers, across the five thinking levels.

NOTICE The shared problem is that something is not working. Every example in the selection starts with this kind of problem.

CHOOSE C. A central question, sections of examples, and a closing pattern that answers it. A is Describes another part, the turtle is one example. B is Only half the structure, it leaves out the answer at the end.

SHOW Kendrix reconsidered when the evidence did not match her idea. This shows one way people respond to challenges: change the plan when the evidence changes.

OWN The author asks a central question, answers it with examples from science and history, and ends with a pattern. This structure helps the purpose because readers see the same thinking work everywhere and end with the lesson that progress comes from learning.

DEFEND Describes another part. Orcas are one example in one section. The whole structure is a central question, sections of examples, and a closing pattern that answers it.

YOUR TURN Answers vary. The author asks a central question, gives examples from science and history, and ends with a pattern, so readers see how to respond to challenges. Evidence: She chose to reconsider. Across these examples, a pattern emerges.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“Sea turtles respond through instinct. Orcas learn through experience. People adapt to environments. Scientists test explanations.”

Short response practice: Which sentence best explains how the structure helps the author's purpose?

A The author describes how sea turtles find the ocean.

B The author asks a question, answers it with examples, and ends with a pattern readers can use.

C The author asks a question about challenges.

D The author shows that everything changes.

TEXT STRUCTURE

The answer is B.

A The author describes how sea turtles find the ocean.
Describes another part trap. That is one example.

B The author asks a question, answers it with examples, and ends with a pattern readers can use. Correct.
It names the whole structure and how it helps readers learn the lesson.

C The author asks a question about challenges.
Only half the structure trap. It leaves out the examples and the ending.

D The author shows that everything changes.
Too broad trap. It fits any text and names no structure.

