

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we start learning text structure the way the STAAR test asks about it. Text structure is the plan an author uses to arrange a text.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 1 . a class or student copy of “The Great Chocolate Chip Cookie Mystery” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to describe a time they solved a problem in steps, in order.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

"Authors often start a story by naming a problem. Everything after that is built around it."

▶ Read the sentence twice. Students circle the time words and underline the problem on the NOTICE row.

ANSWER KEY: Time: 11:42 on Friday morning. Problem: fifth grade had a problem.

CHECK FOR UNDERSTANDING

Ask a student to say what the problem turns out to be.

COMMON MISCONCEPTION

Students may say the structure is a list of facts about cookies. The opening sets up a problem for characters.

POSSIBLE STUDENT QUESTION

Why does the first sentence matter so much? It sets up the problem that the rest of the story solves.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about spotting how the structure begins. Keep the demand at this level.

RAISE THE THINKING

Ask what readers expect to happen after a problem is named.

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.

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Grade 5 • Prepare Cluster • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

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

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

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

"Think about the whole story: how it starts, what the characters do, and how it ends."

▶ Students choose privately, then tell a partner how the story ends.

ANSWER KEY: C. A problem the class investigates and then solves, told in time order.

CHECK FOR UNDERSTANDING

Ask a student to name the problem and the solution.

COMMON MISCONCEPTION

Students may choose B because the class researches Ruth Wakefield. That is one part of the investigation.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a real structure, like comparison, that this story does not use.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student which event finally solves the cafeteria mystery.

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.

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Grade 5 · Prepare Cluster · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how the end of a story connects to its problem."

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

"A problem and solution story ends when the problem is fixed. Look for the fix."

▶ Students write the problem and the solution side by side on the SHOW row.

ANSWER KEY: Problem: the cookies ran out. Solution: enough cookies for everyone the next Friday.

CHECK FOR UNDERSTANDING

Ask a student to explain what caused the fix.

COMMON MISCONCEPTION

Students may say the solution is finding out sixth grade did not steal them. That clears a rumor but does not fix the shortage.

POSSIBLE STUDENT QUESTION

How do I find the solution? Look for the moment the opening problem goes away.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the class did that led to the solution.

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.

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Grade 5 · Prepare Cluster · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Ask: what does the reader learn because the rumors come before the evidence?"

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

ANSWER KEY: Rumors first, then evidence, so readers see why checking evidence matters.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the rumors come first, the reader...

COMMON MISCONCEPTION

Students may summarize the three columns instead of explaining why the order matters.

POSSIBLE STUDENT QUESTION

How is this different from a summary? A summary says what happened. This says why the author arranged it that way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how structure supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if the evidence came first.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

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Grade 5 · Prepare Cluster · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap names a real structure, comparison, and uses real words from the story."

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

ANSWER KEY: Wrong pattern named. The story is problem and solution in time order, not a comparison.

CHECK FOR UNDERSTANDING

Ask a student to give the evidence that the story moves through time.

COMMON MISCONCEPTION

Students may accept it because both desserts appear. A word in the text does not make a pattern.

POSSIBLE STUDENT QUESTION

How do I test a pattern? Ask if it describes how the whole story is built.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Name the structure first. Then copy one problem sentence and one solution sentence."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the class researched cookie history for part of the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.****
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.

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning chronological order, the way authors tell events in the order they happen.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 2 . a class or student copy of “The Great Chocolate Chip Cookie Mystery” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to retell their morning using three time words.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 • Prepare Cluster • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 2 of 36 • Prepare Cluster • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

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

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

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

"Time words answer the question when. Listen for when this happens."

▶ Read the sentence twice. Students circle *That afternoon* on the NOTICE row.

ANSWER KEY: That afternoon.

CHECK FOR UNDERSTANDING

Ask a student what happened earlier that same day.

COMMON MISCONCEPTION

Students may circle board or questions. Those words tell what, not when.

POSSIBLE STUDENT QUESTION

How do I know a word shows time? It answers when.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find the earliest time in the story.

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.

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Grade 5 · Prepare Cluster · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the word that shows when events happen."

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

"Two of these words are traps. One shows agreement, and one shows a cause."

▶ Students choose privately, then tell a partner what meanwhile means.

ANSWER KEY: B. Meanwhile.

CHECK FOR UNDERSTANDING

Ask a student to explain what is happening at the same time.

COMMON MISCONCEPTION

Students may choose because. Because shows a reason, not a time.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? A word that shows a connection, but not the order of events.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find another word that shows two things at once.

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.

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Grade 5 · Prepare Cluster · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"A time phrase links what came before to what comes after."

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

ANSWER KEY: The next Friday. Before: the shortage. After: enough cookies.

CHECK FOR UNDERSTANDING

Ask a student how much time passes.

COMMON MISCONCEPTION

Students may only copy the phrase. Ask them to name the events on both sides.

POSSIBLE STUDENT QUESTION

Why do I need the before and after? Order words only matter because they connect events.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would be confusing if the phrase were missing.

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.

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Grade 5 · Prepare Cluster · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

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

 ~4 min

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

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

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

"Ask: what does this time phrase help the reader feel or understand?"

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

ANSWER KEY: It shows how fast rumors spread before any evidence was found.

CHECK FOR UNDERSTANDING

Ask a student to finish: The phrase within thirty seconds helps me see...

COMMON MISCONCEPTION

Students may list time words without saying why the author uses them.

POSSIBLE STUDENT QUESTION

Is this only about clocks? No. Time words can also show how quickly or slowly things happen.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how sequence supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how long the whole story lasts.

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.

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Grade 5 · Prepare Cluster · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap uses a word that feels important but does a different job."

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

ANSWER KEY: Near-miss pattern. Exactly shows agreement, not time.

CHECK FOR UNDERSTANDING

Ask a student to replace the trap word with a real time word from the story.

COMMON MISCONCEPTION

Students may think any short signal word shows order. Test it: does it answer when?

POSSIBLE STUDENT QUESTION

How can I test an order word? Ask if it answers the question when.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name the job of the word because.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the time words in order first. Then write the event each one starts.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because wrote and investigated are things that happen in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A 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.

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning how stories are organized with a beginning, a middle, and an end, the way STAAR asks about it.”

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

“Each day we will practice the question how does the author organize the story, and we will learn to spot structures that belong to other kinds of texts.”

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

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 3 . a class or student copy of “The Fifth-Grade Cookie Commission” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice how the beginning of a story sets things up."

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

"Beginnings answer who, where, and when, and they start the problem."

▶ Read the sentence twice. Students write when, where, and who on the NOTICE row.

ANSWER KEY: When: Monday morning. Where: the classroom. Who: Principal Bennett.

CHECK FOR UNDERSTANDING

Ask a student what challenge Principal Bennett brings.

COMMON MISCONCEPTION

Students may think the clipboard is the problem. It is a clue that a challenge is coming.

POSSIBLE STUDENT QUESTION

Why does the beginning matter? It sets up everything the middle and end will build on.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the class must do by the end.

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.

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Grade 5 · Prepare Cluster · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"Two choices describe structures from other kinds of texts, like recipes and charts."

▶ Students choose privately, then tell a partner what happens in the middle.

ANSWER KEY: A. Beginning: a challenge. Middle: research and debate. End: a plan.

CHECK FOR UNDERSTANDING

Ask a student to name one event from the middle.

COMMON MISCONCEPTION

Students may choose C because Ms. Ruiz shows a cost chart. That chart is one detail in the middle.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? A structure that fits a different kind of text, not this story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student where the story's turning point is.

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.

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Grade 5 · Prepare Cluster · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how the middle of a story moves toward the end."

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

"The middle is where characters try things and learn more."

▶ Students write the event and what it leads to on the **SHOW** row.

ANSWER KEY: The second survey gathers reasons, which leads to the final plan.

CHECK FOR UNDERSTANDING

Ask a student to say what the second survey taught the class.

COMMON MISCONCEPTION

Students may think the story ends after the first survey. The middle keeps building.

POSSIBLE STUDENT QUESTION

How do I know I am in the middle? Characters are still working and the problem is not solved.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other information the class gathers in the middle.

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.

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Grade 5 · Prepare Cluster · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

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

 ~4 min

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

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

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

"Ask: what question from the beginning does the end answer?"

▶ Students write how the end connects to the beginning on the OWN row.

ANSWER KEY: The end answers the challenge and states the lesson learned.

CHECK FOR UNDERSTANDING

Ask a student to finish: The ending connects to the beginning because...

COMMON MISCONCEPTION

Students may only retell the ending. Ask them to link it to the opening challenge.

POSSIBLE STUDENT QUESTION

Why do beginnings and endings match? The end finishes what the beginning started.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how a structure is completed. Keep the demand at this level.

RAISE THE THINKING

Ask how Jordan changes from the beginning to the end.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

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Grade 5 · Prepare Cluster · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap turns one event into a how-to structure that the story does not use."

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

ANSWER KEY: Wrong structure type. It is a story with a beginning, middle, and end, not steps.

CHECK FOR UNDERSTANDING

Ask a student to name the parts that show this is a story.

COMMON MISCONCEPTION

Students may accept it because surveys appear twice. Repeated events do not make a how-to text.

POSSIBLE STUDENT QUESTION

How do I check the type? Ask whether the text has characters, a problem, and an ending.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a trap that names a news article 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“One event from each part first. Then explain how they connect.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The beginning 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the survey lists five dessert choices.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A By 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.

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning how the order of events helps the reader understand a story.”

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

“Each day we will practice the STAAR question how does the order of events help the reader, and we will spot answers that describe another part.”

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

PREP & MATERIALS: the Text Structure slide deck for Prepare Cluster Module 4 . a class or student copy of “The Fifth-Grade Cookie Commission” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a teacher might give directions in a certain order.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Prepare Cluster · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice the order in which information appears."

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

"Authors often give the simplest information first and the more complicated information later."

▶ Read the sentence twice. Students underline 44 percent on the NOTICE row.

ANSWER KEY: First evidence: cookies got 44 percent of the vote.

CHECK FOR UNDERSTANDING

Ask a student what Jordan thinks this number means.

COMMON MISCONCEPTION

Students may think 44 percent proves cookies won. The story shows more information is coming.

POSSIBLE STUDENT QUESTION

Why would an author start with this fact? It shows the first idea the class has before learning more.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the class learns next.

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.

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Grade 5 · Prepare Cluster · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"Look at the word then. Each new person brings new information in order."

▶ Students choose privately, then list the order of information with a partner.

ANSWER KEY: B. It shows the class learning new facts one at a time and changing their thinking.

CHECK FOR UNDERSTANDING

Ask a student to name the information in order.

COMMON MISCONCEPTION

Students may choose A because it is true. It describes one part, not how the order helps.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It is true about one section, but not what the question asks.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would change if the nurse spoke first.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a new event changes a character's thinking."

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

"Watch how one event leads to a change in what a character believes."

▶ Students write the cause and the change on the SHOW row.

ANSWER KEY: Cause: allergy information. Change: Eli crosses out ALL.

CHECK FOR UNDERSTANDING

Ask a student why this moment comes after the nurse speaks.

COMMON MISCONCEPTION

Students may say Eli changed because of cost. Check which information came right before.

POSSIBLE STUDENT QUESTION

How do I find the cause? Look at what happened just before the change.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which other character changes later.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author orders events a certain way."

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

"Ask: what lesson does this order teach?"

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

ANSWER KEY: Evidence first, decision last, which teaches that good choices need information.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author puts the decision last so that...

COMMON MISCONCEPTION

Students may say only what the decision was. Push them to say why it comes last.

POSSIBLE STUDENT QUESTION

What is the difference between the plot and the purpose? The plot is what happens. The purpose is why it is told this way.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this connects to the final sentence of the story.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is true, but it describes one early part instead of how the whole order helps."

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

ANSWER KEY: Describes another part. It is one detail, not how the order helps the reader.

CHECK FOR UNDERSTANDING

Ask a student which part of the story the Banana Party comes from.

COMMON MISCONCEPTION

Students may accept it because Trevor appears again at the end. Showing up twice does not make it the purpose.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Match the answer to the part the question asks about.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a different Describes another part trap.

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.

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

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

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

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

“List the information in order first. Then explain what the order shows.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the nurse gives important information.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A

It shows 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.

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Grade 5 · Prepare Cluster · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 • Cluster 1 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how a central idea and supporting evidence organize an informational selection.”

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

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

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a detail and a central idea.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 • Cluster 1 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice where an author signals a change."

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

"Signal words like however tell readers a big shift is coming."

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

ANSWER KEY: However signals a change in how colonists felt.

CHECK FOR UNDERSTANDING

Ask a student what was changing.

COMMON MISCONCEPTION

Students may think the war is the central idea. It is the starting point.

POSSIBLE STUDENT QUESTION

Why does this sentence matter? It tells readers what the rest of the selection explains.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the colonists felt before the change.

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.

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Grade 5 • Cluster 1 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A central idea covers every paragraph. Test each choice against the whole selection."

▶ Students choose privately, then name one paragraph that supports their choice.

ANSWER KEY: C. Unfair British taxes and actions led colonists to fight for independence.

CHECK FOR UNDERSTANDING

Ask a student which paragraph supports the central idea.

COMMON MISCONCEPTION

Students may choose A because the Boston Tea Party is exciting. It is only one event.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It is true, but it only covers one part.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to say why B is too broad.

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.

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Grade 5 • Cluster 1 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

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

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

"Evidence must connect to the big idea, not just be a true fact."

▶ Students explain the connection on the SHOW row using because.

ANSWER KEY: It shows the anger over unfair taxes that started the move to independence.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may restate the detail without connecting it.

POSSIBLE STUDENT QUESTION

How is evidence different from a fact? Evidence is a fact that proves an idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for evidence from the last paragraph.

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.

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Grade 5 · Cluster 1 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain how an author arranges evidence for a central idea."

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

"Ask: why does each paragraph come where it does?"

▶ Students write how the evidence is arranged on the OWN row.

ANSWER KEY: In time order, each step leading to the next, so readers see independence build up.

CHECK FOR UNDERSTANDING

Ask a student to finish: The evidence is in this order because...

COMMON MISCONCEPTION

Students may list events without saying how the order helps.

POSSIBLE STUDENT QUESTION

Is this cause and effect too? Yes. Each event causes the next one.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what instead of ending the conflict shows.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

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Grade 5 · Cluster 1 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is a true detail from one paragraph pretending to be the big idea."

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

ANSWER KEY: Too narrow central idea. It covers one event, not the whole selection.

CHECK FOR UNDERSTANDING

Ask a student to name two other events the answer leaves out.

COMMON MISCONCEPTION

Students may accept it because it is true and important. True for one paragraph is not enough.

POSSIBLE STUDENT QUESTION

How do I test a central idea? Check it against every paragraph.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write the central idea first. Then copy two details that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is a true fact from the first paragraph.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 • Cluster 1 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning order of importance, a Grade 5 text structure where ideas build from less serious to most serious.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 2
. a class or student copy of “From Tension to Revolution” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to rank three chores from least to most important and explain why.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice where 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice where an order of importance begins."

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

"In order of importance, the author starts somewhere and builds. Find the starting point."

▶ Read the sentence twice. Students underline the Stamp Act on the NOTICE row.

ANSWER KEY: The Stamp Act, a tax, is the starting point.

CHECK FOR UNDERSTANDING

Ask a student what the Stamp Act made colonists pay for.

COMMON MISCONCEPTION

Students may think the first event is the most important. Here the author builds up.

POSSIBLE STUDENT QUESTION

How do I know the order builds? Each new event is bigger than the last.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what event comes next.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Tensions continued to rise. Listen to what those words tell you about the order."

▶ Students choose privately, then rank three events with a partner.

ANSWER KEY: A. Events that grow more serious, from a tax to deadly conflict and punishment.

CHECK FOR UNDERSTANDING

Ask a student which event is the most serious.

COMMON MISCONCEPTION

Students may choose B because taxes start the selection. That names only one kind of event.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It names part of the pattern but leaves out how it works.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student why the author says tensions continued to rise.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 6 of 36 • Cluster 1 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how one event is more serious than the one before."

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

"Compare this event to the event before it. What got bigger?"

▶ Students write the earlier event and the bigger event on the SHOW row.

ANSWER KEY: From protests about a tax to soldiers killing colonists.

CHECK FOR UNDERSTANDING

Ask a student to say it with but: The colonists protested, but then...

COMMON MISCONCEPTION

Students may describe the event but not compare it. Require the comparison.

POSSIBLE STUDENT QUESTION

How do I show a build? Say what was smaller before and what is bigger now.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a build in importance. Keep the demand at this level.

RAISE THE THINKING

Ask which event comes after the Boston Massacre.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author orders ideas by importance."

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

"Ask: what does the reader feel as each event gets bigger?"

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

ANSWER KEY: The harshest step comes last so readers see why the colonies united.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author builds to the Intolerable Acts so that...

COMMON MISCONCEPTION

Students may only define the Intolerable Acts. Ask why they come where they do.

POSSIBLE STUDENT QUESTION

Is this also time order? Yes, and the events also grow in importance. Both patterns work together.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what happens because of the Intolerable Acts.

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.

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Grade 5 · Cluster 1 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap names one piece of the pattern and leaves the rest out."

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

ANSWER KEY: Only half the structure. It leaves out how the events build in importance.

CHECK FOR UNDERSTANDING

Ask a student to list three events that are not taxes.

COMMON MISCONCEPTION

Students may accept it because taxes start everything. Starting a pattern is not the whole pattern.

POSSIBLE STUDENT QUESTION

How do I check for half answers? Ask if the answer explains how all the parts connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“List the events in order first. Then explain how each one grows more serious.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because taxes appear at the beginning of the selection.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

- A** **By 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.

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Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 • Cluster 1 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning logical order, a Grade 5 structure where each idea leads to the next.”

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

“Each day we will practice the STAAR stem the author uses logical order to help the reader understand, and we will spot patterns that are close but not right.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 3
. a class or student copy of “From Tension to Revolution” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain a chain of events from their day, where each step caused the next.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.

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Grade 5 · Cluster 1 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice how one idea leads to the next."

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

"Logical order is like a chain. Each link holds on to the one before it."

▶ Read the sentence twice. Students write what it explains and what it leads to on the NOTICE row.

ANSWER KEY: It explains the debt and leads to new taxes.

CHECK FOR UNDERSTANDING

Ask a student to name the next link in the chain.

COMMON MISCONCEPTION

Students may treat this as a small detail. In logical order, short sentences can be important links.

POSSIBLE STUDENT QUESTION

How do I find the link? Ask what this idea explains and what it causes next.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a logical link. Keep the demand at this level.

RAISE THE THINKING

Ask what the author lists to show war was expensive.

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.

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Grade 5 • Cluster 1 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose what an author's logical order helps me understand."

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

"Logical order means each idea leads to the next. Which choice is a chain?"

▶ Students choose privately, then tell a partner the chain in three steps.

ANSWER KEY: B. How a war led to debt, then taxes, then protests.

CHECK FOR UNDERSTANDING

Ask a student to say the chain with so: War, so debt, so...

COMMON MISCONCEPTION

Students may choose C because taxes appear in a list. A list is not a chain of reasons.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? A pattern that is close to the right one but does not show how ideas connect.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what logical order shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student where the chain continues after the protests.

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.

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Grade 5 • Cluster 1 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 7 of 36 • Cluster 1 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the steps in a logical order."

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

"Break the sentence into steps. What happens first, next, and last?"

▶ Students write the three steps on the SHOW row.

ANSWER KEY: Refuse to buy, hurt businesses, pressure Parliament.

CHECK FOR UNDERSTANDING

Ask a student which step is the goal.

COMMON MISCONCEPTION

Students may list the steps out of order. Ask which step causes which.

POSSIBLE STUDENT QUESTION

Why is this logical order and not just time order? Each step happens because of the step before.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a logical chain. Keep the demand at this level.

RAISE THE THINKING

Ask what a boycott means in the text.

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.

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Grade 5 · Cluster 1 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

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

 ~4 min

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

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

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

"Ask: what does the reader understand because the ideas are linked?"

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

ANSWER KEY: It shows why protests continued: they worked once, and new taxes followed.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the ideas are linked, the reader understands...

COMMON MISCONCEPTION

Students may summarize the repeal without saying why it matters in the chain.

POSSIBLE STUDENT QUESTION

How does one link help explain the next? It gives the reason for what happens after.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how logical order supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what happened after the repeal.

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.

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Grade 5 · Cluster 1 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is close: there is a list in the text. But the whole selection is a chain of causes."

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

ANSWER KEY: Near-miss pattern. A list is not the logical chain the author uses.

CHECK FOR UNDERSTANDING

Ask a student to show one link the list leaves out.

COMMON MISCONCEPTION

Students may accept it because the list is in the text. One list is not the organization of the whole selection.

POSSIBLE STUDENT QUESTION

How do I tell logical order from a list? In logical order, each idea depends on the one before it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Write your chain first. Then copy the sentence that proves one link.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because events in history happen over time.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are analyzing how an author’s structure helps explain a topic, the way STAAR asks about it.”

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

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

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 1 Module 4
. a class or student copy of “From Tension to Revolution” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a coach might explain a play step by step instead of all at once.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a sentence that sums up a structure."

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

"Some sentences tell you the structure directly. Look for began as and grew into."

▶ Read the sentence twice. Students underline the start and the end on the NOTICE row.

ANSWER KEY: Start: anger over taxes. End: struggle for independence.

CHECK FOR UNDERSTANDING

Ask a student what grew into means.

COMMON MISCONCEPTION

Students may think this sentence is a new event. It sums up the whole selection.

POSSIBLE STUDENT QUESTION

Why do authors include a summary sentence? It shows readers the shape of the whole text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what happened between the start and the end.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"Test each choice: is it about this selection, or could it fit any history book?"

▶ Students choose privately, then tell a partner one step in the chain.

ANSWER KEY: A. It shows step by step how taxes and protests grew into a fight for independence.

CHECK FOR UNDERSTANDING

Ask a student to name the topic of the selection in a few words.

COMMON MISCONCEPTION

Students may choose B because it sounds smart. It is too broad to explain this topic.

POSSIBLE STUDENT QUESTION

What is a Too broad trap? It is so general that it fits many texts, not this one.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to make choice B more specific.

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.

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Grade 5 • Cluster 1 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how an event in the chain changes the direction."

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

"Instead of tells readers something unexpected happened."

▶ Students write what was expected and what happened on the SHOW row.

ANSWER KEY: Expected: the conflict ends. What happened: the colonies united.

CHECK FOR UNDERSTANDING

Ask a student what the colonies did to show they were united.

COMMON MISCONCEPTION

Students may skip the word instead. It is the key to the turn.

POSSIBLE STUDENT QUESTION

Why does a turn matter in a structure? It moves the chain toward its end.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what the colonists learned from uniting.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Ask: what is the author trying to explain, and how does the chain help?"

▶ Students write the author's purpose and how the structure helps on the OWN row.

ANSWER KEY: To explain why the colonies broke away; the chain shows the reasons build.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author used a chain so that readers...

COMMON MISCONCEPTION

Students may name the structure without connecting it to purpose.

POSSIBLE STUDENT QUESTION

Is purpose the same as topic? No. The topic is the Revolution. The purpose is what the author wants readers to understand about it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would be lost if the events were in a random order.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is true almost everywhere, which is why it does not answer the question."

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

ANSWER KEY: Too broad central idea. It fits any text, not this selection.

CHECK FOR UNDERSTANDING

Ask a student to add two specific events to make the answer stronger.

COMMON MISCONCEPTION

Students may accept it because the selection does show change. The answer must name what changed and why.

POSSIBLE STUDENT QUESTION

How do I fix a too broad answer? Add the who, what, and why from this text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too narrow trap for the same question.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Name the structure first. Then explain how it helps, with two events.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the selection is about change.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

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

A **grew *Correct.***

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

It shows that every country has conflicts

B

Too broad central idea trap. It could describe any history text.

It explains how the Stamp Act was printed

C

Word match trap. The Stamp Act appears, but printing is not explained.

It describes only the Boston Tea Party

D

Too narrow trap. The Tea Party is one link in the chain.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how history texts are organized in chronological order, the way STAAR asks about it.”

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

“Each day we will practice the question how does the author organize the information about the events, and we will spot answers that name the wrong pattern.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 1
. a class or student copy of "Spanish Rule in Early Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how a timeline helps a reader understand history.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice how a history text begins in time."

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

"History texts often start with a date or time. That is the first step on the timeline."

▶ Read the sentence twice. Students circle Before 1600 on the NOTICE row.

ANSWER KEY: Before 1600: Spain began to explore and claim land.

CHECK FOR UNDERSTANDING

Ask a student what Spain wanted to do in Texas.

COMMON MISCONCEPTION

Students may skip the date. Dates are signals of structure.

POSSIBLE STUDENT QUESTION

Why start with a date? It places the reader at the beginning of the timeline.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the start of a sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what Spain built to reach its goals.

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.

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Grade 5 · Cluster 2 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"Follow the selection from its first sentence to its last. How does it move?"

▶ Students choose privately, then tell a partner what comes first and last.

ANSWER KEY: C. From Spain's early goals, to the missions and presidios, to the lasting effects.

CHECK FOR UNDERSTANDING

Ask a student to name the three main parts.

COMMON MISCONCEPTION

Students may choose A because other countries are mentioned. The text never compares Spain and France.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a real structure that this text does not use.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find the part about lasting effects.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how an author connects two parts of a history."

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

"After describing two things, authors often explain how they connect."

▶ Students write the job of each and how they connect on the SHOW row.

ANSWER KEY: Missions spread religion and customs; presidios protected them; they were built close together.

CHECK FOR UNDERSTANDING

Ask a student why the missions needed protection.

COMMON MISCONCEPTION

Students may think this sentence compares them. It shows how they worked together.

POSSIBLE STUDENT QUESTION

Is this a comparison? Not mainly. It shows how two parts of one plan support each other.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining connections in a history. Keep the demand at this level.

RAISE THE THINKING

Ask what the presidios had to do.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain why an author ends a history text a certain way."

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

"Ask: why do the effects come after the events?"

▶ Students write how the ending helps the reader on the OWN row.

ANSWER KEY: It links the past to today, showing why the history matters.

CHECK FOR UNDERSTANDING

Ask a student to finish: Ending with effects helps the reader see...

COMMON MISCONCEPTION

Students may only list the effects. Ask why they come last.

POSSIBLE STUDENT QUESTION

Why are effects at the end? Effects can only happen after the events that cause them.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for one effect that was a conflict.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap names comparison because two things are described. Describing two things does not make a comparison text."

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

ANSWER KEY: Wrong pattern named. The text follows history forward, not a comparison.

CHECK FOR UNDERSTANDING

Ask a student which parts of the text would be missing from a comparison.

COMMON MISCONCEPTION

Students may accept it because both words appear often. Look at how the whole text is built.

POSSIBLE STUDENT QUESTION

How do I check a comparison? A comparison text keeps showing how things are alike and different.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“First, middle, end. Then copy one time phrase as proof.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Before 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because other countries are mentioned in the first paragraph.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 • Cluster 2 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning the signal words authors use to show the order of events in history.”

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

“Each day we will practice the STAAR question which words signal the order of events, and we will sort signals that do other jobs.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 2
. a class or student copy of “Spanish Rule in Early Texas”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a signal word that shows time and one that shows a reason.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a signal word 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.

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Grade 5 · Cluster 2 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice a signal word for sequence."

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

"Signal words for sequence answer when or how long."

▶ Read the sentence twice. Students circle *Over time* on the NOTICE row.

ANSWER KEY: Over time.

CHECK FOR UNDERSTANDING

Ask a student what changed over time.

COMMON MISCONCEPTION

Students may circle lived or traded. Those words tell what, not when.

POSSIBLE STUDENT QUESTION

How do I know a phrase signals sequence? It shows time order or time passing.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for the sentence right before this one.

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.

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Grade 5 • Cluster 2 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 10 of 36 • Cluster 2 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose a signal word that shows sequence."

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

"Two choices are real signal words, but they signal something other than time."

▶ Students choose privately, then tell a partner what job However does.

ANSWER KEY: B. Before 1600.

CHECK FOR UNDERSTANDING

Ask a student what Because of signals.

COMMON MISCONCEPTION

Students may choose However because it is a signal word. It signals contrast, not order.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? A real signal word that shows a different relationship.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a sequence signal. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find However in the text and explain it.

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.

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Grade 5 · Cluster 2 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a phrase signals that events happened in steps."

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

"Sometimes a whole sentence signals sequence, not just one word."

▶ Students explain the phrase on the SHOW row.

ANSWER KEY: The changes came slowly in steps, over many years.

CHECK FOR UNDERSTANDING

Ask a student to name two changes that came over time.

COMMON MISCONCEPTION

Students may think the sentence says nothing happened. It says things happened slowly.

POSSIBLE STUDENT QUESTION

Can a sentence be a signal? Yes. It can tell readers how events are ordered.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what new roads connected.

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.

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Grade 5 · Cluster 2 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain how sequence signals help the author's purpose."

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

"Ask: what would readers miss without the time signals?"

▶ Students write how the signals help on the OWN row.

ANSWER KEY: They show Spanish influence started long ago and lasted for years.

CHECK FOR UNDERSTANDING

Ask a student to finish: Without the time signals, the reader would not know...

COMMON MISCONCEPTION

Students may list signals without explaining how they help.

POSSIBLE STUDENT QUESTION

Why do signals matter in history? They show how long changes took and what came first.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how signals support purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what for many years afterward suggests.

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

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Grade 5 · Cluster 2 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap is a real signal phrase, so it feels right. Ask what job it does."

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

ANSWER KEY: Near-miss pattern. Because of signals cause, not time.

CHECK FOR UNDERSTANDING

Ask a student to replace the trap with a real time signal from the text.

COMMON MISCONCEPTION

Students may think all signal words show order. Each signal has its own job.

POSSIBLE STUDENT QUESTION

How do I sort signal words? Ask: does it show time, cause, or contrast?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a trap using the word However.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the signals first. Then name the job each one does.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it lists events that happened.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 • Cluster 2 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are comparing how two selections are organized, the way STAAR asks about paired texts.”

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

“Each day we will practice the question how are the two selections organized alike and different, and we will make sure our answers have both halves.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 3
. a class or student copy of "Spanish Rule in Early Texas" and "A Harvest to Remember"
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way two of their favorite books are alike and one way they are different.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.

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Grade 5 · Cluster 2 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice how each text begins."

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

"To compare two texts, start by comparing their openings."

▶ Read the sentence twice. Students write the opening of each text on the NOTICE row.

ANSWER KEY: Both open with a time: 1621 and Before 1600.

CHECK FOR UNDERSTANDING

Ask a student how the two openings are alike.

COMMON MISCONCEPTION

Students may only describe one text. Comparing needs both.

POSSIBLE STUDENT QUESTION

Why compare openings? The opening shows how each author plans the text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing openings to compare. Keep the demand at this level.

RAISE THE THINKING

Ask what comes next in each text.

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.

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Grade 5 · Cluster 2 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how two texts are organized alike and different."

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

"A full answer has two parts: alike and different. Check for both."

▶ Students choose privately, then tell a partner one likeness and one difference.

ANSWER KEY: 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.

CHECK FOR UNDERSTANDING

Ask a student to point to the alike part and the different part of their choice.

COMMON MISCONCEPTION

Students may choose A without checking the facts. Only one selection is about the Pilgrims.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It tells only one side of a two-sided question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a two-text comparison. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the turning point in A Harvest to Remember.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show a difference between two text structures."

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

"A difference in structure is about how the text is built, not just its topic."

▶ Students write evidence from each text on the SHOW row.

ANSWER KEY: Spanish Rule explains parts; A Harvest to Remember tells problem, help, and harvest in order.

CHECK FOR UNDERSTANDING

Ask a student to name the problem in A Harvest to Remember.

COMMON MISCONCEPTION

Students may say the difference is Texas versus Massachusetts. That is topic, not structure.

POSSIBLE STUDENT QUESTION

How is structure different from topic? Topic is what it is about. Structure is how it is built.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a structural difference. Keep the demand at this level.

RAISE THE THINKING

Ask what the Spanish Rule text describes after missions.

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.

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Grade 5 · Cluster 2 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain how two texts are organized alike."

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

"Ask: what does each author want readers to see at the end?"

▶ Students write the likeness and the reason on the OWN row.

ANSWER KEY: Both end by linking the past to today to show why history matters.

CHECK FOR UNDERSTANDING

Ask a student to finish: Both authors end with today because...

COMMON MISCONCEPTION

Students may describe one ending only. Require both.

POSSIBLE STUDENT QUESTION

Can two different structures share a part? Yes. Different texts can end the same way.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing a shared structural choice. Keep the demand at this level.

RAISE THE THINKING

Ask which ending sentence in A Harvest to Remember connects to today.

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.

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Grade 5 · Cluster 2 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap is correct about one side. The question asks for two sides."

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

ANSWER KEY: Only half the structure. It gives a likeness but no difference.

CHECK FOR UNDERSTANDING

Ask a student to add a difference to complete the answer.

COMMON MISCONCEPTION

Students may accept it because it is true. A true half answer is still half.

POSSIBLE STUDENT QUESTION

How do I avoid half answers? Reread the question and count what it asks for.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a trap that gives only a difference.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Likeness first, then a difference. Use evidence from both texts.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE It 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both selections really do move forward in time.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning how headings and titles help readers understand a selection, the way STAAR asks about text features.”

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

“Each day we will practice the question how does the heading help the reader, and we will spot answers that name the wrong structure.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 2 Module 4
. a class or student copy of “A Harvest to Remember” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how chapter titles help them in a long book.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a 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.

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Grade 5 · Cluster 2 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice how a heading connects to the text."

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

"A good heading names something important. Find where the text delivers it."

▶ Read the sentence twice. Students circle harvest and connect it to the title on the NOTICE row.

ANSWER KEY: Harvest. The title prepares readers for this key event.

CHECK FOR UNDERSTANDING

Ask a student what made the harvest possible.

COMMON MISCONCEPTION

Students may think the heading is only decoration. Headings point to the main focus.

POSSIBLE STUDENT QUESTION

How do I use a heading? Predict from it, then check the text to confirm.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a heading's connection. Keep the demand at this level.

RAISE THE THINKING

Ask what the word remember in the title might point to.

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.

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Grade 5 · Cluster 2 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"A heading does a job for the reader. Which choice tells that job?"

▶ Students choose privately, then tell a partner one prediction the title helps them make.

ANSWER KEY: A. It tells readers the selection is about a harvest and why people still remember it.

CHECK FOR UNDERSTANDING

Ask a student why remember is an important word in the title.

COMMON MISCONCEPTION

Students may choose B because foods are listed in the text. A heading does not list.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It describes a structure the heading does not have.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a feature's job. Keep the demand at this level.

RAISE THE THINKING

Ask a student to suggest a heading for one section of the text.

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.

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Grade 5 • Cluster 2 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 12 of 36 • Cluster 2 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

🕒 ~4 min

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

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

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

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: They show people harvesting together, which supports why the harvest is remembered.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

TODAY'S THINKING JOB

OWN

"I can explain how 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.

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Grade 5 · Cluster 2 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can explain how headings organize a selection."

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

"Ask: what is this part about, and what words would name it?"

▶ Students write a heading and its job on the OWN row.

ANSWER KEY: A Hard First Year. It names the problem section.

CHECK FOR UNDERSTANDING

Ask a student to read their heading and explain it.

COMMON MISCONCEPTION

Students may write a heading that is too general, like Pilgrims.

POSSIBLE STUDENT QUESTION

What makes a strong heading? It names the main idea of that section.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how features support structure. Keep the demand at this level.

RAISE THE THINKING

Ask what heading would fit the celebration part.

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.

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Grade 5 · Cluster 2 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap turns one detail into a how-to structure."

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

ANSWER KEY: Wrong structure type. The selection is not a list of steps.

CHECK FOR UNDERSTANDING

Ask a student which word in the title the trap ignores.

COMMON MISCONCEPTION

Students may accept it because planting is explained. One explanation is not the whole structure.

POSSIBLE STUDENT QUESTION

How do I check? Ask if the heading and the whole text match the structure named.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too narrow trap about the heading.

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.

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Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

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

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

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

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

“Explain the title first. Then write your own heading and prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“In 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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because food is mentioned often in the selection.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A It 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how poets organize poems with lines, rhymes, and patterns.”

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

“Each day we will practice the STAAR question how does the poet organize the poem, and we will spot answers that name the wrong kind of text.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 1
. a class or student copy of “Our Rights, Our Voices”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student how a poem looks different from a news article on the page.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 13 of 36 • Cluster 3 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

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

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

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

"Poems can open with a question that the rest of the poem answers."

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

ANSWER KEY: The question: What should we do? The poem answers it.

CHECK FOR UNDERSTANDING

Ask a student what the leaders decided to do.

COMMON MISCONCEPTION

Students may think the opening is about a new nation's history only. It sets up the whole poem.

POSSIBLE STUDENT QUESTION

Why start with a question? It gives the poem a job: to answer it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poem's opening. Keep the demand at this level.

RAISE THE THINKING

Ask which rhyming words end the two lines.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how a poet organizes a poem."

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

"Listen for the number words: First, Second, Third. What pattern do they make?"

▶ Students choose privately, then count the number words with a partner.

ANSWER KEY: B. By naming the rights in number order, in rhyming pairs of lines.

CHECK FOR UNDERSTANDING

Ask a student to name the last right in the poem.

COMMON MISCONCEPTION

Students may choose B because the poem is about a nation. There is no story or villain.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a structure from another kind of text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a poem's structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find the two rhyming words in the sentence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the pattern a poet repeats."

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

"A pattern is something the poet does again and again."

▶ Students write the pattern on the SHOW row: number, says, the right, rhyme.

ANSWER KEY: Number + says + the right, in two rhyming lines.

CHECK FOR UNDERSTANDING

Ask a student to find another pair that follows the pattern.

COMMON MISCONCEPTION

Students may describe only the meaning. The pattern is about how the lines are built.

POSSIBLE STUDENT QUESTION

How do I find a pattern? Look for what repeats at the start or end of lines.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a repeated pattern. Keep the demand at this level.

RAISE THE THINKING

Ask why a poet might use number order.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain how a poem's order helps the reader."

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

"Ask: how does the order help someone learn the rights?"

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

ANSWER KEY: It matches the Bill of Rights so readers can learn the rights in order.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet uses number order so that readers...

COMMON MISCONCEPTION

Students may only say the poem is in order. Explain why that helps.

POSSIBLE STUDENT QUESTION

Is order the same as purpose? No. Order is the plan. Purpose is why the poet chose it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the rhyme helps the reader too.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap uses real words from the poem, trial and jury, but names the wrong kind of text."

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

ANSWER KEY: Wrong structure type. It is a poem in rhyming lines, not a news report.

CHECK FOR UNDERSTANDING

Ask a student to name two features that prove it is a poem.

COMMON MISCONCEPTION

Students may accept it because courts appear in the poem. Topic words do not decide the structure.

POSSIBLE STUDENT QUESTION

How do I check the type? Look for lines, rhyme, and stanzas.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Describe the structure first. Then copy two lines as proof.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the First right is described first.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how the parts of a poem work together to share the poet’s message.”

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

“Each day we will practice the STAAR question how do the parts of the poem help the poet share the message, and we will spot answers that describe another part.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 2
. a class or student copy of “Our Rights, Our Voices” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what job the last part of a speech or song usually does.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice what the opening of a poem does."

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

"The opening part of a poem often tells why the poem matters."

▶ Read the lines twice. Students underline the reason on the NOTICE row.

ANSWER KEY: Reason: rules all could know so the country could safely grow.

CHECK FOR UNDERSTANDING

Ask a student what the young country is.

COMMON MISCONCEPTION

Students may think the opening names a right. It gives the reason first.

POSSIBLE STUDENT QUESTION

Why give a reason first? It helps readers understand why the rights are important.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the job of the opening. Keep the demand at this level.

RAISE THE THINKING

Ask what comes right after the opening.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose how the parts of a poem work together."

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

"Think about the beginning, the middle, and the end of the poem. What job does each do?"

▶ Students choose privately, then tell a partner the job of the closing part.

ANSWER KEY: A. The opening explains why, the middle names the rights, and the closing shows they still matter.

CHECK FOR UNDERSTANDING

Ask a student to name the job of each part.

COMMON MISCONCEPTION

Students may choose B because the middle is the longest part. It is not the whole poem.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It is true for one part, but the question asks about all of them.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how parts work together. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Together they help protect the whole means.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show what the closing part of a poem adds."

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

"Closings often bring the poem back to the reader's own life."

▶ Students write what the closing adds on the SHOW row.

ANSWER KEY: It connects the rights to students today.

CHECK FOR UNDERSTANDING

Ask a student who people at school are in this line.

COMMON MISCONCEPTION

Students may say the closing names another right. The closing is about why rights matter now.

POSSIBLE STUDENT QUESTION

How is the closing different from the middle? The middle names rights. The closing explains why they matter.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the job of a closing. Keep the demand at this level.

RAISE THE THINKING

Ask for the last two lines of the poem.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain how a poem's parts build a message."

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

"Ask: how does moving from past to present help the message?"

▶ Students write the message and how the order builds it on the OWN row.

ANSWER KEY: Past to rights to today, showing old rights still protect us.

CHECK FOR UNDERSTANDING

Ask a student to finish: The order helps the message because...

COMMON MISCONCEPTION

Students may state a message but not connect it to the order of the parts.

POSSIBLE STUDENT QUESTION

What is a message? The big idea the poet wants readers to understand.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and message. Keep the demand at this level.

RAISE THE THINKING

Ask what Its refers to in the last line.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap is true about two lines, but the question asks about the whole poem."

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

ANSWER KEY: Describes another part. It names one right, not how the parts share the message.

CHECK FOR UNDERSTANDING

Ask a student to name what the trap leaves out.

COMMON MISCONCEPTION

Students may accept it because it is in the poem. In the poem is not the same as answering the question.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Check that the answer talks about the parts the question names.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a Too narrow trap about the closing.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“The job of each part first. Then the message in one sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Each 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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the trial lines are easy to remember.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A They 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning how a drama is organized with scenes, dialogue, and stage directions.”

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

“Each day we will practice the STAAR question how do the scenes help the reader follow the events, and we will spot answers that describe a different kind of text.”

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

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

CHECK FOR UNDERSTANDING

Ask a student how a play script looks different from a story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice how a scene heading helps a reader."

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

"Scene headings are like signposts. They tell you where and when you are."

▶ Read the heading twice. Students write what it tells the reader on the NOTICE row.

ANSWER KEY: It shows time has passed: later the same day.

CHECK FOR UNDERSTANDING

Ask a student what happened in the scene before.

COMMON MISCONCEPTION

Students may skip scene headings. They carry structure clues.

POSSIBLE STUDENT QUESTION

Why do plays have scenes? To show changes in time, place, or events.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the heading of Scene 4 tells the reader.

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.

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Grade 5 · Cluster 3 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose how scenes help a reader follow a play."

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

"Compare the first scene heading to the last one. What has changed?"

▶ Students choose privately, then tell a partner the first and last scene headings.

ANSWER KEY: C. They move through one day, each showing a new step in Thomas's thinking.

CHECK FOR UNDERSTANDING

Ask a student how Thomas changes from Scene 1 to Scene 5.

COMMON MISCONCEPTION

Students may choose A because new laws are discussed. The play does not list laws.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It describes how a different kind of text is built.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how scenes organize a play. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the last scene is called A New Understanding.

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.

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Grade 5 · Cluster 3 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a narrator connects parts of a play."

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

"In a play, a narrator can give information the characters do not say."

▶ Students write the narrator's job on the SHOW row.

ANSWER KEY: The narrator links the shop to news across the colonies.

CHECK FOR UNDERSTANDING

Ask a student what the characters cannot tell the audience by themselves.

COMMON MISCONCEPTION

Students may think the narrator is a character in the shop. The narrator speaks to the audience.

POSSIBLE STUDENT QUESTION

Why include a narrator? To give background that connects the scenes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how dialogue and narration connect scenes. Keep the demand at this level.

RAISE THE THINKING

Ask what the narrator says at the start of Scene 1.

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.

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Grade 5 · Cluster 3 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain why a playwright organizes scenes a certain way."

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

"Ask: how does the structure match what the characters learn?"

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

ANSWER KEY: The scenes show ideas growing step by step, just as change takes time.

CHECK FOR UNDERSTANDING

Ask a student to finish: The playwright uses short scenes so that...

COMMON MISCONCEPTION

Students may only list scene titles. Ask what the order shows.

POSSIBLE STUDENT QUESTION

Can structure match a message? Yes. A slow build can show that change is slow.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Scene 5 is different from Scene 1.

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.

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Grade 5 · Cluster 3 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap takes a topic from one scene and calls it the structure."

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

ANSWER KEY: Wrong structure type. It is a drama with scenes, not a list of facts.

CHECK FOR UNDERSTANDING

Ask a student to name two drama features that prove the structure.

COMMON MISCONCEPTION

Students may accept it because Virginia is important. Important ideas still live inside scenes.

POSSIBLE STUDENT QUESTION

How do I check a drama structure? Look for scenes, speaker names, and stage directions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a trap that calls the play a poem.

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.

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Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

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

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

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

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

“First scene, last scene, then explain how the scenes connect.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Scene 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

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Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the play has short lines like a poem.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.

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Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning why playwrights include stage directions, the way STAAR asks about drama.”

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

“Each day we will practice the question why does the playwright include stage directions, and we will spot answers that are too narrow.”

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

PREP & MATERIALS: the Text Structure slide deck for Cluster 3 Module 4
. a class or student copy of “A Voice of Their Own”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to act out a line two ways and explain which stage direction fits each.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a stage direction shows."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Stage directions help readers picture what an audience would see."

▶ Read the stage direction twice. Students list two setting details on the NOTICE row.

ANSWER KEY: A small shop on a busy street; Thomas sweeping.

CHECK FOR UNDERSTANDING

Ask a student what the audience would see first.

COMMON MISCONCEPTION

Students may read stage directions aloud as dialogue. No one says these words.

POSSIBLE STUDENT QUESTION

Who reads stage directions? Actors and readers. The audience sees them acted out.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing stage directions. Keep the demand at this level.

RAISE THE THINKING

Ask how the street changes by the end of the day.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why a playwright includes stage directions."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about all the stage directions, not just one."

▶ Students choose privately, then find a stage direction that shows a feeling.

ANSWER KEY: A. To show the setting, the actions, and the feelings of the characters.

CHECK FOR UNDERSTANDING

Ask a student to find a stage direction that shows an action.

COMMON MISCONCEPTION

Students may choose B because the horse is in a stage direction. That is one detail.

POSSIBLE STUDENT QUESTION

What is a Too narrow, one detail trap? It is one true detail instead of the overall purpose.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose of stage directions. Keep the demand at this level.

RAISE THE THINKING

Ask why Thomas listening matters in Scene 5.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a stage direction reveals a feeling."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One word in parentheses can change how a line sounds."

▶ Students write the stage direction and what it shows on the SHOW row.

ANSWER KEY: Firmly: he is sure and serious about having a voice.

CHECK FOR UNDERSTANDING

Ask a student to read the line firmly, then another way.

COMMON MISCONCEPTION

Students may skip the word in parentheses. It tells how to say the line.

POSSIBLE STUDENT QUESTION

Why not just write the line? The stage direction tells the actor the feeling behind it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining stage directions. Keep the demand at this level.

RAISE THE THINKING

Ask for the stage direction that shows Thomas agrees.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how stage directions help structure a play."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what do the stage directions show about time and about ideas spreading?"

▶ Students write how stage directions show time on the OWN row.

ANSWER KEY: Busy morning to people walking home; neighbors talking shows ideas spreading.

CHECK FOR UNDERSTANDING

Ask a student to finish: The stage directions show time passing by...

COMMON MISCONCEPTION

Students may only describe the scene. Ask how it shows time passing.

POSSIBLE STUDENT QUESTION

Can stage directions show ideas? Yes. Actions like neighbors talking can hint at the message.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing stage directions and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask for another stage direction that shows time passing.

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.

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Grade 5 · Cluster 3 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true but tiny. The question asks about all stage directions."

▶ Students write why it is a trap and name it on the DEFEND row.

ANSWER KEY: Too narrow, one detail. It describes one stage direction, not their purpose.

CHECK FOR UNDERSTANDING

Ask a student to name two other jobs stage directions do.

COMMON MISCONCEPTION

Students may accept it because the flour is in the play. One detail does not explain a purpose.

POSSIBLE STUDENT QUESTION

How do I widen my answer? Think about what all the stage directions have in common.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

Explain 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Two stage directions and their jobs first. Then the overall purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“(A 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

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Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the flour is described in the stage direction.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A To show 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.

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Grade 5 · Cluster 3 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning how a history text uses sequence to organize its paragraphs.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice the STAAR question how does the author organize paragraphs 2 through 4, and we will spot answers that describe another part.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 1
. a class or student copy of “Words That Changed a Nation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student why a question that names paragraphs needs careful rereading.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

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Grade 5 • Cluster 4 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the event that starts a sequence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A date is a strong clue that a sequence is starting."

▶ Read the sentence twice. Students circle the date on the NOTICE row.

ANSWER KEY: July 4, 1776: the Declaration was approved.

CHECK FOR UNDERSTANDING

Ask a student what came before the approval.

COMMON MISCONCEPTION

Students may think paragraph 1 is the whole sequence. It is the starting point.

POSSIBLE STUDENT QUESTION

Why does the first event matter? Everything after it is ordered from it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the start of a sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what paragraph 2 explains.

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.

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Grade 5 • Cluster 4 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a group of paragraphs."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read only paragraphs 2, 3, and 4. What does each one do, in order?"

▶ Students choose privately, then label the job of each paragraph with a partner.

ANSWER KEY: B. What the Declaration promised, then who questioned it, then how the questions continued.

CHECK FOR UNDERSTANDING

Ask a student what paragraph 3 adds.

COMMON MISCONCEPTION

Students may choose A because the leaders met in paragraph 1. That is a different part.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It is true about a different paragraph than the one asked about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting paragraph structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find a word in paragraph 4 that shows time passing.

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.

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Grade 5 • Cluster 4 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one paragraph builds on the one before it."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the first sentence of a paragraph. It often links to the one before."

▶ Students write the idea from paragraph 2 and the response in paragraph 3 on the SHOW row.

ANSWER KEY: Paragraph 2: the promise of equality. Paragraph 3: people questioned it.

CHECK FOR UNDERSTANDING

Ask a student who Abigail Adams wanted leaders to remember.

COMMON MISCONCEPTION

Students may treat paragraph 3 as a new topic. It responds to paragraph 2.

POSSIBLE STUDENT QUESTION

How does a paragraph build? It answers, questions, or adds to the one before.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a sequence builds. Keep the demand at this level.

RAISE THE THINKING

Ask what Abigail Adams argued.

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.

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Grade 5 · Cluster 4 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a sequence supports an author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what does the reader understand because the questions come last?"

▶ Students write the purpose of the ending on the OWN row.

ANSWER KEY: It shows the Declaration started a conversation about rights that continued.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author ends with questions so that readers...

COMMON MISCONCEPTION

Students may say the ending is about ink. Even as the ink dried shows time, right after the document was written.

POSSIBLE STUDENT QUESTION

What does even as the ink dried mean? Right away, as soon as it was written.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask who should have rights, according to paragraph 4.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 · Cluster 4 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true, but it comes from the wrong paragraph."

▶ Students write why it is a trap and name it on the DEFEND row.

ANSWER KEY: Describes another part. The frustration is in paragraph 1, not 2 through 4.

CHECK FOR UNDERSTANDING

Ask a student to point to where this sentence appears.

COMMON MISCONCEPTION

Students may accept it because it is in the selection. Check the paragraph numbers in the question.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Reread only the paragraphs the question names.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap about paragraph 3.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“The job of each paragraph in order first. Then copy a linking sentence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the anger at Great Britain explains the whole selection.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

A **By 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning how logical order helps a history text explain why events happened.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice the STAAR stem the author uses logical order to help the reader understand, and we will make sure our answers include the whole chain.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 2
. a class or student copy of “Words That Changed a Nation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to explain a rule at school and the reason behind it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how an author 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author starts a logical order with reasons."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Logical order often begins with the reasons behind an event."

▶ Read the sentence twice. Students underline the reason on the NOTICE row.

ANSWER KEY: Reason: taxes without representation.

CHECK FOR UNDERSTANDING

Ask a student what this reason led to.

COMMON MISCONCEPTION

Students may think this is a detail about taxes only. It is the first link in the chain.

POSSIBLE STUDENT QUESTION

Why explain reasons first? So the decision that follows makes sense.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first link. Keep the demand at this level.

RAISE THE THINKING

Ask for another reason in the same part.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what an author's logical order explains."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A chain has links on both sides. Which choice has the reason and the result?"

▶ Students choose privately, then tell a partner the chain in three links.

ANSWER KEY: A. Why the colonies broke away and what ideas the new nation would be built on.

CHECK FOR UNDERSTANDING

Ask a student what as tensions increased leads to.

COMMON MISCONCEPTION

Students may choose C because the complaints are important. They are one link, not the whole chain.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It gives one link but not how the chain connects.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what logical order explains. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find the word solution in the sentence and explain it.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 18 of 36 • Cluster 4 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the steps in a logical argument."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for if and then. Logic often works as if this, then that."

▶ Students write the steps on the SHOW row.

ANSWER KEY: Power from the people; protect rights; if not, people can change it.

CHECK FOR UNDERSTANDING

Ask a student how this connects to declaring independence.

COMMON MISCONCEPTION

Students may copy the sentence without breaking it into steps.

POSSIBLE STUDENT QUESTION

How is this logical order? Each idea depends on the one before it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a logical chain. Keep the demand at this level.

RAISE THE THINKING

Ask why these ideas were unusual at the time.

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.

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Grade 5 · Cluster 4 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how both halves of a structure help the author."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what would readers miss if the author stopped after the promises?"

▶ Students write both halves and the purpose on the OWN row.

ANSWER KEY: Promise first, then who was left out, showing the work continued.

CHECK FOR UNDERSTANDING

Ask a student to finish: Because the author shows both halves, readers understand...

COMMON MISCONCEPTION

Students may explain only the promise or only the problem. Require both.

POSSIBLE STUDENT QUESTION

Why does although matter here? It signals the turn from promise to problem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which groups were left out.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap gives one true link and drops the rest of the chain."

▶ Students write why it is a trap and name it on the DEFEND row.

ANSWER KEY: Only half the structure. It names one link, not the chain.

CHECK FOR UNDERSTANDING

Ask a student to add the next link to complete the answer.

COMMON MISCONCEPTION

Students may accept it because the complaints really are in the text. One link is not the whole order.

POSSIBLE STUDENT QUESTION

How do I check for half answers? Ask whether the answer shows how the ideas connect.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Three linked ideas first. Then explain what the order helps you understand.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the complaints are an important part of the Declaration.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **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.

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze description the way the STAAR test asks about it. Description gives many details about one topic.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like what is the central idea, and we will learn to spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 3
. a class or student copy of “Words That Changed a Nation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and a central idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice details that describe a topic."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Describing details tell us more and more about one thing. Listen for what the Declaration did."

▶ Read the sentence twice. Students circle explained the ideas on the NOTICE row.

ANSWER KEY: The Declaration explained the ideas the nation would be built on.

CHECK FOR UNDERSTANDING

Ask a student what the Declaration did besides announce freedom.

COMMON MISCONCEPTION

Students may treat the detail as the whole central idea. It is one piece of the picture.

POSSIBLE STUDENT QUESTION

How is a detail different from a central idea? A detail is one piece. The central idea is what all the pieces show.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing describing details. Keep the demand at this level.

RAISE THE THINKING

Ask what other details describe the Declaration.

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.

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Grade 5 • Cluster 4 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 19 of 36 • Cluster 4 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the central idea of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice could fit almost any history book. One choice is only a small detail. Find the one that fits this selection."

▶ Students choose privately, then tell a partner why A is too broad.

ANSWER KEY: C. The Declaration announced a new nation and explained ideas about rights that still matter.

CHECK FOR UNDERSTANDING

Ask a student which two details prove choice C.

COMMON MISCONCEPTION

Students may choose A because it sounds important. Important is not enough. It must fit this text.

POSSIBLE STUDENT QUESTION

What is a Too broad trap? An answer so big it could describe many different texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the central idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite A so it fits only this text.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports a central idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A supporting detail is evidence. It must connect back to the big idea."

▶ Students write the detail and a because statement on the SHOW row.

ANSWER KEY: It describes an idea the Declaration explained, so it supports the central idea.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the central idea because...

COMMON MISCONCEPTION

Students may copy the detail without connecting it. Require the because.

POSSIBLE STUDENT QUESTION

Why does the author describe so many ideas? Each one adds to the central idea about what the Declaration meant.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining supporting details. Keep the demand at this level.

RAISE THE THINKING

Ask for a second detail that supports the same central idea.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how description helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Analyze means tell how the structure helps the author do the job."

▶ Students write how the description helps the purpose on the OWN row.

ANSWER KEY: The description explains the ideas, so readers understand why the document mattered.

CHECK FOR UNDERSTANDING

Ask a student to name the author's purpose first.

COMMON MISCONCEPTION

Students may only summarize the rights. Push them to say what the description does for the reader.

POSSIBLE STUDENT QUESTION

What is the author's purpose here? To inform readers about the Declaration and its ideas.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing how structure supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask why the author defines the word natural.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is not wrong about freedom. It is just too big. It never names the Declaration."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad central idea. It does not name the Declaration or its ideas.

CHECK FOR UNDERSTANDING

Ask a student to add words that make the answer fit this text.

COMMON MISCONCEPTION

Students may accept it because freedom appears in the text. A word match is not a central idea.

POSSIBLE STUDENT QUESTION

How do I test for too broad? Ask: could this sentence fit a different text just as well?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for the same question.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the central idea first. Then copy two details that prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds important even though it never names the Declaration.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A The 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.

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how structure helps an author show why events mattered.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the organization help the author, and we will spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 4 Module 4
. a class or student copy of “Words That Changed a Nation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student why a history writer might tell events in the order they happened.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 4 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a cause and its effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"History texts often show why something happened. Listen for the reason."

▶ Read the sentence twice. Students write the cause and effect on the NOTICE row.

ANSWER KEY: Cause: the war debt. Effect: new taxes on the colonies.

CHECK FOR UNDERSTANDING

Ask a student why Britain wanted the colonies to help pay.

COMMON MISCONCEPTION

Students may list both as events without linking them. Ask: what made the taxes happen?

POSSIBLE STUDENT QUESTION

What signal words show a reason? To, because, so, as a result.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask what effect the taxes had on colonists.

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.

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Grade 5 · Cluster 4 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a structure helps the author."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One choice names a pattern that is close but not used. Check what the text really does."

▶ Students choose privately, then explain to a partner which events link together.

ANSWER KEY: B. It shows how each problem led to the next until the colonies chose independence.

CHECK FOR UNDERSTANDING

Ask a student to name two events in the chain.

COMMON MISCONCEPTION

Students may pick compare and contrast because colonies and Britain are both named. Naming two groups is not comparing them.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern trap? A real structure that sounds close but does not fit this text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how structure helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a signal phrase that shows the chain.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how events connect in a chain."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Sometimes the effect is a surprise. Listen for instead of."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: the Intolerable Acts. Effect: colonies cooperated.

CHECK FOR UNDERSTANDING

Ask a student to say it with because.

COMMON MISCONCEPTION

Students may say resistance got weaker. The sentence says the opposite.

POSSIBLE STUDENT QUESTION

Why does instead of matter? It shows the effect was not what Britain wanted.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a chain of causes. Keep the demand at this level.

RAISE THE THINKING

Ask where this chain leads next.

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.

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Grade 5 · Cluster 4 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze why an author or writer chose an order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The selection even tells us how the Declaration was organized. Use that."

▶ Students write how the order helped the purpose on the OWN row.

ANSWER KEY: The logical order built a case, so readers understood the decision.

CHECK FOR UNDERSTANDING

Ask a student to list the four parts in order.

COMMON MISCONCEPTION

Students may only list the parts. Ask what the order did for readers.

POSSIBLE STUDENT QUESTION

Why put the announcement last? The reasons come first so the decision makes sense.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the selection itself uses a similar order.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 · Cluster 4 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Order of importance is a real structure. It is close, but it is not what this author did."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. The text follows causes and effects over time, not a ranking.

CHECK FOR UNDERSTANDING

Ask a student to point to time words that prove the real pattern.

COMMON MISCONCEPTION

Students may accept it because the text says important. The word alone does not create the pattern.

POSSIBLE STUDENT QUESTION

How do I check a pattern? Look at how every part connects, not at one word.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

Explain the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure first. Then explain what it shows about why events mattered.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Cause: 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the colonies and Great Britain are both named in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

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Grade 5 · Cluster 4 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 • Cluster 5 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how a history text is organized. The author describes an issue, a decision, and the reactions.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the author organize the information, and spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 1
. a class or student copy of “A Difficult Compromise”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what a compromise is in their own words.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 • Cluster 5 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the issue a history text describes."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The beginning of a history text usually tells what the trouble was. Listen for the one issue."

▶ Read the sentence twice. Students underline the issue on the NOTICE row.

ANSWER KEY: The issue: how to count enslaved people for representation.

CHECK FOR UNDERSTANDING

Ask a student to say the issue in their own words.

COMMON MISCONCEPTION

Students may name the topic, the Constitutional Convention, instead of the issue.

POSSIBLE STUDENT QUESTION

Why does the author state the issue first? Readers need to know the disagreement before the decision.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the central issue. Keep the demand at this level.

RAISE THE THINKING

Ask which groups disagreed about the issue.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check the beginning, middle, and end. What job does each part do?"

▶ Students choose privately, then point to the part of the text that shows reactions.

ANSWER KEY: C. A disagreement, the compromise, and how people reacted.

CHECK FOR UNDERSTANDING

Ask a student where the reactions begin.

COMMON MISCONCEPTION

Students may pick B because it is partly true. Check whether it covers the end of the text.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a real structure the author did not use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the signal word that starts the decision.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the sides in a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Pushed back means argued against. Look at the sentences around it."

▶ Students write each side's view on the SHOW row.

ANSWER KEY: South: count enslaved people. North: it was not fair to count them.

CHECK FOR UNDERSTANDING

Ask a student why the North disagreed.

COMMON MISCONCEPTION

Students may say both sides wanted the same thing. Find the word that shows a different view.

POSSIBLE STUDENT QUESTION

Why show both sides? So readers understand why a compromise was needed.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining two sides. Keep the demand at this level.

RAISE THE THINKING

Ask what each side would gain or lose.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze why an author ends a text a certain way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An ending is a choice. Ask what the author wants us thinking about when we finish."

▶ Students write how the ending helps the purpose on the OWN row.

ANSWER KEY: The questions show the disagreement continued and make readers think about fairness.

CHECK FOR UNDERSTANDING

Ask a student to name the author's purpose.

COMMON MISCONCEPTION

Students may answer the question instead of explaining why the author asked it.

POSSIBLE STUDENT QUESTION

Why would an author end with a question? To keep readers thinking after the text ends.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would feel if it ended right after the compromise.

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.

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Grade 5 · Cluster 5 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses something true in one spot to name the wrong structure."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The text is organized as issue, compromise, and reactions.

CHECK FOR UNDERSTANDING

Ask a student to name the part that is not a comparison.

COMMON MISCONCEPTION

Students may accept it because both regions appear. Two groups do not make a comparison structure.

POSSIBLE STUDENT QUESTION

How do I test a structure? Check whether every part of the text fits it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a One part, not the whole trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the three parts first. Then copy one sentence for each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the North and the South are both named.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A **By 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.

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 • Cluster 5 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze order of importance. Authors place the most important idea where readers will remember it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like which pattern does the author use, and spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 2
. a class or student copy of “A Difficult Compromise”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to rank three things they did today from least to most important.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

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Grade 5 • Cluster 5 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a point the author marks as important."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Authors sometimes tell us outright what matters most. Listen for the lesson."

▶ Read the sentence twice. Students underline the lesson words on the NOTICE row.

ANSWER KEY: The lesson: decisions should be judged by whom they harm, not only what they achieve.

CHECK FOR UNDERSTANDING

Ask a student to say the lesson in their own words.

COMMON MISCONCEPTION

Students may pick a fact, like the vote count, as the important point.

POSSIBLE STUDENT QUESTION

What signal words show importance? Most important, a reminder, above all, the key.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the most important idea. Keep the demand at this level.

RAISE THE THINKING

Ask why the lesson comes near the end.

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.

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Grade 5 • Cluster 5 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 22 of 36 • Cluster 5 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the pattern an author uses."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two choices sound close. Ask which one explains why the lesson sits at the end."

▶ Students choose privately, then tell a partner where the most important idea appears.

ANSWER KEY: B. It builds from the facts of the debate to the most important lesson.

CHECK FOR UNDERSTANDING

Ask a student to point to the lesson.

COMMON MISCONCEPTION

Students may choose A because the debate happened over days. That is not the main arrangement.

POSSIBLE STUDENT QUESTION

What is a Near-miss pattern? A structure that is close to right but misses what the author really did.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the pattern. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the ending would change if the lesson came first.

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.

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Grade 5 · Cluster 5 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail builds toward the main point."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each fact is a step up the staircase to the big lesson."

▶ Students write the fact and how it builds on the SHOW row.

ANSWER KEY: It shows harm, which builds toward the lesson about whom decisions harm.

CHECK FOR UNDERSTANDING

Ask a student to finish: This fact prepares the reader for the lesson because...

COMMON MISCONCEPTION

Students may restate the fact without linking it to the lesson.

POSSIBLE STUDENT QUESTION

Why give facts before the lesson? So readers believe the lesson when they reach it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how facts build. Keep the demand at this level.

RAISE THE THINKING

Ask for one more fact that builds toward the lesson.

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.

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Grade 5 · Cluster 5 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze why an author orders ideas by importance."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The last idea is often the one we remember. Why would the author want that?"

▶ Students write why the lesson comes last on the OWN row.

ANSWER KEY: Ending with the lesson makes readers remember it after seeing the facts.

CHECK FOR UNDERSTANDING

Ask a student what readers should remember most.

COMMON MISCONCEPTION

Students may say the end is just where the text stops. Push them to name the author's choice.

POSSIBLE STUDENT QUESTION

Does order of importance always put the biggest idea last? Often, but sometimes it comes first. Look at where this author puts it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing order of importance. Keep the demand at this level.

RAISE THE THINKING

Ask what would be lost if the lesson came first.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 · Cluster 5 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The trap is partly true. That is what makes it a near miss."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. The author builds to the most important lesson, not only time order.

CHECK FOR UNDERSTANDING

Ask a student to name what time order leaves out.

COMMON MISCONCEPTION

Students may accept it because there are dates. Dates alone do not decide the pattern.

POSSIBLE STUDENT QUESTION

How do I beat a near miss? Ask which answer explains every part of the text, especially the end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the most important idea first. Then explain where it sits and why.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the excerpt mentions a plan moving forward.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

A 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.

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze why authors save the most important reason for last.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like why does the author present the most important reason last, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 3 . a class or student copy of “A Difficult Compromise” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a speech might end with its strongest point.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the most important reason in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Listen for the word because. It tells us the reason that matters."

▶ Read the sentence twice. Students underline is important because on the NOTICE row.

ANSWER KEY: The reason: an agreement can work without being fair to everyone.

CHECK FOR UNDERSTANDING

Ask a student to say the reason in their own words.

COMMON MISCONCEPTION

Students may copy a fact about the vote. The reason explains why the compromise matters.

POSSIBLE STUDENT QUESTION

How is a reason different from an event? An event is what happened. A reason tells why it matters.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the most important reason. Keep the demand at this level.

RAISE THE THINKING

Ask where in the text this sentence appears.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why an author orders ideas a certain way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A full answer explains the events and the lesson. Watch for an answer that gives only one."

▶ Students choose privately, then tell a partner what B leaves out.

ANSWER KEY: A. So readers learn the events first and then remember the lesson about fairness.

CHECK FOR UNDERSTANDING

Ask a student which choice mentions both halves.

COMMON MISCONCEPTION

Students may choose B because it is true. True for half the text is not the whole answer.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It explains one part of the structure and drops the rest.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose of a structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix B so it covers the whole 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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure • Wednesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 23 of 36 • Cluster 5 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an event prepares the reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each part of the middle adds weight to the final point."

▶ Students write the event and how it prepares the reader on the SHOW row.

ANSWER KEY: It shows unfairness, so the final reason makes sense.

CHECK FOR UNDERSTANDING

Ask a student to connect the event to the final reason with so.

COMMON MISCONCEPTION

Students may summarize the event without connecting it to the ending.

POSSIBLE STUDENT QUESTION

Why does the author give the evidence before the reason? So the reason feels proven.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how parts build. Keep the demand at this level.

RAISE THE THINKING

Ask what other event builds toward the reason.

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.

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Grade 5 · Cluster 5 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how an ending supports the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author does not just tell. The author asks. Why?"

▶ Students write how the questions help the purpose on the OWN row.

ANSWER KEY: The questions make readers apply the lesson about fairness.

CHECK FOR UNDERSTANDING

Ask a student to name the purpose before explaining.

COMMON MISCONCEPTION

Students may answer the question instead of analyzing why it is asked.

POSSIBLE STUDENT QUESTION

Can an author have two purposes? Yes. This author informs and also asks readers to think.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write one more question the author could add.

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.

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Grade 5 · Cluster 5 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap explains the events part and forgets the lesson part."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It ignores the lesson at the end.

CHECK FOR UNDERSTANDING

Ask a student where the date actually appears.

COMMON MISCONCEPTION

Students may think any true fact from the text works. It must explain the ending.

POSSIBLE STUDENT QUESTION

How do I check for half an answer? Ask: does it explain both the events and the lesson?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

Explain the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the reason first. Then explain why the author saved it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the convention really did happen in Philadelphia.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A 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.

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Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we write short responses about how structure helps an author's purpose.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern and get ready to write our own short response.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 5 Module 4 . a class or student copy of “A Difficult Compromise” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the three parts of a strong short response.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a problem in a 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.

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Grade 5 · Cluster 5 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a problem in a history text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Sometimes fixing one problem causes a new one. Listen for however."

▶ Read the sentence twice. Students circle the question on the NOTICE row.

ANSWER KEY: Problem: who would be counted in a state's population.

CHECK FOR UNDERSTANDING

Ask a student what solution came just before this problem.

COMMON MISCONCEPTION

Students may name the Senate plan as the problem. That was the earlier solution.

POSSIBLE STUDENT QUESTION

What does however signal? A turn, often a new problem or a contrast.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a problem. Keep the demand at this level.

RAISE THE THINKING

Ask which states cared most about this question.

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.

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Grade 5 · Cluster 5 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure of a whole text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question says whole selection. Check the beginning, middle, and end."

▶ Students choose privately, then name the section that A describes.

ANSWER KEY: C. A problem, the compromise, and its effects over many years.

CHECK FOR UNDERSTANDING

Ask a student to name one long effect.

COMMON MISCONCEPTION

Students may pick A because it appears early in the text. Early is not the whole.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It describes a section, not the structure the question asks about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the last effect in the text.

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.

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Grade 5 · Cluster 5 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show an effect of a decision."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This is where the author shows the compromise mattered for a long time."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: extra power for slaveholding states. Effect: harder to change policy.

CHECK FOR UNDERSTANDING

Ask a student what this refers to in the sentence.

COMMON MISCONCEPTION

Students may name the effect without the cause. Look at the sentence before.

POSSIBLE STUDENT QUESTION

Why show effects? They prove the decision mattered after 1787.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining effects. Keep the demand at this level.

RAISE THE THINKING

Ask for an effect that came after the Civil War.

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.

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Grade 5 · Cluster 5 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a short response about structure and purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A strong short response has three parts: the structure, how it helps, and proof."

▶ Students write the short response on the OWN row.

ANSWER KEY: Names the structure, explains how it helps the purpose, and uses evidence.

CHECK FOR UNDERSTANDING

Ask a student to read their response and point to the evidence.

COMMON MISCONCEPTION

Students may only name the structure. The question asks how it helps.

POSSIBLE STUDENT QUESTION

How long should it be? Two or three sentences with a piece of evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a second piece of evidence.

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 | I can prove why an answer describes another part instead of the whole structure.

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Grade 5 · Cluster 5 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is a real detail. It just answers a different question."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. Crops are one detail, not the structure.

CHECK FOR UNDERSTANDING

Ask a student to name the three parts of the real structure.

COMMON MISCONCEPTION

Students may accept it because the sentence is in the text. In the text is not enough.

POSSIBLE STUDENT QUESTION

How do I avoid this trap in my own writing? Name the structure of the whole text first.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write an Only half the structure trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the structure, explain how it helps, then prove it with evidence."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The problem 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the Civil War is a big event in the text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we analyze a problem and resolution structure in an informational text about civic life.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the author organize the problem and the solution, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 1
. a class or student copy of “A Voice in the Community”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way a person can help their community.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the issue a text raises."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The beginning tells us what the text will be about. Listen for the actions."

▶ Read the sentence twice. Students underline the four actions on the NOTICE row.

ANSWER KEY: Civic life: voting, meetings, volunteering, sharing opinions.

CHECK FOR UNDERSTANDING

Ask a student what civic life means.

COMMON MISCONCEPTION

Students may think the text is only about voting. Voting is one of four actions.

POSSIBLE STUDENT QUESTION

Why start with examples? Readers need to know what taking part looks like.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the issue. Keep the demand at this level.

RAISE THE THINKING

Ask which action students could do now.

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.

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Grade 5 · Cluster 6 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes a problem and its resolution."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the words some, others, and even so. They mark the parts."

▶ Students choose privately, then point to the words even so.

ANSWER KEY: A. Two views about taking part, then a final idea that answers them.

CHECK FOR UNDERSTANDING

Ask a student which sentence gives the resolution.

COMMON MISCONCEPTION

Students may pick B because elections happen in order. The text is not a list of steps.

POSSIBLE STUDENT QUESTION

What does even so signal? The author is answering what came before.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name each view in five words.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show two views in a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some and others are signal words for two sides."

▶ Students write each view and a reason on the SHOW row.

ANSWER KEY: View 1: decisions affect daily life. View 2: one vote may not matter.

CHECK FOR UNDERSTANDING

Ask a student to find the signal word for each view.

COMMON MISCONCEPTION

Students may think the author agrees with the second view. The author is only reporting it.

POSSIBLE STUDENT QUESTION

Why include a view the author may not share? It is fair and helps readers think.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining two views. Keep the demand at this level.

RAISE THE THINKING

Ask which reason is stronger and why.

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.

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Grade 5 · Cluster 6 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a resolution helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A resolution answers the problem. Ask which doubt this sentence answers."

▶ Students write how the ending resolves the problem on the OWN row.

ANSWER KEY: It answers the doubt that one action does not matter.

CHECK FOR UNDERSTANDING

Ask a student to connect the ending to the second view.

COMMON MISCONCEPTION

Students may say the ending just repeats the beginning. It answers a doubt.

POSSIBLE STUDENT QUESTION

How can I find the author's view? Look at where the text lands at the end.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would change without the last part.

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.

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Grade 5 · Cluster 6 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap grabs a time phrase and names the wrong structure."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The text gives views and a resolution, not events in order.

CHECK FOR UNDERSTANDING

Ask a student to find any dates or time order words. There are none in order.

COMMON MISCONCEPTION

Students may accept it because of over time. One phrase does not make a structure.

POSSIBLE STUDENT QUESTION

How do I check chronological order? Look for events that happen one after another.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a One part, not the whole trap.

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.

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Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the problem, the two views, then the resolution.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the text says things change over time.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

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Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how one part of a text shifts the focus to a new idea.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does this part change the focus, and spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 2
. a class or student copy of “A Voice in the Community”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to describe a time a conversation shifted to a new topic.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice when a 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.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 26 of 36 • Cluster 6 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when a text shifts focus."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Also tells us a new group is coming. But tells us there is a problem."

▶ Read the sentence twice. Students circle there are also and but on the NOTICE row.

ANSWER KEY: The shift: from choosing to take part to facing challenges.

CHECK FOR UNDERSTANDING

Ask a student what group the text described just before.

COMMON MISCONCEPTION

Students may think this group does not want to take part. The sentence says they want to.

POSSIBLE STUDENT QUESTION

What words can signal a shift? However, also, but, instead, on the other hand.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shift. Keep the demand at this level.

RAISE THE THINKING

Ask what challenges the next sentence names.

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.

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Grade 5 • Cluster 6 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a part changes the focus."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shift has a before and an after. The best answer names both."

▶ Students choose privately, then name the before and after with a partner.

ANSWER KEY: C. From people who choose whether to take part to people who want to but face challenges.

CHECK FOR UNDERSTANDING

Ask a student what comes right after the challenges.

COMMON MISCONCEPTION

Students may pick A because it is true. It leaves out what the focus shifted from.

POSSIBLE STUDENT QUESTION

What is Only half the structure? An answer that explains one side of a shift.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the shift. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix A so it is complete.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show details that support a new focus."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Details after a shift build the new focus."

▶ Students write two challenges and their effects on the SHOW row.

ANSWER KEY: Transportation and information are two challenges.

CHECK FOR UNDERSTANDING

Ask a student to explain one challenge with so.

COMMON MISCONCEPTION

Students may list challenges without explaining the effect.

POSSIBLE STUDENT QUESTION

Why give details after a shift? So readers understand the new focus.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining supporting details. Keep the demand at this level.

RAISE THE THINKING

Ask which challenge could be solved most easily.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze why an author shifts focus."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: what would readers miss if this part were gone?"

▶ Students write why the author shifts focus on the OWN row.

ANSWER KEY: It shows some people want to take part but need help.

CHECK FOR UNDERSTANDING

Ask a student to name the author's purpose first.

COMMON MISCONCEPTION

Students may summarize the challenges again. Push them to explain why the author added this part.

POSSIBLE STUDENT QUESTION

Is a shift always a change of topic? No. It can be a new angle on the same topic.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing a shift and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the author shifts to next.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names one piece of the new part and forgets the old part."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It names one detail and skips the before.

CHECK FOR UNDERSTANDING

Ask a student to say the full before and after.

COMMON MISCONCEPTION

Students may accept it because transportation is in the text.

POSSIBLE STUDENT QUESTION

How do I answer a shift question completely? Use from... to... in my answer.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Use from and to. Write the focus before and after.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it is true about the new section.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** It explains how 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how an author organizes reasons in a logical order.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the author organize the reasons, and spot trap answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 3
. a class or student copy of “A Voice in the Community”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how to learn a new sport, from first step to last.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice where a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice where a logical order begins."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Logical order often starts small. Listen for the word begin."

▶ Read the sentence twice. Students underline paying attention on the NOTICE row.

ANSWER KEY: First step: paying attention to what is happening.

CHECK FOR UNDERSTANDING

Ask a student why paying attention comes before voting.

COMMON MISCONCEPTION

Students may think voting comes first because it is famous. The author starts smaller.

POSSIBLE STUDENT QUESTION

What makes an order logical? Each step makes sense after the one before.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a first step. Keep the demand at this level.

RAISE THE THINKING

Ask what the author says people do after paying attention.

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.

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Grade 5 • Cluster 6 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how an author organizes reasons."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: does the text tell a story, or does it build ideas step by step?"

▶ Students choose privately, then list three ways in the order the author gives them.

ANSWER KEY: B. From simple first steps to larger ways of taking part.

CHECK FOR UNDERSTANDING

Ask a student to name one simple step and one larger step.

COMMON MISCONCEPTION

Students may pick A because there is an example about families. An example is not a story structure.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It names a kind of text, like a story or poem, that this text is not.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the organization. Keep the demand at this level.

RAISE THE THINKING

Ask a student which way of taking part comes last.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an example supports a reason."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An example makes a reason real. Look at the order of the actions."

▶ Students write the steps of the example on the SHOW row.

ANSWER KEY: Gather information, speak with leaders, present concerns.

CHECK FOR UNDERSTANDING

Ask a student which reason the example supports.

COMMON MISCONCEPTION

Students may think the example is a separate story. It supports a reason.

POSSIBLE STUDENT QUESTION

Why use an example? Readers understand an idea better when they see it happen.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining an example. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if the city chose a different idea.

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.

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Grade 5 · Cluster 6 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how an order of reasons helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about the reader. Why make the first step easy?"

▶ Students write how the order helps the purpose on the OWN row.

ANSWER KEY: Simple to larger shows everyone can start and grow.

CHECK FOR UNDERSTANDING

Ask a student to name the author's purpose.

COMMON MISCONCEPTION

Students may list the ways again. Ask what the order does for the reader.

POSSIBLE STUDENT QUESTION

Could the author have started with voting? Yes, but readers too young to vote might feel left out.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing logical order and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask where young people fit in the order.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names the wrong kind of text altogether."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is informational, organized in a logical order.

CHECK FOR UNDERSTANDING

Ask a student what makes a poem a poem.

COMMON MISCONCEPTION

Students may think repeated words like participate make a poem. Repetition alone is not poem structure.

POSSIBLE STUDENT QUESTION

How do I check structure type? Ask what kind of text it is first: story, poem, drama, or informational.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“List the ways in order first. Then explain why the order makes sense.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the family example sounds like a story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.

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Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 • Cluster 6 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we write short responses that analyze why an author chose a structure.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern and get ready to explain an author’s choices in writing.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 6 Module 4
. a class or student copy of “A Voice in the Community”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student why a teacher might show an example before giving directions.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how an 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an example introduces a problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"For example tells us an idea is about to be shown in action."

▶ Read the sentence twice. Students circle for example on the NOTICE row.

ANSWER KEY: Problem: what to do with an empty piece of land.

CHECK FOR UNDERSTANDING

Ask a student which idea the example explains.

COMMON MISCONCEPTION

Students may think the text is about building a park. The park is part of one example.

POSSIBLE STUDENT QUESTION

Why do authors use examples? To make big ideas easier to understand.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an example. Keep the demand at this level.

RAISE THE THINKING

Ask what choices residents might want.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why an author uses a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A reason should be about this text. Ask: could this answer fit any book?"

▶ Students choose privately, then explain to a partner why A is too broad.

ANSWER KEY: C. To show how a town can reach an agreement when people want different things.

CHECK FOR UNDERSTANDING

Ask a student to name the two choices that get combined.

COMMON MISCONCEPTION

Students may pick A because it sounds wise. Wise and too broad can go together.

POSSIBLE STUDENT QUESTION

What is a Too broad central idea trap? An answer so general it is not really about this text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose of a structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to make A specific to this text.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show a cause and effect in an informational text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Those effects points back to the sentence before. Read it too."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: raising awareness. Effect: influences later decisions.

CHECK FOR UNDERSTANDING

Ask a student what those effects refers to.

COMMON MISCONCEPTION

Students may say taking part has no value if a plan fails. The text says the opposite.

POSSIBLE STUDENT QUESTION

Why include failures? To show that effort still matters.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining cause and effect. Keep the demand at this level.

RAISE THE THINKING

Ask for another example of effort that mattered later.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a short response about why an author chose a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the structure, explain why it fits the purpose, prove it."

▶ Students write the short response on the OWN row.

ANSWER KEY: Names the structure, connects it to the purpose, uses evidence.

CHECK FOR UNDERSTANDING

Ask a student to underline the structure in their answer.

COMMON MISCONCEPTION

Students may write a central idea instead of a structure. The question asks why this structure.

POSSIBLE STUDENT QUESTION

What does in the end signal? The closing idea that ties everything together.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a second piece of evidence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds true. That is why it fools readers."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too broad central idea. It names no structure and fits any text.

CHECK FOR UNDERSTANDING

Ask a student to add the structure to the answer.

COMMON MISCONCEPTION

Students may accept it because communities are the topic. A topic is not a reason for a structure.

POSSIBLE STUDENT QUESTION

How do I fix a too broad answer? Add what this author did and how it helps.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the structure, tell why it fits the purpose, and prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEXT STRUCTURE

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds like a true and important idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

A 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we analyze how repeated patterns organize a poem.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the repeated pattern help organize the poem, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 1
. a class or student copy of “One Voice Can Start a Wave”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a song with a repeated part.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a repeated pattern in a poem."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a repeated pattern in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Listen for one and another. They come back again and again."

▶ Read the lines twice. Students circle one and another on the NOTICE row.

ANSWER KEY: Pattern: one voice, then another.

CHECK FOR UNDERSTANDING

Ask a student to find the pattern again later in the poem.

COMMON MISCONCEPTION

Students may notice only the rhyme. The rhyme is real, but look for repeated ideas too.

POSSIBLE STUDENT QUESTION

What is a repeated pattern? Words or ideas that come back to tie a poem together.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a pattern. Keep the demand at this level.

RAISE THE THINKING

Ask what grows in the second line.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a pattern organizes a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about how the poem changes from the beginning to the end."

▶ Students choose privately, then tell a partner how the voice grows.

ANSWER KEY: B. It shows a voice growing from one person to many.

CHECK FOR UNDERSTANDING

Ask a student to find a line where the voice gets bigger.

COMMON MISCONCEPTION

Students may pick A because the poem tells what people do. Actions are not numbered steps.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It treats the text as a kind of writing it is not.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how a pattern organizes a poem. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the rhyming words in the lines.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a pattern builds in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Pay attention to sound words: whisper and rise."

▶ Students write what changes on the SHOW row.

ANSWER KEY: From a whisper to many voices rising.

CHECK FOR UNDERSTANDING

Ask a student to explain with then.

COMMON MISCONCEPTION

Students may think the whisper is a secret. It is a quiet start of an idea.

POSSIBLE STUDENT QUESTION

Why use a whisper? It shows how small the start was.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a pattern builds. Keep the demand at this level.

RAISE THE THINKING

Ask which line shows the biggest growth.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a pattern helps a poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The pattern and the message work together. Connect them."

▶ Students write how the pattern helps the message on the OWN row.

ANSWER KEY: The pattern shows growth, which supports the message that one voice matters.

CHECK FOR UNDERSTANDING

Ask a student to state the poet's message.

COMMON MISCONCEPTION

Students may only describe the pattern again. Connect it to the message.

POSSIBLE STUDENT QUESTION

How do pattern and message connect? The pattern acts out the message.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing pattern and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the title connects to the pattern.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names the wrong kind of text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is a rhyming poem with a repeated pattern.

CHECK FOR UNDERSTANDING

Ask a student to point to two features of a poem.

COMMON MISCONCEPTION

Students may accept it because the poem is about people and change. Topic is not structure.

POSSIBLE STUDENT QUESTION

How do I name a structure type? Look at the form: lines, rhyme, stanzas, or paragraphs.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

Find the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the lines first. Then explain what the pattern does.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the excerpt is about a thought spoken alone.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **It 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we analyze how a poem's order, from the past to today, supports the poet's purpose.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the order of the lines support the poet's purpose, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 2
. a class or student copy of “One Voice Can Start a Wave”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to tell three events from their day in order.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice time words 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice time words in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before tells us we are going back in time."

▶ Read the lines twice. Students underline before our nation came to be on the NOTICE row.

ANSWER KEY: Time words: before our nation came to be.

CHECK FOR UNDERSTANDING

Ask a student what a distant decree might be.

COMMON MISCONCEPTION

Students may think the poem starts in the past. The opening lines are about voices, then it goes back in time.

POSSIBLE STUDENT QUESTION

What time words might appear in a poem? Before, then, later, today.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing time words. Keep the demand at this level.

RAISE THE THINKING

Ask what time words appear later in the poem.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a poem's order supports purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at where the poem starts and where it ends."

▶ Students choose privately, then name the first and last time in the poem.

ANSWER KEY: A. It moves from the colonies to today to show voices have shaped the nation over time.

CHECK FOR UNDERSTANDING

Ask a student to name the four times in order.

COMMON MISCONCEPTION

Students may pick B because it names an important document. It describes only one part.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It describes one section, not the order the question asks about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how order supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student what time word starts the last part.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show details that build a time order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each action is a kind of voice. Count them."

▶ Students list the actions on the SHOW row.

ANSWER KEY: Petitions, meetings, and protests.

CHECK FOR UNDERSTANDING

Ask a student how these actions lead to the next part.

COMMON MISCONCEPTION

Students may think only protest counts as a voice. Writing and meeting count too.

POSSIBLE STUDENT QUESTION

Why list several actions? To show many people used their voices in different ways.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining details in a time order. Keep the demand at this level.

RAISE THE THINKING

Ask what happens right after these lines.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze why a poet ends a time order in the present."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Today is a signal word. The poem has arrived in our own time."

▶ Students write why the poem ends today on the OWN row.

ANSWER KEY: Ending today shows readers they can still use their voices.

CHECK FOR UNDERSTANDING

Ask a student who we refers to in the line.

COMMON MISCONCEPTION

Students may think the poem is only about history. The end brings it to the reader.

POSSIBLE STUDENT QUESTION

Why end in the present? To make the message matter to readers now.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the last line connects to the title.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap describes a stop on the path, not the whole path."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. The Declaration is one part of the time order.

CHECK FOR UNDERSTANDING

Ask a student to name what comes before and after the Declaration.

COMMON MISCONCEPTION

Students may accept it because the Declaration is important. Important parts are still parts.

POSSIBLE STUDENT QUESTION

How do I avoid this trap? Make sure the answer covers the beginning and the end.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Copy the lines first, in order. Then explain the purpose."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the Bill of Rights appears in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** **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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how a poem moves from examples in the past to a lesson for the future.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the poet move from the past to the future, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 3
. a class or student copy of “Try, Learn, Change”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student about a time they learned from a mistake and did better the next time.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an example from the past in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The poet uses real history as one example. Listen for the place name."

▶ Read the lines twice. Students underline Plymouth and settlers on the NOTICE row.

ANSWER KEY: Past example: settlers at Plymouth who had to learn the land.

CHECK FOR UNDERSTANDING

Ask a student who helped the settlers learn.

COMMON MISCONCEPTION

Students may think the poem is only about Plymouth. It is one of several examples.

POSSIBLE STUDENT QUESTION

Why use history in a poem? Real examples make the lesson believable.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a past example. Keep the demand at this level.

RAISE THE THINKING

Ask what other examples the poem gives.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a poem moves through time."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the line where the poem turns to what we can do."

▶ Students choose privately, then point to the turning line.

ANSWER KEY: B. Past examples of learning, then how communities can use that lesson next.

CHECK FOR UNDERSTANDING

Ask a student which line starts the turn.

COMMON MISCONCEPTION

Students may pick A because two animals are shown. The poem even says the lesson is not that one is best.

POSSIBLE STUDENT QUESTION

What makes a Near-miss pattern tricky? It is a real pattern that almost fits.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poem's movement. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the examples in order.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an example teaches a lesson."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Let go means she stopped believing her first idea."

▶ Students write what Kendrix learned on the SHOW row.

ANSWER KEY: She changed her idea because of the evidence.

CHECK FOR UNDERSTANDING

Ask a student what evidence changed her mind.

COMMON MISCONCEPTION

Students may think Kendrix failed. The poem says her thinking did not fail.

POSSIBLE STUDENT QUESTION

How does this example fit the others? Each one learns from what happens.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how an example builds a lesson. Keep the demand at this level.

RAISE THE THINKING

Ask how Edison's workers learned the same way.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a poem's movement supports the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The last lines tell readers what to do. Why put them last?"

▶ Students write how the ending helps the purpose on the OWN row.

ANSWER KEY: Past examples prove the lesson, and the ending tells readers what to do next.

CHECK FOR UNDERSTANDING

Ask a student to name the steps in the last line.

COMMON MISCONCEPTION

Students may only list the examples. Connect them to the ending.

POSSIBLE STUDENT QUESTION

Why do examples come first? So the lesson is proven before readers are asked to use it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask who we means in the last line.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Close, but check the order of the examples."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Near-miss pattern. The examples are not in date order. They build to a lesson.

CHECK FOR UNDERSTANDING

Ask a student which example is from long ago and where it appears.

COMMON MISCONCEPTION

Students may accept it because history is in the poem. History does not mean date order.

POSSIBLE STUDENT QUESTION

How do I check chronological order? Put the examples on a timeline and see if they match.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

Trace the 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the past example first, then the turning lines. Explain the link.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The example is **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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A 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

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the poem mentions Edison and inventions.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **By listing 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we defend a claim about how a poem is structured.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like which structure best describes the poem and what proves it, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 7 Module 4
. a class or student copy of “Try, Learn, Change”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student what it means to prove a claim.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice signal words that show a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice signal words that show a structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Capital letters make words stand out. The poet wants us to see the steps."

▶ Read the lines twice. Students circle the capital words on the NOTICE row.

ANSWER KEY: Steps: NOTICE, QUESTION, GATHER.

CHECK FOR UNDERSTANDING

Ask a student what steps come next.

COMMON MISCONCEPTION

Students may think the whole poem is a list of steps. The steps come near the end.

POSSIBLE STUDENT QUESTION

Why does the chain come late in the poem? The examples come first, then the steps sum them up.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a sequence. Keep the demand at this level.

RAISE THE THINKING

Ask what the last step in the chain is.

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.

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Grade 5 · Cluster 7 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure of a whole poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check the beginning, the middle, and the end of the poem."

▶ Students choose privately, then list three examples with a partner.

ANSWER KEY: C. A series of examples that build to a lesson about changing when facts change.

CHECK FOR UNDERSTANDING

Ask a student to name where the lesson is stated.

COMMON MISCONCEPTION

Students may pick B because Edison has many lines. Many lines still make one example.

POSSIBLE STUDENT QUESTION

What is a Wrong pattern named trap? It names a structure the poem does not use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the first example.

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.

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Grade 5 · Cluster 7 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how evidence proves a structure claim."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each example is proof for the claim."

▶ Students write the example and the connection on the SHOW row.

ANSWER KEY: Kendrix changed her plan, which supports the lesson.

CHECK FOR UNDERSTANDING

Ask a student to finish: This example supports the lesson because...

COMMON MISCONCEPTION

Students may summarize the garden without linking it to the lesson.

POSSIBLE STUDENT QUESTION

How many examples should I use as proof? At least two, from different parts.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence for a claim. Keep the demand at this level.

RAISE THE THINKING

Ask for an example from the history section.

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.

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Grade 5 · Cluster 7 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write and prove a structure claim."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A claim says what the structure is. Proof shows it is true."

▶ Students write a claim and proof on the OWN row.

ANSWER KEY: Claim: examples build to a lesson. Proof: a line that states the lesson.

CHECK FOR UNDERSTANDING

Ask a student to read their claim aloud.

COMMON MISCONCEPTION

Students may write only proof with no claim. Start with the claim.

POSSIBLE STUDENT QUESTION

What makes a structure claim strong? It fits the whole poem and has proof.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a structure claim. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add proof from another part.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true in one part, but it names the wrong pattern for the whole."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong pattern named. The comparison is one part. The whole is examples building to a lesson.

CHECK FOR UNDERSTANDING

Ask a student to count how many examples come after the animals.

COMMON MISCONCEPTION

Students may accept it because the lines do compare. Check the rest of the poem.

POSSIBLE STUDENT QUESTION

How do I defend my claim against this trap? Show parts the trap cannot explain.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write your claim first. Then copy proof from two different parts.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because turtles and orcas are compared in the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A** **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.

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Grade 5 · Cluster 7 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how a central question organizes a research text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how does the central question organize the selection, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 1
. a class or student copy of “From Protest to Participation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to name a big question they would like to research.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the central question of a 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.

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Grade 5 · Cluster 8 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the central question of a research text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A research text often tells us its question right at the start."

▶ Read the question twice. Students underline ideas and real changes on the NOTICE row.

ANSWER KEY: How do ideas become real changes in a nation?

CHECK FOR UNDERSTANDING

Ask a student to say the question in their own words.

COMMON MISCONCEPTION

Students may think the text is only about the Revolution. The question is bigger than one event.

POSSIBLE STUDENT QUESTION

Why put the question first? Readers know what to look for in every section.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the central question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to predict one part of the answer.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how a central question organizes a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: does this answer explain all the sections or just one?"

▶ Students choose privately, then list three section headings with a partner.

ANSWER KEY: A. Each section shows another step in how ideas become changes.

CHECK FOR UNDERSTANDING

Ask a student to name the first and last steps.

COMMON MISCONCEPTION

Students may pick B because the Revolution section is long. Long is still one part.

POSSIBLE STUDENT QUESTION

What is a Too narrow central idea trap? It is true for one section but too small for the whole text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how a question organizes a text. Keep the demand at this level.

RAISE THE THINKING

Ask a student which heading answers the question last.

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.

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Grade 5 · Cluster 8 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a section answers part of the question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The heading is a clue. Questions become protest."

▶ Students write what step the section adds on the SHOW row.

ANSWER KEY: It adds the step from questions to protest.

CHECK FOR UNDERSTANDING

Ask a student to list two ways colonists responded.

COMMON MISCONCEPTION

Students may summarize the section without connecting it to the question.

POSSIBLE STUDENT QUESTION

How do headings help? Many headings here show a step: Questions Become Protest, Ideas Become Words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a section contributes. Keep the demand at this level.

RAISE THE THINKING

Ask what the next heading adds.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a central question structure helps purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Notice that the text ends with a question, too. Why?"

▶ Students write how the question structure helps the purpose on the OWN row.

ANSWER KEY: Starting and ending with questions shows change continues.

CHECK FOR UNDERSTANDING

Ask a student to name the author's purpose.

COMMON MISCONCEPTION

Students may answer the question instead of analyzing it.

POSSIBLE STUDENT QUESTION

Why might a research text end with a question? To show the work is not finished.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing structure and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the first question and last question are alike.

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.

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Grade 5 · Cluster 8 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is true but small. Check how much of the text it covers."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow central idea. The Bill of Rights is one step, not the whole answer.

CHECK FOR UNDERSTANDING

Ask a student to name two sections the trap ignores.

COMMON MISCONCEPTION

Students may accept it because the Bill of Rights is important. Important is not the same as whole.

POSSIBLE STUDENT QUESTION

How do I test for too narrow? Ask whether it would fit every section.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

Answer the central question on your own.

Go back to the selection. 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the headings in order first. Then explain the answer they build.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A 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.

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because boycotts appear in the selection.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

A It 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.

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we analyze how logical order links the sections of a research text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice a real STAAR question pattern, like the author uses logical order to help the reader understand, and spot traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 2
. a class or student copy of “From Protest to Participation”
. the student tracking sheet
. pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how one choice they made led to another.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how one section links to the next."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each heading here says what something becomes. Listen for become."

▶ Read twice. Students underline Become on the NOTICE row.

ANSWER KEY: Link: ideas become words.

CHECK FOR UNDERSTANDING

Ask a student what the ideas were in the section before.

COMMON MISCONCEPTION

Students may read the heading as part of the sentence. Point out where the heading ends.

POSSIBLE STUDENT QUESTION

What makes an order logical? Each step needs the step before it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing links between sections. Keep the demand at this level.

RAISE THE THINKING

Ask what the next heading says becomes next.

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.

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Grade 5 • Cluster 8 • Text Structure • Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what a logical order helps readers understand."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A full answer follows the chain all the way to the end."

▶ Students choose privately, then name where choice A stops.

ANSWER KEY: B. How ideas grew into protests, documents, a government, and the work citizens still do.

CHECK FOR UNDERSTANDING

Ask a student to name the last link in the chain.

COMMON MISCONCEPTION

Students may pick A because it is true. It is only the first half.

POSSIBLE STUDENT QUESTION

What is an Only half the structure trap? It explains part of the chain and stops.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what logical order shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to finish choice A so it is complete.

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.

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Grade 5 · Cluster 8 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how one step leads to another."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Instead tells us the effect surprised the British."

▶ Students fill in cause and effect on the SHOW row.

ANSWER KEY: Cause: punishment of Massachusetts. Effect: colonies came together.

CHECK FOR UNDERSTANDING

Ask a student what the British hoped would happen.

COMMON MISCONCEPTION

Students may think the punishment stopped the colonists. Read instead.

POSSIBLE STUDENT QUESTION

How do causes link sections? An effect in one section becomes the start of the next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining links in a chain. Keep the demand at this level.

RAISE THE THINKING

Ask what the colonies did once they came together.

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.

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Grade 5 · Cluster 8 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a logical order helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think of the order as a staircase. Where does it lead?"

▶ Students write how the order helps the purpose on the OWN row.

ANSWER KEY: The order shows change as a process that continues.

CHECK FOR UNDERSTANDING

Ask a student what continues changing means.

COMMON MISCONCEPTION

Students may only list the sections. Explain what the order does.

POSSIBLE STUDENT QUESTION

What would happen if the sections were mixed up? Readers could not see how one step leads to the next.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing logical order and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask where readers fit in the chain.

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.

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Grade 5 · Cluster 8 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap stops partway down the chain."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Only half the structure. It stops at protest.

CHECK FOR UNDERSTANDING

Ask a student to name two later links.

COMMON MISCONCEPTION

Students may accept it because the protest section has many details.

POSSIBLE STUDENT QUESTION

How do I give a whole answer? Name where the chain starts and where it ends.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Near-miss pattern trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the links in order first. Then explain each connection.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because protests are a big part of the selection.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A **how 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we analyze how sections and features organize a research text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern, like how do the sections help the reader study the research, and spot traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 3 . a class or student copy of “How Change Happens” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how headings help them find information in a book.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Text Structure • Monday

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a feature that organizes a research text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A feature is a part of a text that helps readers find their way."

▶ Read the question twice. Students underline history and science on the NOTICE row.

ANSWER KEY: History and science, and how people respond to challenges.

CHECK FOR UNDERSTANDING

Ask a student to predict one example from science.

COMMON MISCONCEPTION

Students may think the text is only about science. The question names two subjects.

POSSIBLE STUDENT QUESTION

What are text features? Headings, questions, lists, bold words, and sidebars that organize information.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a text feature. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of challenge a plant might face.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how sections help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Read the heading. Then ask what the section does with it."

▶ Students choose privately, then match one heading with its example.

ANSWER KEY: A. Each heading names a lesson, and the section gives an example from history or science.

CHECK FOR UNDERSTANDING

Ask a student which example goes with Observe Before You Act.

COMMON MISCONCEPTION

Students may pick B because Kendrix sounds like a character. She is an example in a research text.

POSSIBLE STUDENT QUESTION

What is a Wrong structure type trap? It calls the text a kind of writing it is not.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how sections help. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another heading that names a lesson.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show what a photo and caption add to a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Photos and captions are text features. A caption tells what the photo shows and why it matters."

▶ Point to the photo, then read the caption aloud. Students write what the photo and caption add on the SHOW row.

ANSWER KEY: They show many tests, supporting the lesson that failure becomes evidence.

CHECK FOR UNDERSTANDING

Ask a student to tell one thing the photo shows that the words do not.

COMMON MISCONCEPTION

Students may only describe the photo. Push them to connect it to the sentence and the section.

POSSIBLE STUDENT QUESTION

Why do authors add captions? A caption explains the photo so the reader knows why it is there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a photo and caption support the text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a different caption for the same photo.

TODAY'S THINKING JOB

OWN

"I can 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can analyze how a text feature helps the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A pattern emerges means the examples share something. The list shows what."

▶ Students write how the list helps the purpose on the OWN row.

ANSWER KEY: The list ties the examples together into one pattern.

CHECK FOR UNDERSTANDING

Ask a student to name the steps in order.

COMMON MISCONCEPTION

Students may only copy the list. Explain what it does for the reader.

POSSIBLE STUDENT QUESTION

Why put the list after the examples? Readers can check that each example fits the pattern.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about analyzing features and purpose. Keep the demand at this level.

RAISE THE THINKING

Ask which example fits the CHECK step best.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a real kind of science writing, but not this one."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong structure type. It is a research text with headings and examples.

CHECK FOR UNDERSTANDING

Ask a student to name two history examples in the text.

COMMON MISCONCEPTION

Students may accept it because Edison tested materials. One example does not make a lab report.

POSSIBLE STUDENT QUESTION

How do I name the structure type? Look at the features: central question, headings, examples.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Describes another part trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the headings first. Then match each one to its example.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The question 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Across 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Kendrix appears in several sections.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** They 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including organizational patterns such as 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.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Text Structure

TEKS 5.9(D)(iii), 5.10(B) • Text Structure • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This capstone week we defend in writing how a structure helps an author's purpose.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question pattern and build toward our own capstone short response.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Text Structure slide deck for Cluster 8 Module 4
. a class or student copy of "How Change Happens" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name every structure they have learned this year.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how an author 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Monday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author connects examples."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author lists very different things, then says they share one problem."

▶ Read the sentence twice. Students write the shared problem on the NOTICE row.

ANSWER KEY: Shared problem: something is not working.

CHECK FOR UNDERSTANDING

Ask a student to name two examples that share this problem.

COMMON MISCONCEPTION

Students may think each example has a different problem. The author says they share one.

POSSIBLE STUDENT QUESTION

Why connect different examples? To show one big pattern.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shared problem. Keep the demand at this level.

RAISE THE THINKING

Ask what question comes right after.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Tuesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the structure of a whole research text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check the beginning, the middle, and the end before you choose."

▶ Students choose privately, then point to each part of choice C in the text.

ANSWER KEY: C. A central question, sections of examples, and a closing pattern that answers it.

CHECK FOR UNDERSTANDING

Ask a student where the closing pattern begins.

COMMON MISCONCEPTION

Students may pick B because it fits the beginning and middle. It forgets the end.

POSSIBLE STUDENT QUESTION

What is a Describes another part trap? It describes one section instead of the whole structure.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the whole structure. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the last heading.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Wednesday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an example supports the answer to a central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Short sentences can carry big ideas. What did she reconsider?"

▶ Students write the example and the connection on the SHOW row.

ANSWER KEY: Kendrix changed her thinking, which answers how people should respond to challenges.

CHECK FOR UNDERSTANDING

Ask a student to connect this to the REVISE step.

COMMON MISCONCEPTION

Students may tell the garden story without linking it to the question.

POSSIBLE STUDENT QUESTION

How many sections should my evidence come from? At least two for a strong answer.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask for evidence from a history section.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Thursday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a capstone short response about structure."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the structure. Explain how it helps. Prove it."

▶ Students write the short response on the OWN row.

ANSWER KEY: Names the whole structure, explains how it helps the purpose, uses evidence.

CHECK FOR UNDERSTANDING

Ask a student to read their response and name its three parts.

COMMON MISCONCEPTION

Students may name only part of the structure. Include the question, examples, and ending.

POSSIBLE STUDENT QUESTION

How is this different from a summary? A summary tells what happens. This tells how the organization helps.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a capstone short response. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add evidence from a second section.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Text Structure · Friday

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap is a true sentence about one small part."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Describes another part. Orcas are one example, not the structure.

CHECK FOR UNDERSTANDING

Ask a student to name the three parts of the whole structure.

COMMON MISCONCEPTION

Students may accept it because orcas appear twice. Appearing twice does not make it the structure.

POSSIBLE STUDENT QUESTION

How do I keep my own writing from this trap? Name the whole structure in my first sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too broad trap.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the whole structure first. Then explain how it helps and prove it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because sea turtles appear in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **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.

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Grade 5 · Cluster 8 · Text Structure

TEKS 5.9(D)(iii), 5.10(B) · Text Structure · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.