

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including the central idea with supporting evidence”

“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Informational text teaches the reader true facts about a topic.

Some informational writers explain how something happens, step by step.

Order words help my reader follow each step.

THIS WEEK’S FOCUS

Explaining Steps in Order

from “The Spider’s Web” by Jean-Henri Fabre (1917)

Fabre explains how a spider builds its web, one step at a time. Words like first, begins, then, and second help the reader follow the order. This week we study how informational writers explain a process.

This deck teaches **informational author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(D) · 3.12(B) · Published Texts & Mentor Texts · Grade 3 · Informational Mentor Text 3 of 4 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Mentor Text

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

“This week we study a published informational text and one craft move: explaining steps in order.”

▶ Show the cover. Read the exact TEKS wording aloud.

“Our mentor text is The Spider’s Web by Jean-Henri Fabre, from 1917.”

▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.

PREP & MATERIALS: slide deck · “The Spider’s Web” (Jean-Henri Fabre, 1917) · tracking sheet · pencils

THE MENTOR TEXT

The Spider’s Web · The Cicada and the Ant (test)

CHECK FOR UNDERSTANDING

Ask what makes a text informational.

RAISE THE THINKING

Ask how this text differs from the fables and poems of earlier weeks.

Read the published text.

Jean-Henri Fabre was a scientist who watched insects and spiders. Read how a garden spider, the epeira, starts its web. Read it twice.

The Spider's Web (excerpt)

Since it must serve as a support to the silken network, the first thread stretched from one bank to the other must be of exceptional firmness. The epeira begins, therefore, by fixing both ends well; then, going and coming on the thread from one extremity to the other, always spinning, it doubles and trebles the strands and sticks them together in a common cable. A second similar cable is necessary, placed beneath the first in an almost parallel direction. It is between the two that the web must be spun.

SOURCE · PUBLIC DOMAIN

Jean-Henri Fabre, *The Story-Book of Science*, tr. Florence Constable Bicknell, The Century Co., 1917 (public domain, Project Gutenberg #56795)

I CAN I can read a published informational text and notice the author's craft move.

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SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"This is our published mentor text. Listen first, then we will read it together."

▶ Read the excerpt aloud twice. Define any hard words in passing.

"Listen for the craft move: explaining steps in order."

▶ Point to the source box. Explain that this text is real, published, and in the public domain.

"Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word."

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. Use the Grade 3 Fluency Feedback Guide for rate, accuracy, and prosody feedback. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask students to retell the excerpt in one sentence.

COMMON MISCONCEPTION

Thinking old texts are hard to use. The craft move works in our writing today.

TODAY'S THINKING JOB

NOTICE

"I can notice order words in a process."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Notice the order words.

Find the words that tell the order of the spider's steps.

the **first** thread · The epeira **begins**
then, going and coming · A **second** similar cable

I CAN | I can notice the words that show the order of the steps.

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SLIDE 3 OF 11 ·
Monday · NOTICE

~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE. Notice the order words."

▶ Find the words that tell the order of the spider's steps.

"I can notice order words in a process."

▶ Students write on the NOTICE row of the tracking sheet, then share with a partner.

ANSWER KEY: first, begins, then, second. These words show the order of the steps.

CHECK FOR UNDERSTANDING

I can notice the words that show the order of the steps.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the first step in a process."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

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Choose the first step.

What does the spider do first?

A It spins the web between two cables.

B It fixes both ends of the first thread well.

C It places a second cable underneath.

I CAN | I can choose the first step the writer explains.

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SLIDE 4 OF 11 •

Tuesday • CHOOSE

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is CHOOSE. Choose the first step."

▶ What does the spider do first?

"I can choose the first step in a process."

▶ Students write on the CHOOSE row of the tracking sheet, then share with a partner.

ANSWER KEY: B. The epeira **begins** by fixing both ends of the first thread well.

CHECK FOR UNDERSTANDING

I can choose the first step the writer explains.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how one fact explains another."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show why the first thread matters.

Why must the first thread be so strong?

The first thread is the **support** for the whole web.
So it **must be of exceptional firmness**.

I CAN | I can show how the writer explains why a step matters.

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Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW. Show why the first thread matters."

▶ Why must the first thread be so strong?

"I can show how one fact explains another."

▶ Students write on the *SHOW* row of the tracking sheet, then share with a partner.

ANSWER KEY: The first thread holds up the whole web, so it must be very strong. Fabre tells the reason before he tells the step.

CHECK FOR UNDERSTANDING

I can show how the writer explains why a step matters.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can explain a process with order words."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Own it. Try the craft move.

Explain how to do something you know well in three steps. Use order words.

First, _____.

Then, _____.

Last, _____.

I CAN | I can write steps in order with order words.

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN. Own it. Try the craft move."

▶ Explain how to do something you know well in three steps. Use order words.

"I can explain a process with order words."

▶ Students write on the OWN row of the tracking sheet, then share with a partner.

ANSWER KEY: Answers vary. One example: **First, I fill the bowl with water. Then, I add the fish food. Last, I check that the fish eats it.**

CHECK FOR UNDERSTANDING

I can write steps in order with order words.

RPLD EVIDENCE & ADVICE

Advanced level. Students try the move in their own words.

TODAY'S THINKING JOB

DEFEND

"I can defend why steps teach more than one sentence."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend the author's choice.

Fabre could have written "Spiders make webs." Why do the steps teach more?

"Spiders make webs."
vs. thread, then cable, then a second cable, then the web. Which one teaches you how?

I CAN | I can defend why explaining each step helps the reader learn.

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SLIDE 7 OF 11 ·

Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND. Defend the author's choice."

▶ Fabre could have written "Spiders make webs." Why do the steps teach more?

"I can defend why steps teach more than one sentence."

▶ Students write on the DEFEND row of the tracking sheet, then share with a partner.

ANSWER KEY: One sentence only names the topic. The steps teach how the spider actually builds, so the reader could picture it or even explain it to someone else.

CHECK FOR UNDERSTANDING

I can defend why explaining each step helps the reader learn.

RPLD EVIDENCE & ADVICE

Reflective level. Students judge the author's choice with a because statement.

Write your own how-it-works paragraph.

Pick something in nature or at school that happens in steps. Explain it in order.

Name the process in your first sentence.
Explain three or more steps with order words.
Tell why one step matters.

I CAN | I can write my own informational paragraph that explains steps in order.

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YOUR TURN

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“Write your own how-it-works paragraph.”

▶ Pick something in nature or at school that happens in steps. Explain it in order.

“Use the craft move from our mentor text.”

▶ Circulate. Confer with two or three writers and name the move you see.

ANSWER KEY: Answers vary. Check for a topic sentence, order words, and at least one reason.

CHECK FOR UNDERSTANDING

Scan drafts for the craft move.

RPLD EVIDENCE & ADVICE

Independent practice. Students write on the back of the tracking sheet.

Answers, across the five thinking levels.

NOTICE first, begins, then, second. These words show the order of the steps.

CHOOSE B. The epeira **begins** by fixing both ends of the first thread well.

SHOW The first thread holds up the whole web, so it must be very strong. Fabre tells the reason before he tells the step.

OWN Answers vary. One example: **First, I fill the bowl with water. Then, I add the fish food. Last, I check that the fish eats it.**

DEFEND One sentence only names the topic. The steps teach how the spider actually builds, so the reader could picture it or even explain it to someone else.

YOUR TURN Answers vary. Check for a topic sentence, order words, and at least one reason.

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SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“**Let’s check our work across all five thinking levels.**”

▶ *Reveal the answers one row at a time.*

“**If you missed one, that is your learning for today.**”

▶ *Celebrate strong explanations, not only correct answers.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to explain one answer in their own words.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND when students explain their choices.

READ THIS PASSAGE EXCERPT · FROM “THE CICADA AND THE ANT” (JEAN-HENRI FABRE, 1921)

“Now the insect in this fable could not possibly be a Cicada. La Fontaine, it is plain, was thinking of the Grasshopper and as a matter of fact the English translations usually substitute a Grasshopper for the Cicada.”

What is the author’s claim in this paragraph?

A The insect in the fable could not be a Cicada.

B English translations are always wrong.

C Ants are better neighbors than Cicadas.

D Cicadas sing all through the summer.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Here is a test-style question on a passage from The Cicada and the Ant.”

▶ Read the passage and the question aloud.

“Read all four choices before you decide.”

▶ Students choose privately, then bubble the answer on the back of the tracking sheet.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Ask students to find the words in the passage that prove their answer.

RPLD EVIDENCE & ADVICE

DEFEND in action.

The answer is A.

The insect in the fable could not be a Cicada.

A Correct.

Fabre states it directly: the insect in this fable could not possibly be a Cicada.

B English translations are always wrong.

He says translations usually substitute a Grasshopper. He does not say they are always wrong.

C Ants are better neighbors than Cicadas.

The paragraph is about which insect it is, not about good neighbors.

D Cicadas sing all through the summer.

That is a detail from the fable, not the author's claim.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is A."

▶ Reveal why each wrong choice does not match the passage.

"Each wrong choice does not match the words in the passage."

▶ Students write one sentence explaining why the answer is correct.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.