

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 writers can begin with a surprising fact.

A surprising fact makes the reader want to keep reading.

After the hook, the writer explains the facts clearly.

THIS WEEK’S FOCUS

A Surprising Fact Hooks the Reader

from “Paper” by Jean-Henri Fabre (1917)

Fabre opens with a surprise: beautiful paper comes from miserable rags. The surprise makes readers want to learn how. Then he explains each step. This week we study how informational writers hook the reader with a surprising fact.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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: a surprising fact hooks the reader.”

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

“Our mentor text is Paper by Jean-Henri Fabre, from 1917.”

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

PREP & MATERIALS: slide deck · “Paper” (Jean-Henri Fabre, 1917) · tracking sheet · pencils

THE MENTOR TEXT

Paper · The Book of the National Parks (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.

Long ago, paper was made from old cloth rags. Read how Fabre explains it. Read it twice.

Paper (excerpt)

Paper, real paper, that on which we write, of which we make books. The beautiful white sheets of your copybooks, the leaves of a book, even the costliest, gilt-edged and enriched with magnificent pictures, come to us from miserable rags.

They are thoroughly washed, for they need it. Now machines take them in hand. Scissors cut them, steel claws tear them, wheels make pulp of them and reduce them to shreds.

Other machines spread it in thin layers on sieves. Water drips through, and the rag soup forms into felt. Cylinders press this felt, others dry it, others give it a polish. The paper is finished.

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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Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(D) · 3.12(B) · Published Texts & Mentor Texts · Grade 3 · Informational Mentor Text 4 of 4 · slide 2 of 11

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: a surprising fact hooks the reader."

▶ 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 a surprising fact."

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 surprising fact.

Find the sentence that surprises the reader.

**The beautiful white sheets ...
come to us from miserable rags.**

I CAN | I can notice the surprising fact that hooks the reader.

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Grade 3 · Informational and Argumentative Mentor Texts · Monday

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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 surprising fact."

▶ Find the sentence that surprises the reader.

"I can notice a surprising fact."

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

ANSWER KEY: Beautiful paper **comes to us from miserable rags.**
Readers do not expect old rags to become books.

CHECK FOR UNDERSTANDING

I can notice the surprising fact that hooks the reader.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose strong action verbs."

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"

Choose the action verbs.

Which group of words shows what the machines do?

A cut, tear, make pulp, spread, press, dry

B beautiful, white, magnificent

C real, finished, thin

I CAN | I can choose the action verbs that explain each step.

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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 action verbs."

▶ Which group of words shows what the machines do?

"I can choose strong action verbs."

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

ANSWER KEY: A. Action verbs show each step: cut, tear, make pulp, spread, press, dry, polish.

CHECK FOR UNDERSTANDING

I can choose the action verbs that explain each step.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show the steps in order."

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 the steps from rags to paper.

Put the steps in order, from rags to finished paper.

washed → cut and torn → pulp
→ spread on sieves → pressed, dried, polished → **paper**

I CAN | I can show the order of steps in an informational text.

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SLIDE 5 OF 11 ·

Wednesday · SHOW

 ~4 min

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

"Today's job is SHOW. Show the steps from rags to paper."

▶ Put the steps in order, from rags to finished paper.

"I can show the steps in order."

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

ANSWER KEY: Rags are washed, cut and torn, made into pulp, spread on sieves, pressed, dried, and polished. Then the paper is finished.

CHECK FOR UNDERSTANDING

I can show the order of steps in an informational text.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can hook my reader with a surprising fact."

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.

Write a surprising first sentence about something you know, like how a tree becomes a pencil or how a seed becomes a pumpkin.

Did you know that _____ comes from _____?
Here is how it happens. _____.

I CAN | I can write a surprising fact to begin an informational paragraph.

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SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

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

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

▶ Write a surprising first sentence about something you know, like how a tree becomes a pencil or how a seed becomes a pumpkin.

"I can hook my reader with a surprising fact."

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

ANSWER KEY: Answers vary. One example: **A giant pumpkin starts as a seed smaller than your fingernail.**

CHECK FOR UNDERSTANDING

I can write a surprising fact to begin an informational paragraph.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why a hook belongs first."

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.

Why does Fabre start with the rags instead of the machines?

Start: miserable rags

End: The paper is finished. From the worst to the best.

I CAN | I can defend why a surprising beginning makes readers want the facts.

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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."

▶ Why does Fabre start with the rags instead of the machines?

"I can defend why a hook belongs first."

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

ANSWER KEY: Starting with rags makes readers curious how something so ugly becomes something so beautiful, so they read every step to find out.

CHECK FOR UNDERSTANDING

I can defend why a surprising beginning makes readers want the facts.

RPLD EVIDENCE & ADVICE

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

Write your own informational paragraph.

Choose an everyday object. Hook your reader with a surprising fact, then explain how it is made.

Begin with a surprising fact.
Explain the steps with action verbs.
End with the finished product.

I CAN | I can write an informational paragraph that begins with a surprising fact.

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TEKS 3.9(D) · 3.12(B) · Published Texts & Mentor Texts · Grade 3 · Informational Mentor Text 4 of 4 · slide 8 of 11

SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

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

“Write your own informational paragraph.”

▶ Choose an everyday object. Hook your reader with a surprising fact, then explain how it is made.

“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 surprising first sentence, steps in order, and strong action verbs.

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 Beautiful paper **comes to us from miserable rags**. Readers do not expect old rags to become books.

CHOOSE **A.** Action verbs show each step: cut, tear, make pulp, spread, press, dry, polish.

SHOW Rags are washed, cut and torn, made into pulp, spread on sieves, pressed, dried, and polished. Then the paper is finished.

OWN Answers vary. One example: **A giant pumpkin starts as a seed smaller than your fingernail.**

DEFEND Starting with rags makes readers curious how something so ugly becomes something so beautiful, so they read every step to find out.

YOUR TURN Answers vary. Check for a surprising first sentence, steps in order, and strong action verbs.

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TEKS 3.9(D) · 3.12(B) · Published Texts & Mentor Texts · Grade 3 · Informational Mentor Text 4 of 4 · slide 9 of 11

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 BOOK OF THE NATIONAL PARKS” (ROBERT STERLING YARD, 1919)

“This view entirely misses the point. The national parks are recreational, of course. So are state, county and city parks.”

How does the author answer the idea that parks are just playgrounds?

- A** He agrees that parks are only playgrounds.
- B** He says city parks should be closed.
- C** He says no one visits Yosemite.
- D** He says the view misses the point, while agreeing parks are recreational.

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TEKS 3.9(D) · 3.12(B) · Published Texts & Mentor Texts · Grade 3 · Informational Mentor Text 4 of 4 · slide 10 of 11

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 Book of the National Parks.”

▶ 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: D.

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 D.

- A** He agrees that parks are only playgrounds.
He disagrees. He says the view misses the point.
- B** He says city parks should be closed.
He never says city parks should close.
- C** He says no one visits Yosemite.
That is not in the paragraph.
- D** **Correct.**
He writes This view entirely misses the point, then admits parks are recreational, of course.

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

SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

“The answer is D.”

▶ 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 D fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.