

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 can explain why something happens.

A cause makes something happen. The effect is what happens.

Signal words like since, when, and because help my reader follow the chain.

THIS WEEK'S FOCUS

Cause and Effect

from “Rain, from *The Story-Book of Science*” by Jean-Henri Fabre (1917)

Fabre explains rain as a chain of causes and effects: water evaporates, vapor rises, the air cools, clouds form, and drops fall. Words like since, when, and as signal each cause. This week we study how informational writers explain cause and effect.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Informational and Argumentative Mentor Texts

TEKS 4.9(D) · 4.12(B) · Published Texts & Mentor Texts · Grade 4 · 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: cause and effect.”

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

“Our mentor text is Rain, from *The Story-Book of Science* by Jean-Henri Fabre, from 1917.”

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

PREP & MATERIALS: slide deck · “Rain, from *The Story-Book of Science*” (Jean-Henri Fabre, 1917) · tracking sheet · pencils

THE MENTOR TEXT

Rain, from *The Story-Book of Science* · Paper (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.

Fabre explains where rain comes from. Read it, then read it again. Look for what causes each change.

Rain, from *The Story-Book of Science* (excerpt)

A continual evaporation takes place on the surface of the damp earth as well as on the surface of the different sheets of water, lakes, ponds, marshes, streams, and above all the sea. The vapors formed rise into the air and remain invisible as long as the heat is sufficient. But since heat diminishes as the height increases, there comes a time when the vapors can no longer be kept in complete solution, and they condense into a mass of visible vapor, into a fog or cloud.

When, after a chill encountered in the upper strata of the atmosphere, the cloud-mist reaches a certain degree of condensation, little drops of water form and fall in rain. At first very small, they increase in volume on the way by the union of other similar little drops.

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: cause and effect."

▶ 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 4 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 cause and effect signal 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"

Notice the cause and effect signal words.

Find the words that signal a cause.

since heat diminishes as the height increases
When, after a chill ..., little drops of water form

I CAN | I can notice the signal words that show cause and effect.

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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 cause and effect signal words."

▶ Find the words that signal a cause.

"I can notice cause and effect signal words."

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

ANSWER KEY: **since** and **When** signal causes. **as** also links heat and height.

CHECK FOR UNDERSTANDING

I can notice the signal words that show cause and effect.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the cause of an effect."

EXACT TEKS WORDING

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

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Choose the cause.

What causes the invisible vapor to become a cloud?

- A** The air gets colder higher up.
- B** The sea is very large.
- C** The drops join other drops.

I CAN | I can choose the cause 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 cause."

▶ What causes the invisible vapor to become a cloud?

"I can choose the cause of an effect."

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

ANSWER KEY: A. Heat diminishes as the height increases, so the vapor condenses into a cloud.

CHECK FOR UNDERSTANDING

I can choose the cause the writer explains.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show a cause and effect chain."

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 chain.

Put the chain of causes and effects in order.

**water evaporates → vapor rises → air cools
→ cloud forms → drops form → rain falls**

I CAN | I can show how each effect becomes the next cause.

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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 chain."

▶ Put the chain of causes and effects in order.

"I can show a cause and effect chain."

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

ANSWER KEY: Evaporation makes vapor. Vapor rises. Cold air makes it condense into a cloud. More cold makes drops, and the drops fall as rain.

CHECK FOR UNDERSTANDING

I can show how each effect becomes the next cause.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can explain a cause and effect chain."

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 a cause and effect chain you know, such as ice melting or a plant growing. Use signal words.

When _____, _____.

Since _____, _____.

As a result, _____.

I CAN | I can write a cause and effect chain with signal words.

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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."

▶ Explain a cause and effect chain you know, such as ice melting or a plant growing. Use signal words.

"I can explain a cause and effect chain."

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

ANSWER KEY: Answers vary. One example: **When the sun shines on an ice cube, it warms. Since it is warmer, the ice melts. As a result, a puddle forms.**

CHECK FOR UNDERSTANDING

I can write a cause and effect chain with signal words.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why each link matters."

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 explain every link instead of saying "Clouds make rain"?

"Clouds make rain."
vs. evaporation, rising, cooling, condensing, falling. Which one explains **why?**

I CAN | I can defend why explaining each cause helps the reader understand.

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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 explain every link instead of saying "Clouds make rain"?

"I can defend why each link matters."

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

ANSWER KEY: "Clouds make rain" tells what, not why. The chain explains how water gets into the sky and why it falls, so the reader truly understands.

CHECK FOR UNDERSTANDING

I can defend why explaining each cause helps the reader understand.

RPLD EVIDENCE & ADVICE

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

Write your own cause and effect paragraph.

Choose something in nature. Explain the causes and effects in order.

Name the event.
Explain each cause and its effect with signal words.
End with the final effect.

I CAN | I can write my own informational paragraph that explains cause and effect.

SLIDE 8 OF 11 · YOUR TURN

 ~6 min

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

“Write your own cause and effect paragraph.”

▶ Choose something in nature. Explain the causes and effects 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 signal words and a chain in which each effect leads to the next.

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 **since** and **When** signal causes. **as** also links heat and height.

CHOOSE **A.** Heat diminishes as the height increases, so the vapor condenses into a cloud.

SHOW Evaporation makes vapor. Vapor rises. Cold air makes it condense into a cloud. More cold makes drops, and the drops fall as rain.

OWN Answers vary. One example: **When the sun shines on an ice cube, it warms. Since it is warmer, the ice melts. As a result, a puddle forms.**

DEFEND “Clouds make rain” tells what, not why. The chain explains how water gets into the sky and why it falls, so the reader truly understands.

YOUR TURN Answers vary. Check for signal words and a chain in which each effect leads to the next.

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 “PAPER” (JEAN-HENRI FABRE, 1917)

“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.”

What surprising fact does the author share about paper?

A Paper grows on trees in copybooks.

B Only costly books use paper.

C Pictures are made of rags.

D Beautiful paper comes from miserable rags.

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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 Paper.”

▶ 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 Paper grows on trees in copybooks.**
The paragraph does not say paper grows on trees.
- B Only costly books use paper.**
He says all paper, even the costliest, comes from rags.
- C Pictures are made of rags.**
The pictures are printed on the paper. They are not made of rags.
- D Beautiful paper comes from miserable rags.**
Correct.
He writes that even the costliest paper comes to us from miserable rags.

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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.