

TEACHER MODEL for Text Structure Article Strategy Work with: "Erosion" by Kreisman

1. As you read the article, **mark the text**. (See back for model.)
 - **Circle** any text structure signal words. (Use your text structures reference chart.)
 - **Write** the names of any text structures used, in the margins of the article (pointing to the appropriate text evidence).

2. **Review** your text marking and **identify** the primary, overall text structure.

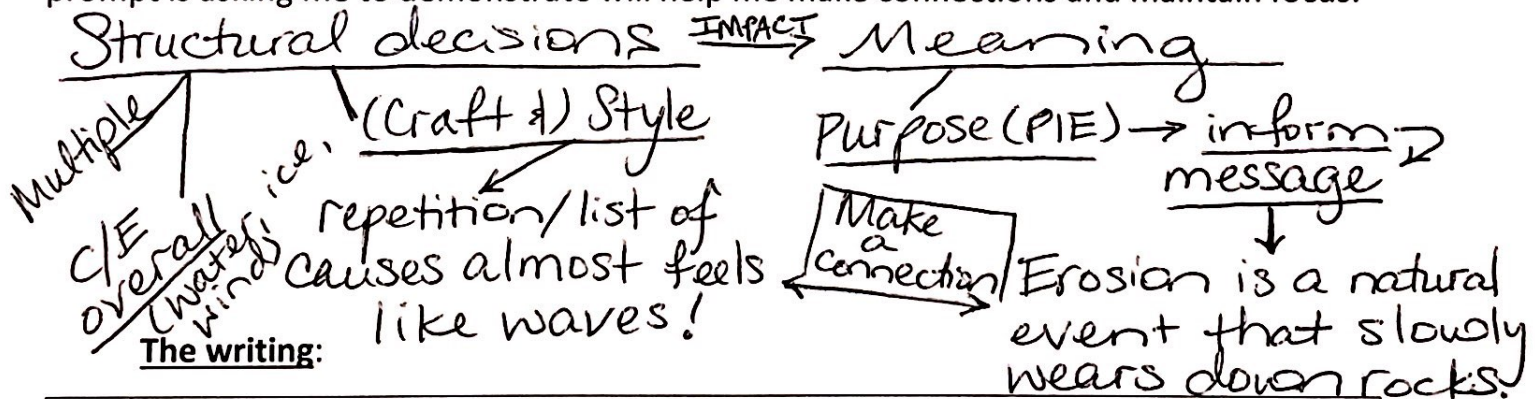
Model: I do see evidence of sequence, comparison, and description. However, overall, the text is primarily structured through cause and effect. The entire article is about erosion which is the result/effect ("what") and the multiple causes/reasons ("why") are listed to explain this process.

3. **Answer** the essential question writing prompt in a paragraph using the ACES constructed response frame. (See the model below.)

Prompt: How do the author's structural decisions impact the meaning of the text?

Gathering your thoughts:

Before I begin writing, I want to make sure the information is clear in my head so that I am able to make meaningful connections, back up what I say with the strongest evidence, and offer deeper interpretations/inference that connect to the big picture. I MUST stay focused on the writing prompt! Circling key words and verbs in the question will help with this. Also, doing a quick brainstorm of ideas/points that I want to make and what knowledge the prompt is asking me to demonstrate will help me make connections and maintain focus.



A	The author's use of the cause and effect text structure best conveys the message that erosion is a natural event that slowly wears down rocks. For example, the
C-E (x2)	author states several causes of erosion, such as water, ice, and wind to show that these are natural events. The author also demonstrates that this process slowly occurs over time by the statement, "As more waves hit the rocks, the pieces become even smaller." The author's style of listing each cause mimics the
S	overlapping of waves that also causes erosion. This takes the reader on the same journey that the rocks are experiencing, thus allowing the reader to relate and effectively appreciate the author's message.

Erosion

Strategy work

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Nature is always changing. Those changes are called natural **events**. Some natural events happen quickly. Think of a fire that starts when lightning strikes a tree. Other events occur slowly, such as ^{Description} when rocks are worn down over hundreds of years. Erosion (ih-ROH-jzun) is the name given to that very slow change.

^{↑ WHAT/result * = why}
 Moving ^{*} water can cause erosion. Have you ever seen waves crash against rocks on the shore? The water can chip off small pieces of rock. As more waves hit the rocks, the pieces become even smaller. Eventually, those pieces may turn into sand.

^{*} Ice can cause erosion. Some mountains have solid sheets of ice near the top. During warmer weather, a bit of ice melts. Then the sheet of ice may move slowly down the mountain. As the solid ice moves, it scrapes rocks, breaking off pieces.

^{*} Wind also causes erosion. Wind can blow sand and dirt. It can carry the dirt far away. In some places, strong wind will push sand against rocks. Over a long period of time, the wind wears down those rocks.