A PRACTICAL TEACHER GUIDE

THE EXPLANATION MATRIX:

Discovering a Student's Cognitive Address through RPLDs and the DEEP FACTS They Use

(Range Performance Level Descriptors)

A Companion to The Writing Matrix and The Evidence Matrix

Foundational | Emergent | Visible | Independent | Reflective

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PUBLICATION INFORMATION

The Explanation Matrix:

Discovering a Student's Cognitive Address through RPLDs and the DEEP FACTS They Use

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INSTRUCTIONAL LANGUAGE

Foundational, Emergent, Visible, Independent, and Reflective are the instructional level names used in this book. They describe demonstrated thinking on a particular task. They are not labels for students. DEEP FACTS identifies nine ways a writer may further explain evidence. The student examples are fictional or composite examples created for professional learning.

COLOR AND SHAPE KEY

Foundational is a red circle. Emergent is an orange square. Visible is a yellow upside-down triangle. Independent is a green right-side-up triangle. Reflective is a blue diamond. The two triangles must never be reversed.

Trademark Notice

A NOTE TO THE TEACHER

Evidence answers, "What proves it?" Explanation answers, "What should the reader understand because of it?"

Students are often told to add evidence and explain more. Both directions are reasonable, but neither one tells the teacher where the thinking stopped. One student may define a term accurately but never connect the definition to the claim. Another may use a statistic and interpret it clearly. A third may compare several pieces of evidence, qualify the conclusion, and show why the relationship matters. Those writers should not receive the same lesson.

The Explanation Matrix was built to make that difference visible. DEEP FACTS gives students nine purposeful ways to further explain the evidence they chose: Define, Example and Explanation, Expert Testimony, Process or Procedure, Facts and Statistics, Analogy, Compare and Contrast, Tipping Point of Cause and Effect, and Story or Anecdote. The five thinking levels show how deeply, independently, and meaningfully the student uses the chosen method.

This book sits beside The Writing Matrix and The Evidence Matrix. The Writing Matrix identifies the thinking job and the student's Cognitive Address. The Evidence Matrix examines the TRACKS students collect and choose. The Explanation Matrix narrows the lens again: it shows what students do after evidence enters the paragraph and before significance becomes complete.

The central principle is simple: the method does not determine the level. A statistic is not automatically sophisticated. An analogy is not automatically reflective. A story is not automatically developed. The level is determined by what the student actually does with the method.

Use one response as a clue and a pattern of responses as stronger evidence. Name what the student has already demonstrated. Then teach one level to the right. The purpose of the matrix is not to create more paperwork. It is to replace the vague direction "explain more" with the exact explanation move the student is ready to make next.

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THE FIVE-MINUTE OVERVIEW

The Explanation Matrix can be understood through five decisions. A teacher can begin using the process before reading the complete book.

1	**Read the writing job.** Identify what the prompt asks the student to explain and whether the explanation is primarily a WHY, a HOW, or a relationship.
2	**Name the DEEP FACTS method.** Identify how the student attempted to further explain the selected evidence.
3	**Find the current explanation address.** Use observable language in the response to name the highest level consistently demonstrated.
4	**Teach one level to the right.** Choose the smallest missing explanation move rather than assigning a broad lesson or asking for more words.
5	**Check transfer.** Give fresh evidence or a fresh prompt and determine whether the student can make the move with less support.

Level	Color and shape	Driving question	Cognitive action	Next teacher question
Foundational	Red Circle	WHAT?	Identify	What does this show?
Emergent	Orange Square	WHAT DOES IT SHOW?	Develop	Why does this help prove your point?
Visible	Yellow Upside-Down Triangle	WHY?	Reason	How could you develop this evidence more deliberately?
Independent	Green Right-Side-Up Triangle	HOW?	Strategize	So what larger relationship, implication, or conclusion follows?
Reflective	Blue Diamond	SO WHAT?	Analyze and Transfer	Where else does this thinking apply, and what might complicate it?

ONE-SENTENCE SUMMARY

The Explanation Matrix identifies how a student develops evidence, how deeply the student thinks while doing it, and which precise move will improve the writing that follows.

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THE TEACHER'S EXPLANATION KIT

PRACTICE CASE BANK

Read It Once, Then Use It as a Reference

Part I explains what the Explanation Matrix measures and how it fits beside the other Matrix books. Part II establishes the five Cognitive Addresses. Part III provides a complete chapter for every DEEP FACTS method. Part IV teaches teachers to read the forty-five explanation addresses across and down. Part V turns diagnosis into instruction. Part VI shows the framework operating inside authentic writing purposes and content areas.

Keep the Vocabulary Simple

Students do not need to memorize forty-five labels. They need a small set of useful questions: What evidence did I choose? How will I explain it? What does it show? Why does it support my idea? How can I develop it? So what does it ultimately mean? Teachers may use the complete matrix for diagnosis while introducing only the language students need for the next move.

Use the Lightest Tool That Works

A teacher does not need to score every method in every paper. Begin with the paragraph or evidence point that most affects meaning. Name the DEEP FACTS method, identify the current level, and choose one next move. Use the full matrix when patterns are unclear or when teams are analyzing growth across several samples.

Quick Routes

- Need the whole system quickly? Read Chapters 2, 3, 4, 20, 25, and 26.
- Need help with one explanation method? Go directly to Chapters 11-19.
- Need precise conference language? Read Chapters 26-29 and use Tools 7 and 8.
- Need support for ECRs or source-based writing? Read Chapters 30-34 and use Tool 6.
- Need team practice? Use the Practice Case Bank and compare the evidence each scorer used to name the address.

THE EVIDENCE-TO-EXPLANATION PATH

TAP	DEEP FACTS	THINK	TOGGLE
What evidence did I choose? Find and select the proof.	**How will I further explain it?** Choose the explanation method.	**Why does it support my idea?** Make the reasoning visible.	**How does it connect, and why does that relationship matter?** Build significance and transfer.

THE NON-NEGOTIABLE PRINCIPLE

A Cognitive Address belongs to the thinking demonstrated on the task—not to the child. The purpose of the address is to identify the next instruction, not to create a new permanent label.

THE THREE-MATRIX FAMILY

Each matrix asks a different question. Together, they show the complete path from prompt to evidence to explanation to significance.

Companion volume	Primary question	What it makes visible
The Writing Matrix	What thinking job does the prompt require, and where is the student's current Cognitive Address?	TAUGHT, TAP, THINK, TOGGLE; and the writing path of TUNE, TEACH, TAP, THINK, TOGGLE.
The Evidence Matrix	What tangible evidence did the student collect and choose?	TRACKS: Time, Reactions, Actions, Characters/Concepts/Creatures, Key Knowledge, Settings.
The Explanation Matrix	How did the student further explain the evidence, and how deeply was that method used?	DEEP FACTS crossed with Foundational, Emergent, Visible, Independent, and Reflective thinking.

The Writing Path

TUNE establishes the topic or thesis. TEACH develops the reasons or ways. TAP introduces evidence. DEEP FACTS gives the writer nine ways to develop that evidence. THINK explains why the evidence supports the idea. TOGGLE analyzes how ideas relate and why those relationships matter. DEEP FACTS therefore lives most visibly between TAP and THINK, but strong explanation often reaches into TOGGLE.

A PRECISE COMBINED NOTATION

- THINK-Visible | TRACKS: A | DEEP FACTS: T — the student uses an Action and begins explaining a cause-and-effect relationship.
- TOGGLE-Independent | TRACKS: S + R | DEEP FACTS: C — the student independently compares how a Setting changes a Reaction.
- THINK-Reflective | TRACKS: K + A | DEEP FACTS: F + E2 — the student synthesizes facts with expert testimony and qualifies the conclusion.

Use the full notation only when it improves the teaching decision. A brief note such as "Facts-Visible" or "Analogy-Emergent" is enough for most conferences. The notation is a planning tool, not another score to average.

THE MASTER THINKING LEVELS CHART

The colors and shapes identify the level. The observable thinking—not the symbol alone—determines the Cognitive Address.

FOUNDATIONAL

WHAT?

Identify

EMERGENT

WHAT DOES IT SHOW?

Develop

VISIBLE

WHY?

Reason

INDEPENDENT

HOW?

Strategize

REFLECTIVE

SO WHAT?

Analyze and Transfer

Cognitive Address	What the student does	What appears in the writing	Teacher's next question
Foundational	States, names, defines, reports, repeats, or points to information.	The evidence or explanation is present, but the reasoning is not yet developed.	What does this show?
Emergent	Adds information, paraphrases, describes, or begins interpreting.	The reader can see a beginning connection, but it may remain partial or general.	Why does this help prove your point?
Visible	Makes the connection between evidence and the idea visible to the reader.	The student explains why the evidence supports the point or how the parts connect.	How could you develop this evidence more deliberately?
Independent	Purposefully selects, controls, and integrates an explanation method.	The student chooses how to develop the evidence and carries out the decision independently.	So what larger relationship, implication, or conclusion follows?
Reflective	Evaluates, qualifies, synthesizes, transfers, or identifies significance.	The explanation reaches beyond the immediate evidence to a defensible larger understanding.	Where else does this thinking apply, and what might complicate it?

NEVER REVERSE THE TRIANGLES

Visible is always the yellow upside-down triangle. Independent is always the green right-side-up triangle. This visual difference is intentional and must remain consistent in every chart, book, slide, and student tool.

CHAPTER 1

Evidence Is Not Explanation

What happens after a student places evidence in the paragraph?

At the Doorstep

A teacher reads, "The passage says the pond became clear after native plants were added." The evidence is accurate. The sentence is relevant. Yet the paragraph still feels unfinished. The reader knows what happened but does not know what the student understands because of it. The missing work is not more evidence. It is explanation.

Why This Chapter Matters

Many writing problems are diagnosed as "not enough detail." That description can send instruction in the wrong direction. A student may already have enough evidence but need to define a concept, interpret a number, trace a cause, compare conditions, or tell why an example matters. Until the teacher identifies the missing explanation move, "add more" often produces a longer paragraph with the same cognitive gap.

The Big Idea

Evidence gives the reader something to examine. Explanation tells the reader what to understand from it.

Lens	Teacher question	What it reveals
Evidence presence	Is a detail, quotation, fact, event, or source idea included?	The reader can locate proof.
Evidence relevance	Does the evidence directly fit the prompt and claim?	The proof belongs in this paragraph.
Explanation method	How does the writer help the reader understand the proof?	A DEEP FACTS method is visible.
Explanation depth	How fully, independently, and meaningfully is the method used?	An RPLD Cognitive Address can be named.
Writing result	What meaning, relationship, or significance reaches the page?	The paragraph produces understanding rather than information alone.

The Evidence Drop

An evidence drop occurs when a writer places evidence in the response and moves on before making the connection visible. The evidence may be correct, but the reader must finish the reasoning. Evidence drops often appear after phrases such as "the text says," "for example," or "according to the source." Those phrases introduce proof; they do not explain it.

EVIDENCE DROP

The article states that 68 percent of the school's trash came from the cafeteria.

EVIDENCE DEVELOPED

The 68 percent shows that the cafeteria is the strongest place to begin reducing waste because changes there would affect more than half of everything the school throws away.

The difference is not the amount of evidence. The second writer interprets the number, identifies its importance, and connects it to a decision. Facts and Statistics is the method; Visible or Independent reasoning describes the depth, depending on the prompt and the support available.

CASE SCENARIO: THE CLEAR POND

PASSAGE

A neighborhood pond became cloudy after heavy rain washed loose soil into the water. Volunteers planted grasses along the bank. During later storms, the roots held more soil in place, and the pond stayed clearer.

PROMPT

Explain how planting grasses helped the pond.

Student	Response	What the response reveals
Leona	The volunteers planted grasses along the bank.	Accurate evidence is present, but no explanation method is developed.
Darius	The grass roots held soil in place, so less soil washed into the pond.	Uses Tipping Point of Cause and Effect to make the relationship visible.
Priya	The roots worked like a net that trapped loose soil before rain could carry it into the pond. This shows why stabilizing the bank protected the water.	Uses Analogy with cause-and-effect reasoning to clarify how the solution worked.

All three students selected relevant information. The difference is what the students did after selecting it. That difference determines the next lesson.

Five Questions That Locate the Gap

1	**What evidence is present?.** Name the exact fact, event, quotation, detail, or source idea the student used.
2	**Which DEEP FACTS method appears?.** Look for definition, example, expertise, process, data, analogy, comparison, causation, or anecdote.
3	**What did the student do with the method?.** Identify the observable verb: named, described, explained, selected, evaluated, or synthesized.
4	**Where did the thinking stop?.** Find the first missing move rather than judging the whole paragraph at once.
5	**What one question moves the writing forward?.** Teach one level to the right and collect a fresh response.

TEACHER LANGUAGE THAT MOVES THINKING

"You have given the reader the evidence. Now show the reader what to understand because of it."
"Do not add another detail yet. First, explain the detail you already chose."
"Which DEEP FACTS method would make this evidence clearer?"
"What is the smallest move that would keep the reader from having to finish your reasoning?"

KEYS TO KEEP

- Evidence and explanation are related, but they are not the same work.
- More evidence does not repair an explanation gap.
- A correct quotation can still remain at a Foundational address.
- The first missing explanation move is the best starting point for instruction.
- The goal is not a longer paragraph. The goal is visible thinking.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Evidence Is Not Explanation

Copy one student sentence that contains evidence but leaves the explanation unfinished.

Name the DEEP FACTS method the student attempted or could use.

What thinking is already visible?

Where does the thinking stop?

Write one precise question that moves the student one level to the right.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

The Explanation Matrix at a Glance

How can nine explanation methods and five thinking levels create a usable Cognitive Address?

At the Doorstep

A matrix becomes useful when each direction answers a different question. In the Explanation Matrix, the rows name how the student explains. The columns name how deeply the student carries out that explanation. Their intersection creates a precise but temporary Explanation Address.

Why This Chapter Matters

Without the two coordinates, teachers can overvalue sophisticated-sounding methods or undervalue simple methods used with strong reasoning. An expert quotation may be little more than a copied sentence. A definition may lead to a nuanced interpretation. The matrix prevents the name of the method from being confused with the quality of the thinking.

The Two Coordinates

Coordinate	Question	Result
Horizontal coordinate: DEEP FACTS	Which of the nine methods did the student use to further explain the evidence?	Define, Example and Explanation, Expert Testimony, Process or Procedure, Facts and Statistics, Analogy, Compare and Contrast, Tipping Point of Cause and Effect, Story or Anecdote.
Vertical coordinate: RPLD level	How deeply, independently, and meaningfully did the student use that method?	Foundational, Emergent, Visible, Independent, or Reflective.
Intersection: Explanation Address	What does this exact response demonstrate, and what move comes next?	Examples: Facts-Visible, Analogy-Emergent, Tipping Point-Independent.

Forty-Five Addresses, Not Forty-Five Labels

Nine methods crossed with five levels create forty-five possible explanation addresses. Teachers do not need to score all forty-five. The complete matrix simply makes room for a truth teachers already observe: a student may use examples independently, statistics visibly, and expert testimony only at a foundational level. One average color would erase that profile.

A SIMPLE NOTATION

- Facts-Visible: the student interprets a statistic and explains why it supports the point.
- Analogy-Emergent: the student names a basic similarity but does not yet map the relationship.
- Expert-Reflective: the student evaluates expertise, limitations, and agreement with other evidence.
- THINK-Visible | TRACKS: A | DEEP FACTS: T: the full notation connects the prompt job, evidence type, explanation method, and depth.

The Full Matrix Does Three Jobs

1	**Diagnose.** It identifies what the student is already doing with the evidence.
2	**Direct.** It identifies the smallest observable move that comes next.
3	**Document.** It allows teachers and students to track growth without reducing the writer to one permanent score or color.

CASE SCENARIO: A SOPHISTICATED METHOD AT A BEGINNING ADDRESS

PASSAGE

A source about city trees includes a quotation from an urban forester: “A mature shade tree can lower nearby surface temperatures.”

PROMPT

Explain why a town should protect mature shade trees.

Student	Response	What the response reveals
Omar	An urban forester says trees lower temperatures.	Expert Testimony is present, but the student only reports it: Foundational.
Celeste	The expert studies how trees affect cities, so the statement strengthens the claim that mature trees provide measurable cooling.	The student explains why the expertise matters: Visible.
Rowan	The forester’s testimony is strong for explaining heat, but the town should combine it with local temperature measurements and maintenance costs before deciding which trees to protect.	The student evaluates scope and connects sources: Reflective.

The method remained Expert Testimony in all three responses. The level changed because the cognitive work changed.

KEYS TO KEEP

- The row tells how the student explains; the column tells how deeply.
- No DEEP FACTS method belongs automatically to a particular level.
- A student may have different addresses across methods and tasks.
- Use the shortest notation that makes the next teaching decision clearer.
- The address is temporary and belongs to the response.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: The Explanation Matrix at a Glance

Choose one student explanation and name its DEEP FACTS method.

Name the highest level consistently demonstrated.

Record the address using a short notation.

What evidence in the sentence supports your decision?

What one move would change the address?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

THE DEEP FACTS × THINKING LEVELS MATRIX

How Students Explain Evidence Through 9 DEEP FACTS Methods at 5 Levels of Thinking

THE 5 THINKING LEVELS	FOUNDATIONAL WHAT? Identify	EMERGENT WHAT DOES IT SHOW? Develop	VISIBLE WHY? Reason	INDEPENDENT HOW? Strategize	REFLECTIVE SO WHAT? Analyze/Transfer
THE 9 DEEP FACTS EXPLANATION METHODS					
D DEFINE *a word or concept*	States or names the term.	Explains the term in own words or context.	Explains why understanding the term matters to the evidence.	Uses the definition strategically to strengthen reasoning.	Explores nuances, multiple meanings, or implications of the concept.
E EXAMPLE + EXPLANATION *show and explain*	Gives a relevant example.	Describes what happens in the example.	Explains why the example supports the point.	Chooses and develops the strongest parts of the example strategically.	Uses the example to show a broader pattern, principle, or bigger meaning.
E EXPERT TESTIMONY *authority and insight*	Identifies or quotes an expert.	Paraphrases or explains what the expert says.	Explains why the expert's information strengthens the point.	Selects credible expertise and integrates it smoothly into reasoning.	Evaluates credibility, bias, limitations, or connects it to other evidence.
P PROCESS / PROCEDURE *steps and sequence*	Identifies steps or stages.	Puts steps in sequence and describes what happens.	Explains how or why the steps lead to the result.	Identifies critical steps and how they interact or depend on each other.	Analyzes what happens if the process changes, fails, or occurs differently.
F FACTS & STATISTICS *data and evidence*	States a fact, number, percentage, or statistic.	Explains what the number or fact means in context.	Explains what the data demonstrates and why it supports the point.	Selects, compares, or contextualizes data strategically.	Analyzes trends, reliability, limitations, implications, or conclusions.
A ANALOGY *comparison in another way*	Says one thing is like another.	Explains the basic similarity between the two.	Explains how the relationship helps the reader understand.	Chooses and develops an analogy that clarifies a complex idea.	Examines where the analogy works, where it breaks down, and why.
C COMPARE & CONTRAST *similarities and differences*	Identifies a similarity or difference.	Describes how two things are alike or different.	Explains why the similarity/difference is important.	Selects meaningful criteria and uses the relationship to strengthen reasoning.	Synthesizes to reveal patterns, implications, or a new conclusion.
T TIPPING POINT / CAUSE & EFFECT *turning points and impact*	Identifies a cause or effect.	Makes a basic connection between cause and effect.	Explains how or why one condition caused or contributed to another.	Weighs causes/effects and determines the important tipping point.	Analyzes chains of causation, long-term effects, and what might have happened.
S STORY / ANECDOTE *personal and real-life*	Tells or recounts a relevant story.	Adds context and details so the reader understands.	Explains what the story demonstrates and why it relates to the point.	Selects and develops the most meaningful details to advance reasoning.	Uses the story to reveal a broader principle or significance; notes limits.
QUICK LEVEL KEY	WHAT? Identify	WHAT DOES IT SHOW? Develop	WHY? Reason	HOW? Strategize	SO WHAT? Analyze/Transfer

Same Evidence. Same Strategy. Different Thinking Level. This is How We Measure Depth of Thought.

Figure 1. Same evidence. Same strategy. Different thinking level. This is how the matrix measures depth of thought.

CHAPTER 3

Three Matrices, One Writing Path

How do The Writing Matrix, The Evidence Matrix, and The Explanation Matrix work together without becoming three separate systems?

At the Doorstep

A student reads a prompt, chooses evidence, and writes an explanation in one continuous act. The three Matrix books divide that act only so the teacher can see it clearly. They are three lenses, not three competing programs.

The Big Idea

The prompt names the thinking job. TRACKS reveals what the student chose. DEEP FACTS reveals how the student developed it. The RPLD level reveals the depth.

Writing move	Primary lens	Teacher question
1. Read the prompt	The Writing Matrix	What is the thinking job: recall, evidence use, WHY reasoning, or HOW/relationship reasoning?
2. Collect and choose	The Evidence Matrix	Which TRACKS provide the most relevant, strong, and precise support?
3. Further explain	The Explanation Matrix	Which DEEP FACTS method will help the reader understand the evidence?
4. Build reasoning	THINK	Why does the evidence support the idea?
5. Build significance	TOGGLE	How does it connect, and why does that relationship matter?

THE EVIDENCE-TO-EXPLANATION PATH

TAP	DEEP FACTS	THINK	TOGGLE
What evidence did I choose? Find and select the proof.	**How will I further explain it?** Choose the explanation method.	**Why does it support my idea?** Make the reasoning visible.	**How does it connect, and why does that relationship matter?** Build significance and transfer.

Where DEEP FACTS Lives

DEEP FACTS lives most visibly after TAP and inside THINK. The student has already selected evidence and now chooses how to make the evidence understandable. At higher levels, the method often reaches into TOGGLE because comparison, causation, analogy, data patterns, and expert perspectives create relationships and significance.

A Single Paragraph Through All Three Lenses

PROMPT

Explain how beavers can change the environment around a stream.

PASSAGE EVIDENCE

Beavers build dams with branches and mud. The dams slow moving water, which spreads into shallow ponds where new plants and animals can live.

Lens	Analysis
Writing Matrix	TOGGLE prompt: explain HOW one action changes a relationship in the environment.
Evidence Matrix	TRACKS: Actions (building the dam), Reactions (water slows and spreads), Settings (new pond habitat).
Explanation Matrix	Process explains the sequence; Tipping Point explains cause and effect; Compare and Contrast could examine the stream before and after.
Writing result	The dam slows the stream, and slower water spreads into a pond. That process changes a narrow moving stream into a wider habitat, allowing different plants and animals to live there.

Do Not Force Every Lens Into Every Conference

The full path is available when a team needs precision. During a two-minute conference, the teacher may need only one lens. If the evidence is weak, work in The Evidence Matrix. If the evidence is strong but the reasoning stops, work in The Explanation Matrix. If the student misunderstands the prompt, return to The Writing Matrix.

TEACHER LANGUAGE THAT MOVES THINKING

"First, tell me the thinking job in the prompt."
"Which TRACKS did you choose because they directly answer that job?"
"Which DEEP FACTS method will help the reader understand those TRACKS?"
"Now make the WHY or HOW visible, and finish with what the relationship means."

KEYS TO KEEP

- The three matrices are lenses on one writing process.
- Use the lens that matches the point where thinking stopped.
- DEEP FACTS most often develops the space between TAP and THINK.
- At higher levels, explanation naturally reaches into TOGGLE and significance.
- Precision should simplify the next lesson, not multiply paperwork.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Three Matrices, One Writing Path

Choose one prompt and identify its primary thinking job.

List the TRACKS a student selected.

Name the DEEP FACTS method used or needed.

Where did the paragraph stop: TAP, explanation, THINK, or TOGGLE?

Which Matrix lens should guide tomorrow's lesson?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 4

The Nine DEEP FACTS Methods

What are the nine purposeful ways a writer can further explain selected evidence?

At the Doorstep

Students often believe explanation means repeating the evidence with different words. DEEP FACTS expands the writer's choices. It gives students nine recognizable ways to clarify, interpret, develop, connect, and humanize evidence.

The Big Idea

DEEP FACTS is a repertoire, not a checklist. The writer chooses the method that best serves the evidence, purpose, prompt, and reader.

Code	Method	What it does for the reader	Best used when…
D	**Define**	Clarify the exact meaning of a word, phrase, idea, or concept the reader must understand before the evidence can do its work.	A key term is unfamiliar, abstract, technical, used in a special context, or open to more than one interpretation.
E	**Example + Explanation**	Make a general idea concrete by showing one clear instance and then explaining exactly what that instance demonstrates.	The claim is broad, abstract, or easier to understand through a specific instance.
E	**Expert Testimony**	Use credible specialized knowledge to clarify, strengthen, qualify, or challenge an explanation.	The issue depends on specialized knowledge, research, professional experience, or a perspective the writer cannot supply alone.
P	**Process / Procedure**	Explain how something happens, develops, works, or is completed through stages, steps, or interacting parts.	The reader needs to understand a sequence, mechanism, system, procedure, or chain of actions.
F	**Facts & Statistics**	Use verifiable information, counts, measurements, percentages, or research findings to show scale, pattern, frequency, or change.	The reader needs proof of how much, how often, how many, how large, or how conditions changed.
A	**Analogy**	Clarify an unfamiliar or complex idea by mapping it to a more familiar relationship.	The concept is abstract, invisible, technical, or difficult to picture directly.
C	**Compare & Contrast**	Explain meaning by examining important similarities, differences, criteria, changes, or relationships between two or more things.	The reader must judge change, choice, effectiveness, perspective, structure, or relationship.
T	**Tipping Point / Cause & Effect**	Trace why change occurred, how conditions interacted, and which event, pressure, or decision became the point that shifted the outcome.	The prompt asks why, how one condition affected another, what changed an outcome, or which factor mattered most.

Code	Method	What it does for the reader	Best used when…
S	**Story / Anecdote**	Use a brief lived, historical, or observed moment to help the reader understand human impact, experience, or meaning.	A concrete human experience can illuminate the importance, consequence, or reality behind a broader idea.

Two E's, Two Different Jobs

The first E is Example and Explanation. It makes a general idea concrete through a specific instance and then explains what the instance demonstrates. The second E is Expert Testimony. It brings credible specialized knowledge into the reasoning and explains why that expertise matters. In teacher notation, E1 and E2 may be used to prevent confusion. Student-facing materials may continue to display the acronym naturally as DEEP FACTS.

Choose, Do Not Collect

The reader needs to…	A useful first choice is…
Clarify a term	Define
Make an abstract idea concrete	Example and Explanation
Add specialized authority or insight	Expert Testimony
Show stages, steps, or a mechanism	Process or Procedure
Show amount, pattern, scale, or change	Facts and Statistics
Make a complex relationship familiar	Analogy
Reveal a meaningful similarity or difference	Compare and Contrast
Trace why change occurred and identify the tipping point	Tipping Point of Cause and Effect
Make impact visible through a lived or historical moment	Story or Anecdote

CASE SCENARIO: FOUR USEFUL CHOICES

PASSAGE

A source explains that a city replaced some paved areas with rain gardens. During storms, the gardens collect water, allow it to soak into soil, and reduce the amount entering street drains at once.

PROMPT

Explain how rain gardens help a city during storms.

Student	Response	What the response reveals
Gideon	A rain garden is a planted area designed to collect stormwater.	Define clarifies the concept but still needs application to the prompt.
Hana	Water enters the garden, soaks into the soil, and reaches the drain more slowly.	Process makes the mechanism visible.
Jocelyn	The garden works like a waiting room for rainwater because it holds water before the crowded drain receives it.	Analogy clarifies the timing relationship.
Kaan	The rain garden reduces flooding because it slows the	Tipping Point of Cause and Effect explains why

Several methods can fit the same evidence. The strongest choice depends on what the prompt asks and what the reader still needs to understand.

The Method Fit Test

1	**Relevant.** Does the method directly help answer the prompt?
2	**Accurate.** Can the explanation be supported without stretching the evidence?
3	**Clarifying.** Will the method help the reader understand something that is not already obvious?
4	**Efficient.** Is this the lightest method that completes the reasoning?
5	**Purposeful.** Does the method lead toward the WHY, HOW, relationship, or significance the writing needs?

KEYS TO KEEP

- DEEP FACTS expands choices; it should not become nine required boxes.
- The method should serve the evidence and prompt.
- E1 means Example and Explanation; E2 means Expert Testimony in teacher notes.
- Different methods can explain the same evidence well.
- The best method is the one that completes the reader's understanding most accurately and efficiently.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: The Nine DEEP FACTS Methods

Select one piece of evidence from a current lesson.

List two DEEP FACTS methods that could explain it.

What would each method help the reader understand?

Which method best fits the prompt, and why?

What method would add words without adding useful thinking?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 5

Depth Is Cognitive Work, Not Length

How can a short explanation show more thinking than a long paragraph?

At the Doorstep

One student writes seven sentences that repeat the source. Another writes two sentences that interpret the evidence, qualify the conclusion, and connect it to a larger principle. The longer response contains more words. The shorter response contains more cognitive work.

Why This Chapter Matters

When teachers use length as a substitute for depth, students learn to pad. They restate the claim, repeat the evidence, add general statements, and use transitions that create the appearance of development. The Explanation Matrix measures observable reasoning instead: relevance, accuracy, connection, independence, and significance.

Five Qualities of Depth

Quality	What teachers look for
Relevance	The explanation remains attached to the exact prompt and evidence.
Accuracy	The reasoning does not overstate, distort, or invent what the evidence can support.
Connection	The writer makes the relationship between evidence and idea visible.
Independence	The writer chooses and controls the method rather than merely completing a sentence frame.
Significance	The explanation reaches a warranted implication, pattern, limitation, or larger meaning.

Same Evidence, Different Amounts of Thinking

EVIDENCE

The school's refill stations prevented an estimated 18,000 single-use bottles from being discarded in one year.

Response type	Student writing	Cognitive reading
Long but Foundational	The school had refill stations. They were placed around the school. Students could use them. The stations stopped bottles from being thrown away. The source says 18,000 bottles. That is a lot of bottles. Refill stations are good.	Repeats and praises the evidence without interpreting the number or connecting it to a decision.
Short but Visible	Preventing 18,000 bottles from entering the trash shows that one repeated daily choice can create a large environmental result across a school year.	Interprets scale and explains why the statistic supports the point.
Short and Reflective	The estimate shows substantial impact, but the school should verify how it calculated the total. Even so, the pattern suggests that convenient reuse systems can turn small individual choices into measurable collective change.	Evaluates reliability, preserves a reasonable conclusion, and transfers the principle.

Sentence Frames and Independence

A sentence frame can reveal thinking or conceal dependence. "This shows..." may help a student enter Visible reasoning, but the completed sentence must still contain a real connection

Independence appears when the student can select the method, construct the relationship, and use it in a fresh task after support is reduced. The same words written from a copied model do not demonstrate the same address as words generated and controlled independently.

DO NOT CONFUSE FLUENCY WITH DEPTH

A polished sentence may contain shallow reasoning. A developing writer may express deep reasoning in imperfect language. Score cognition, composition, and conventions through separate lenses before bringing them together.

TEACHER LANGUAGE THAT MOVES THINKING

"You do not need another sentence yet. Make this sentence do more thinking."
"Which words interpret the evidence rather than repeat it?"
"What can this evidence reasonably support, and what would be too much?"
"Can you make the same move without the sentence frame?"
"Where is the significance, limitation, or larger relationship?"

KEYS TO KEEP

- DEEP does not mean long.
- Repetition increases length without increasing cognition.
- A sentence frame supports access; transfer demonstrates ownership.
- Deep reasoning must remain relevant and accurate.
- Cognition, composition, and conventions should be analyzed separately.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Depth Is Cognitive Work, Not Length

Find one long student response that contains limited cognitive development.

Underline repeated information and circle actual reasoning.

Name the highest level the response demonstrates.

Rewrite one sentence so it performs the next cognitive move without adding unnecessary length.

What support can be removed to check independence?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 6

Foundational: Name It

What does Foundational explanation look and sound like across all nine DEEP FACTS methods?

At the Doorstep

A student points to the correct evidence, names the key concept, or states a fact. The response is not empty. It shows recognition and access. The teacher's job is to preserve that success while inviting the student to do something with what has been named.

Why This Chapter Matters

Foundational is a temporary description of demonstrated thinking. It is never a permanent label for a student. A writer may work at this address with one method and at a different address with another. The purpose of naming the address is to identify the smallest useful next lesson.

The Big Idea

Red Circle

WHAT? Identify

States, names, defines, reports, repeats, or points to information.

The red circle marks the place where the student can locate and name the information. The circle holds the first piece of thinking, but it does not yet show a direction or relationship.

Across the Nine Methods

DEEP FACTS method	Foundational behavior	What it can sound like
Define	States the meaning of the important word or concept.	A wetland is land that stays covered or soaked with water for part of the year.
Example + Explanation	Gives a relevant example.	For example, students placed unopened fruit and milk on a donation table.
Expert Testimony	Identifies, quotes, or names an expert.	A wildlife biologist says sea turtles need dark beaches.
Process / Procedure	Identifies steps or stages.	First the seed takes in water. Then a root grows. Last a shoot grows.
Facts & Statistics	States a fact, number, measurement, percentage, or statistic.	The playground was 12 degrees cooler.
Analogy	Says one thing is like another.	A watershed is like a bathtub.
Compare & Contrast	Identifies a similarity or difference.	One bridge is wooden, and the other is steel.
Tipping Point / Cause & Effect	Identifies a cause or an effect.	The reservoir was low, so the town limited watering.
Story / Anecdote	Tells or mentions a relevant story or event.	One neighborhood used batteries during an outage.

DEEP FACTS method	Foundational behavior	What it can sound like

COMMON STOPPING POINT

Foundational explanations often stop after a quotation, fact, definition, step, similarity, cause, or story detail. The information is present, but the reader is still responsible for interpreting it.

CASE SCENARIO: THE COOLING ROOF

PASSAGE

A school replaced a dark roof with a light-colored reflective surface. On sunny afternoons, the new roof absorbed less heat than the old roof.

PROMPT

Explain how the new roof helped the school stay cooler.

Student	Response	What the response reveals
Brielle	The school added a light-colored roof.	Names a relevant fact but does not yet explain what it shows.
Tobias	A reflective surface means it sends more sunlight away.	Defines a concept, but the definition is not fully connected to the school's temperature.
Amari	The new roof absorbed less heat.	Reports the effect without explaining how or why it occurred.

Each response gives the teacher a useful starting point. Foundational does not mean "nothing." It means the student has entered the explanation and is ready to connect the information.

TEACHER LANGUAGE THAT MOVES THINKING

"I can see the foundational thinking you have already shown."
"What does this show?"
"Show me the exact words in your response that prove your current address."
"Try the next move with the same evidence, then use it again with new evidence."

KEYS TO KEEP

- Foundational describes the response, not the student.
- The same writer may demonstrate different addresses with different DEEP FACTS methods.
- Name what is present before naming what is missing.
- The next instructional question is: What does this show?

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Foundational: Name It

What does Foundational explanation look like in a current student sample?

Which DEEP FACTS method is the student using?

What exact sentence or phrase confirms the address?

What is the next observable move?

How will I avoid turning the address into a permanent label?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 7

Emergent: Develop It

What does Emergent explanation look and sound like across all nine DEEP FACTS methods?

At the Doorstep

Emergent thinking appears when students paraphrase, add context, describe an example, place steps in order, or make a beginning connection. The response moves beyond repetition, but the reader may still have to infer why the information proves the point.

Why This Chapter Matters

Emergent is a temporary description of demonstrated thinking. It is never a permanent label for a student. A writer may work at this address with one method and at a different address with another. The purpose of naming the address is to identify the smallest useful next lesson.

The Big Idea

Orange Square

WHAT DOES IT SHOW?

Develop

Adds information, paraphrases, describes, or begins interpreting.

The orange square represents building. The student has more than a point; there are sides and structure. The explanation is taking shape, although the relationship may not yet be complete.

Across the Nine Methods

DEEP FACTS method	Emergent behavior	What it can sound like
Define	Defines the term and restates it in the student's own words or in the context of the passage.	A wetland is water-soaked land, so it can hold extra rain instead of letting all of the water move at once.
Example + Explanation	Describes what happens in the example.	For example, students placed unopened food on a donation table instead of throwing it away.
Expert Testimony	Paraphrases or explains what the expert is saying.	The biologist explains that bright buildings can lead hatchlings away from the ocean.
Process / Procedure	Places steps in order and describes what happens.	The seed absorbs water, the coat opens, a root grows downward, and a shoot grows upward.
Facts & Statistics	Explains what the number or fact means in understandable language.	The measurement means the shaded surface was noticeably cooler than the unshaded surface.
Analogy	Explains the basic similarity.	A watershed is like a bathtub because water moves toward one drain.
Compare & Contrast	Describes how two things are alike or different.	The older bridge needs many supports, but the steel bridge uses one arch.
Tipping Point / Cause &	Makes a basic connection between cause and	Because the dry weather lowered the reservoir, the town

DEEP FACTS method	Emergent behavior	What it can sound like
Story / Anecdote	Adds enough context and detail for the reader to understand what happened.	When the power went out, the cooling center used solar batteries to keep residents' medicine cold.

COMMON STOPPING POINT

Emergent explanations often use accurate details and general connecting words such as "so," "because," or "this means," but the relationship remains broad, partial, or underdeveloped.

CASE SCENARIO: THE COMMUNITY FREEZER

PASSAGE

A community center installed a shared freezer. Gardeners placed extra vegetables inside, and families could take food throughout the week. Less produce spoiled before it could be eaten.

PROMPT

Explain why the shared freezer reduced food waste.

Student	Response	What the response reveals
Elise	The freezer stored extra vegetables so they did not spoil right away.	Begins explaining what the evidence shows through a basic cause-and-effect connection.
Marcellus	For example, gardeners could freeze vegetables they could not use that day.	Adds a relevant example but leaves the larger point partly unstated.
Nadine	The freezer is a place that keeps food cold for later.	Defines the concept in context but needs to connect the meaning more directly to waste reduction.

The students are developing the evidence rather than merely naming it. The next move is to make the connection explicit enough that another reader can follow the reasoning without guessing.

TEACHER LANGUAGE THAT MOVES THINKING

"I can see the emergent thinking you have already shown."
"Why does this help prove your point?"
"Show me the exact words in your response that prove your current address."
"Try the next move with the same evidence, then use it again with new evidence."

KEYS TO KEEP

- Emergent describes the response, not the student.
- The same writer may demonstrate different addresses with different DEEP FACTS methods.
- Name what is present before naming what is missing.
- The next instructional question is: Why does this help prove your point?

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Emergent: Develop It

What does Emergent explanation look like in a current student sample?

Which DEEP FACTS method is the student using?

What exact sentence or phrase confirms the address?

What is the next observable move?

How will I avoid turning the address into a permanent label?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 8

Visible: Show the WHY

What does Visible explanation look and sound like across all nine DEEP FACTS methods?

At the Doorstep

Visible is the turning point of the matrix. The student no longer asks the reader to complete the connection. Definitions are applied, examples are explained, numbers are interpreted, comparisons matter, and causes include a mechanism.

Why This Chapter Matters

Visible is a temporary description of demonstrated thinking. It is never a permanent label for a student. A writer may work at this address with one method and at a different address with another. The purpose of naming the address is to identify the smallest useful next lesson.

The Big Idea

Yellow Upside-Down Triangle

WHY? Reason

Makes the connection between evidence and the idea visible to the reader.

The yellow upside-down triangle points into the evidence. It reminds the writer to dig beneath the selected detail and make the WHY or HOW visible. The point faces downward by design.

Across the Nine Methods

DEEP FACTS method	Visible behavior	What it can sound like
Define	Explains why understanding the definition helps the reader understand the evidence.	Understanding wetland helps explain the evidence because the soaked ground can absorb rain and reduce the amount of water rushing toward homes.
Example + Explanation	Explains why the example supports or demonstrates the point.	This example supports the idea that sorting food can reduce waste because food that is still safe is used by someone else rather than sent to the trash.
Expert Testimony	Explains why the expert's information strengthens the student's point.	This expert testimony strengthens the point because a biologist studies animal behavior and explains why turning off beach lights directly improves the hatchlings' chance of reaching the water.
Process / Procedure	Explains how or why the steps lead to the result.	The water softens the seed coat and activates growth, allowing the root to anchor the plant before the shoot reaches for light.
Facts & Statistics	Explains what the data demonstrates and why it supports the point.	The 12-degree difference supports planting trees because it shows that shade can reduce the heat students experience during recess.
Analogy	Maps the meaningful relationship between corresponding parts.	The slopes in a watershed act like the sides of a bathtub, and rivers act like paths leading toward the drain. This helps explain why pollution from one area can reach the same lake.

DEEP FACTS method	Visible behavior	What it can sound like
Compare & Contrast	Explains why the similarity or difference is important.	The difference matters because fewer supports leave more open space for water and debris to pass under the newer bridge.
Tipping Point / Cause & Effect	Explains how or why one condition produced or contributed to another.	The low reservoir caused restrictions because the town could no longer replace water as quickly as residents were using it.
Story / Anecdote	Explains what the story demonstrates and why it supports the point.	The story demonstrates why backup power matters because the batteries protected medicine that could have become unsafe during the outage.

COMMON STOPPING POINT

Visible explanations may still depend on teacher questions, sentence frames, shared models, or familiar tasks. The reasoning is visible, but independent selection and control have not yet been fully demonstrated.

CASE SCENARIO: THE BEE CORRIDOR

PASSAGE

Several small gardens were planted between a park and a community orchard. Each garden contained flowering plants. Bees could stop for food as they moved across the neighborhood.

PROMPT

Explain how the small gardens helped the bees reach the orchard.

Student	Response	What the response reveals
Soren	The gardens acted like stepping-stones because each one gave the bees a place to stop and feed before continuing.	Uses an analogy and maps the relationship so the HOW is visible.
Alina	The bees could travel from one food source to the next, which reduced the distance they had to fly without finding nectar.	Uses Process and explains why the sequence supported travel.
Jericho	The gardens helped because bees need flowers.	States a true connection, but the mechanism remains too general to be fully visible.

Visible thinking is present when the reader can point to the sentence and see the relationship the student constructed. The explanation may still be guided, but the WHY or HOW is on the page.

TEACHER LANGUAGE THAT MOVES THINKING

"I can see the visible thinking you have already shown."
"How could you develop this evidence more deliberately?"
"Show me the exact words in your response that prove your current address."
"Try the next move with the same evidence, then use it again with new evidence."

KEYS TO KEEP

- Visible describes the response, not the student.
- The same writer may demonstrate different addresses with different DEEP FACTS methods.
- Name what is present before naming what is missing.
- The next instructional question is: How could you develop this evidence more deliberately?

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Visible: Show the WHY

What does Visible explanation look like in a current student sample?

Which DEEP FACTS method is the student using?

What exact sentence or phrase confirms the address?

What is the next observable move?

How will I avoid turning the address into a permanent label?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 9

Independent: Choose the HOW

What does Independent explanation look and sound like across all nine DEEP FACTS methods?

At the Doorstep

Independent writers choose the explanation method, select the most useful details, organize the relationship, and integrate the explanation without depending on a step-by-step prompt. They can explain why one method serves the evidence better than another.

Why This Chapter Matters

Independent is a temporary description of demonstrated thinking. It is never a permanent label for a student. A writer may work at this address with one method and at a different address with another. The purpose of naming the address is to identify the smallest useful next lesson.

The Big Idea

Green Right-Side-Up Triangle

HOW? Strategize

Purposefully selects, controls, and integrates an explanation method.

The green right-side-up triangle builds upward from the evidence. Its stable base represents evidence that has been understood; its upward point represents reasoning the student can construct and control independently.

Across the Nine Methods

DEEP FACTS method	Independent behavior	What it can sound like
Define	Independently identifies what needs defining and uses the definition strategically to strengthen the reasoning.	The phrase natural sponge is important because it defines the wetland by what it does: it stores water temporarily and releases it more slowly, which directly explains how it reduces flooding.
Example + Explanation	Chooses and develops the strongest parts of the example strategically.	The donation table is the strongest example because it shows both parts of the solution: students changed a daily habit, and the same food became useful to another person.
Expert Testimony	Selects credible, relevant expertise and integrates it smoothly into the reasoning.	The biologist's explanation is especially useful because it connects a human action—reducing artificial light—to a specific animal response, rather than merely stating that darkness is better.
Process / Procedure	Identifies critical steps, dependencies, and interactions within the process.	The root must begin early because the growing shoot needs water and minerals. The stages are not just a list; each one prepares the conditions required for the next.
Facts & Statistics	Selects, compares, combines, or contextualizes data strategically.	Comparing the temperature before and after the trees were planted makes the evidence stronger: the same location changed after shade was added, so the data is directly connected to the proposed solution.

DEEP FACTS method	Independent behavior	What it can sound like
Analogy	Selects and develops an analogy that clarifies the exact concept strategically.	The bathtub analogy is useful because it makes the shared destination visible: even when rain lands in different places, gravity moves it through connected channels toward one outlet.
Compare & Contrast	Selects meaningful criteria and uses the relationship strategically.	Comparing the number and placement of supports—not just the materials—shows why the steel arch is better suited to a creek that rises quickly after storms.
Tipping Point / Cause & Effect	Weighs multiple causes and effects and identifies the important tipping point.	The drought created pressure over time, but the reservoir dropping below half capacity was the tipping point because it changed the problem from a warning into an immediate supply risk.
Story / Anecdote	Selects the most meaningful details and uses the anecdote strategically to advance the reasoning.	The most important detail is not simply that the lights stayed on; the stored energy protected a specific health need. That makes the example directly support community investment in reliable backup systems.

COMMON STOPPING POINT

Independent work can still be accurate and complete without reaching significance, qualification, transfer, or a larger conclusion. The next move is not simply more independence; it is reflection about what the reasoning means beyond the immediate point.

CASE SCENARIO: THE SAFER CROSSING

PASSAGE

A town studied two plans for a busy school crossing. Plan A added brighter signs. Plan B added a raised crosswalk that forced vehicles to slow down. The town selected Plan B.

PROMPT

Explain why the town selected Plan B.

Student	Response	What the response reveals
Caleb	Both plans made the crossing easier to notice, but only the raised crosswalk changed driver speed. That difference directly addressed the danger identified in the study.	Selects Compare and Contrast strategically and uses a meaningful criterion.
Zinnia	The raised crosswalk was better because it slowed cars.	Makes the key relationship visible but does not show the strategic comparison.
Ephraim	The raised crosswalk became the tipping point because it changed driver behavior, not just driver awareness.	Chooses Tipping Point language to emphasize the decisive mechanism.

Independent thinking is revealed by purposeful choice. The student does not merely complete a requested method; the student selects the method that best fits the reasoning job.

TEACHER LANGUAGE THAT MOVES THINKING

"I can see the independent thinking you have already shown."
"So what larger relationship, implication, or conclusion follows?"
"Show me the exact words in your response that prove your current address."
"Try the next move with the same evidence, then use it again with new evidence."

KEYS TO KEEP

- Independent describes the response, not the student.
- The same writer may demonstrate different addresses with different DEEP FACTS methods.
- Name what is present before naming what is missing.
- The next instructional question is: So what larger relationship, implication, or conclusion follows?

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Independent: Choose the HOW

What does Independent explanation look like in a current student sample?

Which DEEP FACTS method is the student using?

What exact sentence or phrase confirms the address?

What is the next observable move?

How will I avoid turning the address into a permanent label?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 10

Reflective: Answer SO WHAT?

What does Reflective explanation look and sound like across all nine DEEP FACTS methods?

At the Doorstep

Reflective writers ask what follows from the evidence, where else the principle applies, what limits the conclusion, what perspectives must be considered, and why the relationship matters. They may connect multiple DEEP FACTS methods, but quantity is never the goal.

Why This Chapter Matters

Reflective is a temporary description of demonstrated thinking. It is never a permanent label for a student. A writer may work at this address with one method and at a different address with another. The purpose of naming the address is to identify the smallest useful next lesson.

The Big Idea

Blue Diamond

SO WHAT? Analyze and Transfer

Evaluates, qualifies, synthesizes, transfers, or identifies significance.

The blue diamond invites the writer to examine more than one side. It represents synthesis, significance, qualification, transfer, and the ability to turn evidence toward a broader but still defensible conclusion.

Across the Nine Methods

DEEP FACTS method	Reflective behavior	What it can sound like
Define	Examines nuance, context, multiple meanings, or implications of the concept and explains why the distinction matters.	Calling a wetland a natural sponge is useful, but the comparison has limits: a wetland also filters water and supports living things. Those added meanings show that protecting a wetland can solve several community problems at once.
Example + Explanation	Uses the example to reveal a broader pattern, principle, exception, or implication.	The example suggests a broader principle: waste is sometimes caused not by a lack of resources but by a system that fails to redirect resources before they are discarded.
Expert Testimony	Evaluates the expert's perspective, evidence, limitations, possible bias, or relationship to other sources.	The testimony is strong for explaining hatchling behavior, but a complete decision should also consider local lighting data and safety needs. Using the expert with those sources creates a more balanced solution.
Process / Procedure	Analyzes what changes when a step fails, occurs differently, or follows another path.	If the seed receives warmth but not enough water, the sequence may stop before the coat opens. This shows that a process depends on conditions as well as order.

DEEP FACTS method	Reflective behavior	What it can sound like
Facts & Statistics	Analyzes trends, reliability, limitations, implications, exceptions, or defensible conclusions.	The result suggests trees can reduce surface heat, but one reading cannot prove the same reduction every day. Repeated measurements across weather conditions would show how dependable the effect is.
Analogy	Examines where the analogy works, where it breaks down, and what deeper understanding follows.	The analogy breaks down because a real watershed contains soil, plants, groundwater, and many outlets. Noticing those limits prevents the comparison from making the system seem simpler than it is.
Compare & Contrast	Synthesizes the comparison to reveal patterns, consequences, implications, or a new conclusion.	The comparison reveals a larger design principle: the strongest solution is not simply the newest material; it is the structure that responds best to the conditions around it.
Tipping Point / Cause & Effect	Analyzes chains of causation, long-term effects, unintended consequences, or a defensible alternative path.	The restrictions protected the remaining water, but they also affected gardens and local businesses. The chain shows why leaders must plan earlier responses so the final tipping point does not force only emergency choices.
Story / Anecdote	Uses the story to reveal a broader principle or significance while recognizing the limits of a single experience.	One successful cooling center cannot prove every neighborhood has the same needs, but the story reveals a larger principle: resilient systems are most valuable when they protect essential services during conditions people cannot control.

COMMON STOPPING POINT

Reflective responses can become overreaching when students make universal claims, add unsupported moral lessons, or confuse personal opinion with significance. Reflection must remain anchored to the evidence.

CASE SCENARIO: THE RESTORED PRAIRIE

PASSAGE

A city restored native prairie plants on unused land. The plants required less irrigation, provided habitat for insects, and developed deep roots that held soil during storms. The project also needed careful maintenance during its first two years.

PROMPT

Explain why the prairie restoration was valuable to the city.

Student	Response	What the response reveals
Fatima	The project saved water, supported insects, and reduced erosion. Together, those effects show that one land choice can address several connected city needs.	Synthesizes multiple effects into a larger principle.
Graham	The project was valuable, but the early maintenance matters because restoration is not an instant, cost-free solution. Its long-term benefits depend on short-term planning.	Qualifies the claim and explains a limitation.
Inez	Native plants have deep roots that hold soil.	States one accurate fact but does not reach the larger significance.

Reflective thinking does not require the student to make the evidence sound grand. It requires a warranted larger understanding that remains honest about complexity, limitations, and transfer.

TEACHER LANGUAGE THAT MOVES THINKING

"I can see the reflective thinking you have already shown."

"Where else does this thinking apply, and what might complicate it?"
"Show me the exact words in your response that prove your current address."
"Try the next move with the same evidence, then use it again with new evidence."

KEYS TO KEEP

- Reflective describes the response, not the student.
- The same writer may demonstrate different addresses with different DEEP FACTS methods.
- Name what is present before naming what is missing.
- The next instructional question is: Where else does this thinking apply, and what might complicate it?

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Reflective: Answer SO WHAT?

What does Reflective explanation look like in a current student sample?

Which DEEP FACTS method is the student using?

What exact sentence or phrase confirms the address?

What is the next observable move?

How will I avoid turning the address into a permanent label?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

D: Define a Word or Concept

How does Define become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include define and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Clarify the exact meaning of a word, phrase, idea, or concept the reader must understand before the evidence can do its work.

BEST USED WHEN

A key term is unfamiliar, abstract, technical, used in a special context, or open to more than one interpretation.

WHAT IT IS NOT

Copying a dictionary sentence without applying the meaning to the evidence.

The Big Idea

Define can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

The passage explains that a wetland acts as a natural sponge during heavy rain.

Level	What the student does	Same evidence: wetlands and flooding
Foundational	States the meaning of the important word or concept.	A wetland is land that stays covered or soaked with water for part of the year.
Emergent	Defines the term and restates it in the student's own words or in the context of the passage.	A wetland is water-soaked land, so it can hold extra rain instead of letting all of the water move at once.
Visible	Explains why understanding the definition helps the reader understand the evidence.	Understanding wetland helps explain the evidence because the soaked ground can absorb rain and reduce the amount of water rushing toward homes.
Independent	Independently identifies what needs defining and uses the definition strategically to strengthen the reasoning.	The phrase natural sponge is important because it defines the wetland by what it does: it stores water temporarily and releases it more slowly, which directly explains how it reduces flooding.
Reflective	Examines nuance, context, multiple meanings, or implications of the concept and explains why the distinction matters.	Calling a wetland a natural sponge is useful, but the comparison has limits: a wetland also filters water and supports living things. Those added meanings show that protecting a wetland can solve several community problems at once.

What Teachers Should Notice

A definition tells what a concept means. An analogy compares it with something familiar. The two may work together, but they are not the same move.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“Which word must your reader understand before the evidence makes sense?”
“Say the meaning in your own words. Now attach it directly to the evidence.”
“Why does that meaning change or sharpen what we understand?”
“Is there a second meaning, a boundary, or a limitation worth explaining?”

KEYS TO KEEP

- The DEEP FACTS category is Define; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: D: Define a Word or Concept

Where do students already use Define successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

E: Example and Explanation

How does Example + Explanation become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include example + explanation and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Make a general idea concrete by showing one clear instance and then explaining exactly what that instance demonstrates.

BEST USED WHEN

The claim is broad, abstract, or easier to understand through a specific instance.

WHAT IT IS NOT

Dropping in an example and expecting the reader to make the connection alone.

The Big Idea

Example + Explanation can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

A school reduced cafeteria waste after students began sorting unopened food for donation.

Level	What the student does	Same evidence: reducing cafeteria waste
Foundational	Gives a relevant example.	For example, students placed unopened fruit and milk on a donation table.
Emergent	Describes what happens in the example.	For example, students placed unopened food on a donation table instead of throwing it away.
Visible	Explains why the example supports or demonstrates the point.	This example supports the idea that sorting food can reduce waste because food that is still safe is used by someone else rather than sent to the trash.
Independent	Chooses and develops the strongest parts of the example strategically.	The donation table is the strongest example because it shows both parts of the solution: students changed a daily habit, and the same food became useful to another person.
Reflective	Uses the example to reveal a broader pattern, principle, exception, or implication.	The example suggests a broader principle: waste is sometimes caused not by a lack of resources but by a system that fails to redirect resources before they are discarded.

What Teachers Should Notice

An example may be one sentence. A story or anecdote usually includes a person, setting, sequence, or lived moment. Both must be explained.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What exact instance can your reader picture?”
“What happened in that example?”
“What does this example prove about your larger point?”
“Which detail in the example carries the most reasoning?”
“What broader pattern can be understood from this one case?”

KEYS TO KEEP

- The DEEP FACTS category is Example + Explanation; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: E: Example and Explanation

Where do students already use Example + Explanation successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

E: Expert Testimony

How does Expert Testimony become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include expert testimony and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Use credible specialized knowledge to clarify, strengthen, qualify, or challenge an explanation.

BEST USED WHEN

The issue depends on specialized knowledge, research, professional experience, or a perspective the writer cannot supply alone.

WHAT IT IS NOT

Adding a quotation simply because it sounds authoritative.

The Big Idea

Expert Testimony can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

A wildlife biologist explains that dark beaches help newly hatched sea turtles move toward the moonlit ocean instead of toward buildings.

Level	What the student does	Same evidence: protecting sea turtles
Foundational	Identifies, quotes, or names an expert.	A wildlife biologist says sea turtles need dark beaches.
Emergent	Paraphrases or explains what the expert is saying.	The biologist explains that bright buildings can lead hatchlings away from the ocean.
Visible	Explains why the expert's information strengthens the student's point.	This expert testimony strengthens the point because a biologist studies animal behavior and explains why turning off beach lights directly improves the hatchlings' chance of reaching the water.
Independent	Selects credible, relevant expertise and integrates it smoothly into the reasoning.	The biologist's explanation is especially useful because it connects a human action—reducing artificial light—to a specific animal response, rather than merely stating that darkness is better.
Reflective	Evaluates the expert's perspective, evidence, limitations, possible bias, or relationship to other sources.	The testimony is strong for explaining hatchling behavior, but a complete decision should also consider local lighting data and safety needs. Using the expert with those sources creates a more balanced solution.

What Teachers Should Notice

A source is not automatically an expert. Expertise must match the question, and the writer must still explain the testimony.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What makes this person or source an expert on this exact question?”
“Put the expert’s idea into your own words.”
“Why does this expertise make your explanation stronger?”
“What does the expert know well, and what may still require another source?”
“How does this testimony agree with, add to, or challenge the other evidence?”

KEYS TO KEEP

- The DEEP FACTS category is Expert Testimony; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: E: Expert Testimony

Where do students already use Expert Testimony successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

P: Process or Procedure

How does Process / Procedure become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include process / procedure and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Explain how something happens, develops, works, or is completed through stages, steps, or interacting parts.

BEST USED WHEN

The reader needs to understand a sequence, mechanism, system, procedure, or chain of actions.

WHAT IT IS NOT

Listing first, next, and last without explaining why the steps matter.

The Big Idea

Process / Procedure can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

The passage describes how a seed absorbs water, splits its coat, sends down a root, and then grows a shoot toward light.

Level	What the student does	Same evidence: seed germination
Foundational	Identifies steps or stages.	First the seed takes in water. Then a root grows. Last a shoot grows.
Emergent	Places steps in order and describes what happens.	The seed absorbs water, the coat opens, a root grows downward, and a shoot grows upward.
Visible	Explains how or why the steps lead to the result.	The water softens the seed coat and activates growth, allowing the root to anchor the plant before the shoot reaches for light.
Independent	Identifies critical steps, dependencies, and interactions within the process.	The root must begin early because the growing shoot needs water and minerals. The stages are not just a list; each one prepares the conditions required for the next.
Reflective	Analyzes what changes when a step fails, occurs differently, or follows another path.	If the seed receives warmth but not enough water, the sequence may stop before the coat opens. This shows that a process depends on conditions as well as order.

What Teachers Should Notice

Procedure tells what someone does. Process explains what occurs. Both use sequence, but the

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“Which steps belong in the explanation?”
“What does each step make possible?”
“Which step is critical, and why?”
“What would happen if one step changed or failed?”
“Are you describing a procedure someone follows or a process that occurs?”

KEYS TO KEEP

- The DEEP FACTS category is Process / Procedure; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: P: Process or Procedure

Where do students already use Process / Procedure successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 15

F: Facts and Statistics

How does Facts & Statistics become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include facts & statistics and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Use verifiable information, counts, measurements, percentages, or research findings to show scale, pattern, frequency, or change.

BEST USED WHEN

The reader needs proof of how much, how often, how many, how large, or how conditions changed.

WHAT IT IS NOT

Placing a number in the paragraph without interpreting it.

The Big Idea

Facts & Statistics can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

After shade trees were planted, the playground surface measured 12 degrees cooler during the hottest part of the day.

Level	What the student does	Same evidence: shade trees and heat
Foundational	States a fact, number, measurement, percentage, or statistic.	The playground was 12 degrees cooler.
Emergent	Explains what the number or fact means in understandable language.	The measurement means the shaded surface was noticeably cooler than the unshaded surface.
Visible	Explains what the data demonstrates and why it supports the point.	The 12-degree difference supports planting trees because it shows that shade can reduce the heat students experience during recess.
Independent	Selects, compares, combines, or contextualizes data strategically.	Comparing the temperature before and after the trees were planted makes the evidence stronger: the same location changed after shade was added, so the data is directly connected to the proposed solution.
Reflective	Analyzes trends, reliability, limitations, implications, exceptions, or defensible conclusions.	The result suggests trees can reduce surface heat, but one reading cannot prove the same reduction every day. Repeated measurements across weather conditions would show how dependable the effect is.

What Teachers Should Notice

A fact can be accurate and still irrelevant. A statistic can be impressive and still weak if the comparison, source, or context is missing.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What does the number mean in ordinary language?”
“Compared with what?”
“Why is this amount important to your claim?”
“Does the statistic show a pattern or only one moment?”
“What can the data support, and what would be an overclaim?”

KEYS TO KEEP

- The DEEP FACTS category is Facts & Statistics; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: F: Facts and Statistics

Where do students already use Facts & Statistics successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

A: Analogy

How does Analogy become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include analogy and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Clarify an unfamiliar or complex idea by mapping it to a more familiar relationship.

BEST USED WHEN

The concept is abstract, invisible, technical, or difficult to picture directly.

WHAT IT IS NOT

Using "like" or "as" without explaining which parts correspond.

The Big Idea

Analogy can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

A watershed collects rain from many slopes and channels it toward a shared body of water.

Level	What the student does	Same evidence: watersheds
Foundational	Says one thing is like another.	A watershed is like a bathtub.
Emergent	Explains the basic similarity.	A watershed is like a bathtub because water moves toward one drain.
Visible	Maps the meaningful relationship between corresponding parts.	The slopes in a watershed act like the sides of a bathtub, and rivers act like paths leading toward the drain. This helps explain why pollution from one area can reach the same lake.
Independent	Selects and develops an analogy that clarifies the exact concept strategically.	The bathtub analogy is useful because it makes the shared destination visible: even when rain lands in different places, gravity moves it through connected channels toward one outlet.
Reflective	Examines where the analogy works, where it breaks down, and what deeper understanding follows.	The analogy breaks down because a real watershed contains soil, plants, groundwater, and many outlets. Noticing those limits prevents the comparison from making the system seem simpler than it is.

What Teachers Should Notice

An analogy explains through a relationship. A simple example only shows an instance. The writer

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What familiar relationship works like this one?”
“Which part matches which part?”
“How does the comparison help the reader understand the evidence?”
“Where does your analogy stop being accurate?”
“Would a definition or diagram be clearer than this analogy?”

KEYS TO KEEP

- The DEEP FACTS category is Analogy; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: A: Analogy

Where do students already use Analogy successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

C: Compare and Contrast

How does Compare & Contrast become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include compare & contrast and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Explain meaning by examining important similarities, differences, criteria, changes, or relationships between two or more things.

BEST USED WHEN

The reader must judge change, choice, effectiveness, perspective, structure, or relationship.

WHAT IT IS NOT

Creating two disconnected lists of details.

The Big Idea

Compare & Contrast can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

Two bridges cross the same creek: the older bridge uses closely spaced wooden supports, while the newer bridge uses one steel arch.

Level	What the student does	Same evidence: bridge design
Foundational	Identifies a similarity or difference.	One bridge is wooden, and the other is steel.
Emergent	Describes how two things are alike or different.	The older bridge needs many supports, but the steel bridge uses one arch.
Visible	Explains why the similarity or difference is important.	The difference matters because fewer supports leave more open space for water and debris to pass under the newer bridge.
Independent	Selects meaningful criteria and uses the relationship strategically.	Comparing the number and placement of supports—not just the materials—shows why the steel arch is better suited to a creek that rises quickly after storms.
Reflective	Synthesizes the comparison to reveal patterns, consequences, implications, or a new conclusion.	The comparison reveals a larger design principle: the strongest solution is not simply the newest material; it is the structure that responds best to the conditions around it.

What Teachers Should Notice

Comparison requires a shared criterion. Without one, the paragraph becomes two separate descriptions rather than relational thinking.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What fair criterion will you use for both things?”
“Which similarity or difference directly answers the prompt?”
“Why does that relationship matter?”
“What conclusion becomes possible only after the comparison?”
“Are you comparing evidence or merely listing it?”

KEYS TO KEEP

- The DEEP FACTS category is Compare & Contrast; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: C: Compare and Contrast

Where do students already use Compare & Contrast successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

T: Tipping Point of Cause and Effect

How does Tipping Point / Cause & Effect become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include tipping point / cause & effect and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Trace why change occurred, how conditions interacted, and which event, pressure, or decision became the point that shifted the outcome.

BEST USED WHEN

The prompt asks why, how one condition affected another, what changed an outcome, or which factor mattered most.

WHAT IT IS NOT

Placing “because” between two events without explaining the mechanism.

The Big Idea

Tipping Point / Cause & Effect can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

The town experienced several dry months, but mandatory watering limits began only after the reservoir fell below half capacity.

Level	What the student does	Same evidence: water restrictions
Foundational	Identifies a cause or an effect.	The reservoir was low, so the town limited watering.
Emergent	Makes a basic connection between cause and effect.	Because the dry weather lowered the reservoir, the town started watering limits.
Visible	Explains how or why one condition produced or contributed to another.	The low reservoir caused restrictions because the town could no longer replace water as quickly as residents were using it.
Independent	Weighs multiple causes and effects and identifies the important tipping point.	The drought created pressure over time, but the reservoir dropping below half capacity was the tipping point because it changed the problem from a warning into an immediate supply risk.

◆ Reflective	Analyzes chains of causation, long-term effects, unintended consequences, or a defensible alternative path.	The restrictions protected the remaining water, but they also affected gardens and local businesses. The chain shows why leaders must plan earlier responses so the final tipping point does not force only emergency choices.

What Teachers Should Notice

Sequence tells what happened first. Cause and effect explains why one condition changed another. A tipping point identifies the moment or factor that shifted the outcome.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“What happened before the visible result?”
“How did the cause actually produce the effect?”
“Were there several contributing causes?”
“Which condition became the tipping point, and why?”
“What long-term or unintended effect followed?”

KEYS TO KEEP

- The DEEP FACTS category is Tipping Point / Cause & Effect; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: T: Tipping Point of Cause and Effect

Where do students already use Tipping Point / Cause & Effect successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

S: Story or Anecdote

How does Story / Anecdote become deeper without becoming unnecessarily longer?

At the Doorstep

A student can include story / anecdote and still leave the reader with unanswered questions. The presence of the method tells us what kind of explanation the student attempted. The quality of the reasoning tells us the Cognitive Address. This chapter keeps those two judgments separate.

Why This Chapter Matters

Use a brief lived, historical, or observed moment to help the reader understand human impact, experience, or meaning.

BEST USED WHEN

A concrete human experience can illuminate the importance, consequence, or reality behind a broader idea.

WHAT IT IS NOT

Telling an entertaining story that never returns to the claim.

The Big Idea

Story / Anecdote can live at any of the five thinking levels. The student moves upward by making the meaning more precise, purposeful, connected, and significant.

SAME EVIDENCE USED ACROSS ALL FIVE LEVELS

During a power outage, a neighborhood cooling center used its backup solar batteries to keep medicine refrigerated for residents.

Level	What the student does	Same evidence: community backup power
Foundational	Tells or mentions a relevant story or event.	One neighborhood used batteries during an outage.
Emergent	Adds enough context and detail for the reader to understand what happened.	When the power went out, the cooling center used solar batteries to keep residents' medicine cold.
Visible	Explains what the story demonstrates and why it supports the point.	The story demonstrates why backup power matters because the batteries protected medicine that could have become unsafe during the outage.
Independent	Selects the most meaningful details and uses the anecdote strategically to advance the reasoning.	The most important detail is not simply that the lights stayed on; the stored energy protected a specific health need. That makes the example directly support community investment in reliable backup systems.
Reflective	Uses the story to reveal a broader principle or significance while recognizing the limits of a single experience.	One successful cooling center cannot prove every neighborhood has the same needs, but the story reveals a larger principle: resilient systems are most valuable when they protect essential services during conditions people cannot control.

What Teachers Should Notice

Anecdotes create meaning and human connection, but they do not automatically establish frequency, scale, or typicality. Pair them with other evidence when needed.

The first missing move is more useful than a general comment such as “explain more.” Listen for the point at which the student stops: after naming, after describing, after showing why, after choosing a strategy, or before considering significance.

TEACHER LANGUAGE THAT MOVES THINKING

“Which brief moment makes the impact visible?”
“What details are necessary, and which are only interesting?”
“What does this story demonstrate about your point?”
“How will you return from the story to the reasoning?”
“What can one anecdote show, and what can it not prove by itself?”

KEYS TO KEEP

- The DEEP FACTS category is Story / Anecdote; the RPLD level describes the depth of its use.
- Accuracy comes before sophistication. A deeper explanation must still remain faithful to the evidence.
- One well-developed explanation is usually stronger than several methods added mechanically.
- Teach the next observable move, then check it in a fresh task.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: S: Story or Anecdote

Where do students already use Story / Anecdote successfully?

Which level best describes the current student sample, and what exact words provide the evidence?

What is the first missing explanation move?

Write one teacher question that would move the student one level to the right.

What fresh prompt will show whether the move transferred?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 20

The Forty-Five Explanation Addresses

How can the full matrix reveal precision without becoming overwhelming?

At the Doorstep

The complete Explanation Matrix contains forty-five intersections: nine DEEP FACTS methods crossed with five thinking levels. That number may sound large, but the matrix is built from two small decisions teachers already make—how the student explained and how deeply the student did it.

Why This Chapter Matters

A single overall explanation score can hide important differences. A student may define technical terms independently but use expert testimony only by copying. Another may interpret statistics well but struggle to compare sources. The forty-five addresses preserve those differences long enough to guide instruction.

The Big Idea

The matrix is a map. Teachers use only the part of the map needed to locate the current response and plan the next move.

How to Read a Cell

1	**Locate the row.** Name the DEEP FACTS method visible in the response.
2	**Locate the column.** Identify the highest cognitive action consistently demonstrated.
3	**Read the intersection.** Describe what the student can currently do with this method.
4	**Look one cell to the right.** Name the smallest observable explanation move that comes next.
5	**Verify with fresh writing.** Use a new task to decide whether the move transfers.

EXAMPLES OF PRECISE ADDRESSES

- Define-Emergent: the student restates a term in context but does not yet explain why the meaning matters to the evidence.
- Facts-Visible: the student interprets data and connects it to the point.
- Compare-Independent: the student chooses meaningful criteria and uses the relationship strategically.
- Story-Reflective: the student draws a larger principle while acknowledging that one anecdote cannot prove every case.

Do Not Average the Profile

If a student is Reflective with Story or Anecdote and Emergent with Facts and Statistics, the student is not simply "in the middle." The profile identifies two different instructional needs. Preserve the

strongest method as an asset and teach the weaker method directly. Over time, the student can transfer successful reasoning habits from one row to another.

CASE SCENARIO: ONE WRITER, THREE ADDRESSES

PASSAGE

A student writes about why a town should restore an old train station. The sources include the station's history, visitor data, and an interview with a preservation architect.

PROMPT

Explain why restoring the station could benefit the town.

Student	Response	What the response reveals
Lorenzo	The station opened in 1912.	Facts-Foundational: states information without using it to support a benefit.
Lorenzo	Visitor counts increased in nearby towns after historic buildings reopened. This suggests the station could attract more people downtown.	Facts-Visible: interprets a pattern and connects it to the claim.
Lorenzo	The preservation architect explains that the original structure can be repaired rather than replaced, but the town still needs a cost study before assuming restoration is affordable.	Expert-Reflective: uses expertise, then qualifies the conclusion with a limitation.

The same student demonstrates different addresses because the method and cognitive work differ. The profile is more instructionally useful than one averaged score.

KEYS TO KEEP

- The forty-five cells are possibilities, not requirements.
- A profile may include several addresses in one paper.
- Do not average away useful differences among methods.
- Read one cell to the right to find the next move.
- A pattern across fresh tasks is stronger evidence than one response.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: The Forty-Five Explanation Addresses

Choose one student paragraph and identify every DEEP FACTS method actually used.

Name the level demonstrated within each method.

Which method is the strongest current asset?

Which method most directly limits the writing result?

What one-cell-to-the-right move will you teach first?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

DETAILED DEEP FACTS × THINKING LEVELS MATRIX — PART 1 OF 3

Read across to see one explanation method deepen. Read down to compare what one cognitive level looks like across methods.

DEEP FACTS METHOD	FOUNDATIONAL WHAT?	EMERGENT WHAT DOES IT SHOW?	VISIBLE WHY?	INDEPENDENT HOW?	REFLECTIVE SO WHAT?
D **Define**	States the meaning of the important word or concept.	Defines the term and restates it in the student's own words or in the context of the passage.	Explains why understanding the definition helps the reader understand the evidence.	Independently identifies what needs defining and uses the definition strategically to strengthen the reasoning.	Examines nuance, context, multiple meanings, or implications of the concept and explains why the distinction matters.
E **Example + Explanation**	Gives a relevant example.	Describes what happens in the example.	Explains why the example supports or demonstrates the point.	Chooses and develops the strongest parts of the example strategically.	Uses the example to reveal a broader pattern, principle, exception, or implication.
E **Expert Testimony**	Identifies, quotes, or names an expert.	Paraphrases or explains what the expert is saying.	Explains why the expert's information strengthens the student's point.	Selects credible, relevant expertise and integrates it smoothly into the reasoning.	Evaluates the expert's perspective, evidence, limitations, possible bias, or relationship to other sources.

Part 1: Define, Example + Explanation, Expert Testimony.

DETAILED DEEP FACTS × THINKING LEVELS MATRIX — PART 2 OF 3

Read across to see one explanation method deepen. Read down to compare what one cognitive level looks like across methods.

DEEP FACTS METHOD	FOUNDATIONAL WHAT?	EMERGENT WHAT DOES IT SHOW?	VISIBLE WHY?	INDEPENDENT HOW?	REFLECTIVE SO WHAT?
P **Process / Procedure**	Identifies steps or stages.	Places steps in order and describes what happens.	Explains how or why the steps lead to the result.	Identifies critical steps, dependencies, and interactions within the process.	Analyzes what changes when a step fails, occurs differently, or follows another path.
F **Facts & Statistics**	States a fact, number, measurement, percentage, or statistic.	Explains what the number or fact means in understandable language.	Explains what the data demonstrates and why it supports the point.	Selects, compares, combines, or contextualizes data strategically.	Analyzes trends, reliability, limitations, implications, exceptions, or defensible conclusions.
A **Analogy**	Says one thing is like another.	Explains the basic similarity.	Maps the meaningful relationship between corresponding parts.	Selects and develops an analogy that clarifies the exact concept strategically.	Examines where the analogy works, where it breaks down, and what deeper understanding follows.

Part 2: Process / Procedure, Facts & Statistics, Analogy.

DETAILED DEEP FACTS × THINKING LEVELS MATRIX — PART 3 OF 3

Read across to see one explanation method deepen. Read down to compare what one cognitive level looks like across methods.

DEEP FACTS METHOD	FOUNDATIONAL WHAT?	EMERGENT WHAT DOES IT SHOW?	VISIBLE WHY?	INDEPENDENT HOW?	REFLECTIVE SO WHAT?
C **Compare & Contrast**	Identifies a similarity or difference.	Describes how two things are alike or different.	Explains why the similarity or difference is important.	Selects meaningful criteria and uses the relationship strategically.	Synthesizes the comparison to reveal patterns, consequences, implications, or a new conclusion.
T **Tipping Point / Cause & Effect**	Identifies a cause or an effect.	Makes a basic connection between cause and effect.	Explains how or why one condition produced or contributed to another.	Weighs multiple causes and effects and identifies the important tipping point.	Analyzes chains of causation, long-term effects, unintended consequences, or a defensible alternative path.
S **Story / Anecdote**	Tells or mentions a relevant story or event.	Adds enough context and detail for the reader to understand what happened.	Explains what the story demonstrates and why it supports the point.	Selects the most meaningful details and uses the anecdote strategically to advance the reasoning.	Uses the story to reveal a broader principle or significance while recognizing the limits of a single experience.

Part 3: Compare & Contrast, Tipping Point / Cause & Effect, Story / Anecdote.

CHAPTER 21

One Method, Five Levels

What exactly changes when the evidence and explanation method stay the same?

At the Doorstep

Teachers sometimes change the task when they want deeper thinking. This chapter holds the evidence and method still. Only the cognitive work changes. That makes the progression easier to see and easier to teach.

A Five-Move Ladder

Address	Student question	Cognitive move	Question that opens the next level
Foundational	WHAT?	Identify	What does this show?
Emergent	WHAT DOES IT SHOW?	Develop	Why does this help prove your point?
Visible	WHY?	Reason	How could you develop this evidence more deliberately?
Independent	HOW?	Strategize	So what larger relationship, implication, or conclusion follows?
Reflective	SO WHAT?	Analyze and Transfer	Where else does this thinking apply, and what might complicate it?

Example 1: Facts and Statistics

EVIDENCE

A classroom reduced paper use by 42 percent after switching routine practice to reusable boards.

Level	What changes	Student example
Foundational	States a fact, number, measurement, percentage, or statistic.	The playground was 12 degrees cooler.
Emergent	Explains what the number or fact means in understandable language.	The measurement means the shaded surface was noticeably cooler than the unshaded surface.
Visible	Explains what the data demonstrates and why it supports the point.	The 42 percent decrease shows that changing a repeated classroom routine can reduce nearly half of the paper used for practice.
Independent	Selects, compares, combines, or contextualizes data strategically.	The before-and-after percentage is useful because it measures the same classroom after one specific change, making the reduction directly connected to the new routine.
Reflective	Analyzes trends, reliability, limitations, implications, exceptions, or defensible conclusions.	The result is promising, but one classroom cannot establish the same effect everywhere. The larger principle is that reusable systems can reduce waste when they replace a frequent habit, not merely an occasional activity.

Example 2: Story or Anecdote

EVIDENCE

During a winter outage, a librarian opened the community room so families could charge medical devices from the building's backup battery.

Level	Same story developed at a different address
Foundational	A librarian helped families during an outage.
Emergent	The librarian opened a room where families could charge medical devices.
Visible	The story shows why backup power matters because it protected equipment people depended on for health and safety.
Independent	The writer selects the medical-device detail rather than less important outage details because it directly explains the highest-stakes benefit of backup power.
Reflective	The event cannot prove every building needs the same system, but it reveals a broader principle: public spaces become more resilient when emergency planning protects essential human needs.

What Changes Across the Ladder

- The evidence remains the same.
- The DEEP FACTS method remains the same.
- The connection becomes more explicit and precise.
- The student assumes more responsibility for choosing and controlling the method.
- The explanation reaches toward qualification, transfer, implication, or significance.

IMPORTANT CAUTION

Do not require Reflective language when the prompt does not create a natural opportunity for reflection. The goal is the highest useful level supported by the task and evidence—not the highest label at any cost.

KEYS TO KEEP

- Hold the evidence still when teaching the cognitive progression.
- Depth grows through clearer connection, greater independence, and warranted significance.
- Reflective is not a decorative concluding sentence.
- The prompt and evidence set a natural ceiling.
- Students should practice rewriting one explanation one level to the right.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: One Method, Five Levels

Select one piece of evidence and one DEEP FACTS method.

Write a Foundational version of the explanation.

Rewrite it at Emergent and Visible levels.

What strategic choice would show Independent control?

What warranted significance or limitation could support a Reflective version?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 22

Read Across and Read Down

How can teachers use the matrix to plan both depth and breadth?

At the Doorstep

A teacher can read the matrix in two directions. Reading across follows one method from Foundational to Reflective. Reading down holds the level steady and compares how that level looks across all nine methods. One direction deepens a skill; the other broadens a repertoire.

Read Across: Build Depth

Choose one method the student already uses. Follow the row to identify what the student can do now and what comes next. This is the best direction for conferences, mini-lessons, and progress monitoring because it creates a clear one-level-to-the-right goal.

ACROSS-ROW EXAMPLE: COMPARE AND CONTRAST

Foundational identifies a difference. Emergent describes it. Visible explains why it matters. Independent chooses meaningful criteria. Reflective uses the comparison to reach a new, qualified conclusion.

Read Down: Build Repertoire

Choose one level, such as Visible, and look down the column. Students can then study the family resemblance among methods: definitions matter, examples prove, experts strengthen, processes lead to results, numbers demonstrate, analogies clarify, comparisons reveal, causes produce, and stories demonstrate. The method changes, but the demand to make reasoning visible remains.

At the Visible level…	The student…
Define	Explains why the meaning helps the reader understand the evidence.
Example and Explanation	Explains why the example supports the point.
Expert Testimony	Explains why the expertise strengthens the reasoning.
Process or Procedure	Explains how or why steps lead to the result.
Facts and Statistics	Explains what the data demonstrates and why it matters.
Analogy	Maps corresponding parts so the relationship becomes clear.
Compare and Contrast	Explains why the similarity or difference is important.
Tipping Point of Cause and Effect	Explains how or why one condition contributed to another.
Story or Anecdote	Explains what the story demonstrates and why it relates.

A Class Profile Can Be Read Both Ways

Method	Common class address	Instructional reading
Define	Independent	Asset: students identify and apply terms strategically.
Example and Explanation	Visible	Next: choose the strongest details independently.

Method	Common class address	Instructional reading
Expert Testimony	Foundational	Priority: explain what the expert says and why the expertise fits.
Facts and Statistics	Visible	Next: compare or contextualize data.
Compare and Contrast	Emergent	Priority: explain why the relationship matters.

The teacher can read across Expert Testimony to plan depth and read down Foundational to see whether similar reporting behavior appears in other methods. The class profile creates temporary groups without assigning one overall color to each student.

KEYS TO KEEP

- Read across to deepen one method.
- Read down to compare one level across methods.
- A class profile should preserve method-specific differences.
- Use strengths in one row to support transfer to another row.
- Group by the next explanation move, not by a permanent student label.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Read Across and Read Down

Choose one DEEP FACTS row and describe the class pattern across levels.

What is the most common next move in that row?

Choose one level and compare student performance down the column.

Which method is a class strength that can support transfer?

What temporary group could be formed from this reading?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 23

Explanation Partners and Chains

When should students combine DEEP FACTS methods, and when does combination become clutter?

At the Doorstep

Strong writers rarely announce, "Now I will use an analogy, then a statistic, then a story." They combine methods because the reader needs more than one kind of understanding. A partner uses two methods that strengthen each other. A chain uses three or more connected methods to build a larger line of reasoning.

The Big Idea

Combine methods because the reasoning requires them—not because the acronym offers them.

Useful partner	Why it works	Example
Define + Example	Clarify a concept, then show it in a concrete instance.	Define "habitat corridor," then explain one route animals use between parks.
Facts + Compare and Contrast	Interpret data by placing it beside a meaningful baseline.	Compare water use before and after low-flow fixtures.
Expert Testimony + Facts	Connect specialized interpretation with measurable evidence.	A doctor explains heat risk, then local temperature data shows the scale.
Process + Tipping Point	Show how stages build toward a decisive change.	Trace soil saturation until runoff begins.
Story + Facts	Humanize the issue, then show whether it represents a larger pattern.	Tell one family's outage experience, then add neighborhood outage data.
Analogy + Define	Provide a precise meaning and a familiar mental model.	Define electrical grid, then compare it to connected roads.

A Strong Explanation Chain

PROMPT

Explain why a city should create shaded bus stops.

1. **Story or Anecdote.** Begin with a rider who must wait in direct afternoon sun.
2. **Facts and Statistics.** Add the measured temperature difference between shaded and unshaded surfaces.
3. **Expert Testimony.** Use a public-health expert to explain heat exposure.
4. **Tipping Point of Cause and Effect.** Explain how shade changes exposure and lowers risk.

5	**Reflective conclusion.** Acknowledge cost and identify which stops should be prioritized first.

The chain works because each method answers a different reader need. The story makes impact visible. The data establishes scale. The expert explains risk. Cause and effect links the solution to the outcome. Reflection qualifies implementation. Removing any one method may still leave a complete paragraph; adding another method is justified only when it fills a real gap.

Signs of Mechanical Stacking

- Every method begins with a transition but does not change the reasoning.
- The paragraph becomes longer while the claim remains equally unsupported.
- The student repeats the same point through several methods.
- A story, quote, or number is added without explanation.
- The writer loses the prompt while trying to complete an acronym.

THE MINIMUM-USEFUL-METHOD RULE

Use the fewest methods needed to make the evidence accurate, clear, convincing, and significant. More methods are not automatically deeper.

KEYS TO KEEP

- Partners combine two methods with complementary jobs.
- Chains combine methods into one coherent line of reasoning.
- Every added method must fill a reader need.
- Mechanical stacking creates length, not depth.
- The writer should be able to explain why each method was chosen.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Explanation Partners and Chains

Choose a current prompt and identify the first explanation method it naturally invites.

What reader need remains after that method is used?

Choose one partner method that fills the gap.

Would a third method improve the reasoning or create clutter?

Write the explanation chain in the order the reader needs it.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 24

Prompt Floor, Ceiling, and Method Fit

How do the prompt and evidence affect the highest useful thinking a student can demonstrate?

At the Doorstep

A prompt can invite deep thinking without guaranteeing it. A prompt can also be so narrow that a reflective response would require the student to add ideas the evidence does not support. Fair analysis begins by understanding the floor, ceiling, and fit of the task.

Three Task Conditions

Condition	Meaning	Example
Prompt floor	The minimum thinking required to answer the task.	"Define erosion" has a Foundational floor.
Prompt ceiling	The highest thinking the task and evidence naturally allow a student to demonstrate.	"Evaluate which erosion solution best fits the site and explain limitations" has a Reflective ceiling.
Method fit	The degree to which a DEEP FACTS method helps complete the actual writing job.	Facts may show scale; Process may be better for explaining how erosion occurs.

High Ceiling Does Not Guarantee High Thinking

CASE SCENARIO: A HIGH-CEILING PROMPT

PASSAGE

A city is considering two flood plans. Plan A raises one road. Plan B restores wetlands throughout the watershed. Sources describe cost, expected water storage, construction time, and habitat effects.

PROMPT

Evaluate which plan would provide the strongest long-term benefit and explain the limitations of your choice.

Student	Response	What the response reveals
Noelle	Plan B restores wetlands.	Foundational response to a Reflective opportunity.
Abel	Plan B stores water in more places and also creates habitat, so it has more long-term benefits than raising one road.	Visible comparison with cause-and-effect reasoning.
Sabine	Plan B offers broader benefits and addresses water before it reaches the road, but it requires more land and time. The city should prioritize it for long-term resilience while using smaller road improvements for immediate risk.	Reflective synthesis that compares, qualifies, and proposes a balanced implication.

Low Ceiling Can Hide Capability

A student who answers "What does nocturnal mean?" cannot prove Reflective use of Define from that item alone. The task asks for a meaning, not nuance, context, limitation, or transfer. Do not lower

the student's inferred capability, and do not inflate the item beyond its natural demand. Use a fresh prompt with a higher ceiling when deeper evidence is needed.

The Method Fit Questions

- Does the method answer the verb phrase in the prompt?
- Does it clarify this evidence rather than repeat it?
- Can the explanation remain faithful to the source?
- Does the reader need this method at this point in the paragraph?
- Would another method complete the reasoning more directly?

THE THINKING JOB LIVES IN THE VERB PHRASE

Topic words tell students what the response is about. The verb phrase tells them what their minds must do. Words may suggest a method; the thinking job decides.

KEYS TO KEEP

- The prompt sets an opportunity, not a guaranteed level.
- The ceiling limits what one task can validly reveal.
- Do not force reflection beyond the evidence.
- Method fit begins with the prompt's thinking job.
- Use fresh tasks when the current prompt cannot show the capability you need to measure.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Prompt Floor, Ceiling, and Method Fit

Underline the verb phrase in a current prompt.

Name the prompt floor and a reasonable ceiling.

Which DEEP FACTS methods fit naturally?

Which method would be possible but inefficient or distracting?

What fresh prompt would create a higher ceiling without requiring unsupported thinking?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

Find the Current Explanation Address

How can a teacher name the student's current address from observable evidence rather than impression?

At the Doorstep

A response may sound polished, contain several sentences, and still stop at a low explanation address. Another may contain imperfect grammar but reveal a clear relationship and meaningful qualification. A reliable address must be grounded in what the student actually did with the evidence—not in length, fluency, handwriting, or the teacher's general knowledge of the student.

The Five-Step Address Protocol

1	**Isolate the evidence point.** Mark the exact evidence and the words that follow it. Do not score the entire paper at once.
2	**Name the method.** Identify the DEEP FACTS move the student attempted. More than one method may be present.
3	**Name the observable action.** Did the student state, describe, explain, select, compare, qualify, evaluate, or synthesize?
4	**Assign the highest consistently demonstrated level.** Use the whole explanation, not one impressive phrase. When evidence is mixed, select the level supported across the response.
5	**Name the Next Address.** Look one level to the right and state the smallest observable change that would move the explanation.

Evidence for the Address

Level	Observable evidence in the response
Foundational	The student names, states, quotes, lists, or points to information.
Emergent	The student paraphrases, describes, sequences, or begins a connection.
Visible	The student explains why the evidence supports the point or how the relationship works.
Independent	The student chooses, prioritizes, integrates, and controls the explanation method without step-by-step support.
Reflective	The student evaluates, qualifies, synthesizes, transfers, or identifies warranted significance.

CASE SCENARIO: READ THE WORDS, NOT THE REPUTATION

PASSAGE

A source explains that a river town moved its most important electrical equipment to a higher floor after repeated floods.

Level	Observable evidence in the response

PROMPT

Explain how moving the equipment made the town more prepared.

Student	Response	What the response reveals
Valeria	The equipment was moved upstairs because floods happen.	Emergent: a basic cause-and-effect connection is present, but the protective mechanism is general.
Hudson	Moving the equipment above expected floodwater kept the system from being damaged, so power could be restored more quickly after a storm.	Visible: the response explains how location changed the outcome.
Asha	The move did not prevent flooding, but it protected the part of the system needed for recovery. That distinction shows that preparedness can reduce consequences even when it cannot remove the hazard.	Reflective: distinguishes prevention from resilience and transfers the principle.

The address comes from the reasoning in the words. It does not come from which student is usually considered advanced, developing, quiet, verbal, or strong in conventions.

When More Than One Method Appears

Name separate addresses when the methods perform separate jobs. A student might use Facts-Visible and Story-Emergent in the same paragraph. Do not assign Reflective to the entire paragraph because one sentence qualifies a conclusion, and do not reduce a strong comparison because the anecdote remains underdeveloped. Preserve the profile.

A USEFUL SCORING SENTENCE

The student uses [DEEP FACTS method] at the [level] address because the response [observable action]. The next move is to [one-cell-to-the-right behavior].

Use Patterns, Not Single Moments

One response is a clue. Two or three comparable responses provide stronger evidence. A student may reproduce a modeled sentence once without owning the move. The address becomes more dependable when the student uses the explanation method in a fresh context, with less support, and with similar accuracy.

KEYS TO KEEP

- Score the explanation point before scoring the whole paper.
- Use observable verbs and exact words from the response.
- Name the highest level consistently demonstrated.
- Preserve separate addresses when methods differ.
- Confirm the address through fresh, less-supported writing.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Find the Current Explanation Address

Paste or copy one evidence-and-explanation segment from student writing.

Underline the evidence and box the explanation.

Name the DEEP FACTS method or methods.

Name the observable action and current level.

Write the complete scoring sentence, including the Next Address.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

Move One Level to the Right

What exact instructional move helps a student leave the current address without skipping the thinking in between?

At the Doorstep

The most common feedback on explanation is "add more." The student may add another quotation, repeat the claim, or write a general sentence because the direction does not name the missing cognition. Moving one level to the right replaces "more" with one observable action.

The Universal Movement Chart

Movement	Cognitive change	Teacher question
Foundational → Emergent	Move from naming to developing.	What does this evidence show or mean in your own words?
Emergent → Visible	Move from a beginning connection to an explicit WHY or HOW.	Why does this help prove your point? How does the relationship work?
Visible → Independent	Move from guided reasoning to strategic choice and control.	Which explanation method best develops this evidence, and why?
Independent → Reflective	Move from complete reasoning to implication, qualification, transfer, or significance.	So what follows? What matters, changes, limits, or connects?
Reflective → Extend	Test transfer, alternatives, and complexity.	Where else does the principle apply? What evidence could challenge or refine it?

Method-Specific One-Level Moves

Method	Open the method	Make reasoning visible	Reach reflection
Define	Which word must your reader understand before the evidence makes sense?	Why does that meaning change or sharpen what we understand?	Is there a second meaning, a boundary, or a limitation worth explaining?
Example + Explanation	What exact instance can your reader picture?	What does this example prove about your larger point?	What broader pattern can be understood from this one case?
Expert Testimony	What makes this person or source an expert on this exact question?	Why does this expertise make your explanation stronger?	How does this testimony agree with, add to, or challenge the other evidence?
Process / Procedure	Which steps belong in the explanation?	Which step is critical, and why?	Are you describing a procedure someone follows or a process that occurs?
Facts & Statistics	What does the number mean in ordinary language?	Why is this amount important to your claim?	What can the data support, and what would be an overclaim?
Analogy	What familiar relationship works like this one?	How does the comparison help the reader understand the evidence?	Would a definition or diagram be clearer than this analogy?
Compare & Contrast	What fair criterion will you use for both things?	Why does that relationship matter?	Are you comparing evidence or merely listing it?

Method	Open the method	Make reasoning visible	Reach reflection
Tipping Point / Cause & Effect	What happened before the visible result?	Were there several contributing causes?	What long-term or unintended effect followed?
Story / Anecdote	Which brief moment makes the impact visible?	What does this story demonstrate about your point?	What can one anecdote show, and what can it not prove by itself?

Do Not Skip the Middle

A Foundational student should not be pushed directly to evaluate limitations before understanding what the evidence means. A Visible student does not need to repeat basic identification before learning to select and control a strategy. Each level supplies thinking the next level depends on. The shortest route is usually the next address, not the highest address.

CASE SCENARIO: THE 37 PERCENT

PASSAGE

A school energy report states that classroom lights accounted for 37 percent of electricity used during school hours.

PROMPT

Explain why the school should consider changing its lighting practices.

Student	Response	What the response reveals
Dante	Lights used 37 percent of the electricity.	Facts-Foundational. Next: interpret what the amount shows.
Rebekah	The number means more than one-third of the school-day electricity came from lights.	Facts-Emergent. Next: explain why that supports the proposed change.
Kofi	Because lighting uses more than one-third of the electricity, changing when and how lights are used could affect a large part of the school's total use.	Facts-Visible. Next: compare options or choose how to use the data strategically.
Estelle	The data points to lighting as a high-impact starting place, but the school should compare the cost and savings of sensors, bulbs, and behavior changes before choosing a solution.	Facts-Reflective. The writer interprets, applies, and qualifies the conclusion.

Each next question is different because each student stopped at a different cognitive address. Giving all four students the same "explain more" comment would waste the information in their writing.

A Feedback Formula

NAME IT. HONOR IT. MOVE IT.

You used [method] to [what is already demonstrated]. That places this explanation at [address]. Your next move is to [observable behavior]. Try asking yourself: [next question].

TEACHER LANGUAGE THAT MOVES THINKING

"You have named the fact. Now translate the number for the reader."
"You have described the example. Now tell why it proves this point."
"Your WHY is visible. Now decide whether this is the strongest method for this evidence."
"Your explanation is complete. Now consider the larger implication or limitation."
"Use the new move with fresh evidence so we can see whether it belongs to you."

KEYS TO KEEP

- One level to the right is precise enough to teach and close enough to reach.
- Do not skip foundational thinking the next level depends on.
- Feedback should name what is present before naming what comes next.
- Use method-specific questions instead of one generic direction.
- Transfer, not imitation, confirms growth.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Move One Level to the Right

Name the current address of one student explanation.

Write the universal one-level-to-the-right question.

Rewrite the question so it is specific to the DEEP FACTS method.

What support will make the next move reachable?

What fresh evidence will show transfer?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

Model, Guide, Release, and Check Transfer

How can teachers teach an explanation move without teaching students to copy one sentence?

At the Doorstep

A strong model can help students see invisible thinking. A strong model can also become a script students repeat without understanding. The difference lies in what the teacher models: not only the final sentence, but the decision that produced it.

The Four-Part Release

1	**Model the decision.** Think aloud about the prompt, evidence, reader need, and possible DEEP FACTS methods. Show why one method is selected.
2	**Guide the move.** Co-construct an explanation. Ask students to supply the connection, not merely fill a blank.
3	**Release the method.** Give a new evidence point and allow students to choose and use the method with reduced support.
4	**Check transfer.** Change the topic, passage, or content area and determine whether the cognitive move appears again.

Model the Thinking, Not Just the Product

> **TEACHER THINK-ALOUD**
>
> *"The evidence says the shaded sidewalk was 14 degrees cooler. I could repeat the number, but the reader needs to know why it matters. I will use Facts and Statistics, translate 14 degrees into a meaningful comparison, and connect the difference to pedestrian safety. I also need to avoid claiming one measurement proves every day will be cooler."*

The think-aloud reveals selection, interpretation, connection, and limitation. Students hear the mental actions, not only the polished final line. This makes the strategy portable.

A Mini-Lesson Sequence

Step	Teacher and student action
1. Notice	Show two explanations using the same evidence. Ask what the second writer does that the first does not.
2. Name	Attach the DEEP FACTS method and level language to the observed difference.
3. Model	Think aloud through the decision and write one sentence at a time.
4. Rehearse orally	Let students explain the evidence to a partner before writing.
5. Write together	Co-construct one response and discuss word choices that carry reasoning.
6. Write alone	Use fresh evidence and remove the shared wording.

Step	Teacher and student action
7. Compare	Ask students to identify the method and level in their own new response.

Sentence Frames as Temporary Scaffolds

Movement	Possible temporary frame
Foundational → Emergent	This means... / In other words...
Emergent → Visible	This supports the point because... / This matters because... / This leads to...
Visible → Independent	The strongest way to explain this is... because the reader needs to understand...
Independent → Reflective	This suggests...; however... / A larger pattern is... / The evidence supports..., but it does not prove...

Frames should disappear as soon as the student can perform the cognitive move without them. The goal is not identical language. The goal is an independently controlled relationship.

CASE SCENARIO: TRANSFER BEYOND THE MODEL

PASSAGE

The class modeled Facts and Statistics with a passage about playground temperature. The transfer task used a science passage reporting that a filter removed 82 percent of visible particles from water.

PROMPT

Explain what the test result shows about the filter.

Student	Response	What the response reveals
Renata	The filter removed 82 percent of the particles.	Repeats the data: the model did not yet transfer.
Boone	Removing 82 percent means the filter cleared most, but not all, of the visible particles.	Interprets the number and preserves the limitation: transfer is visible.
Sanjay	Because the filter removed most visible particles, it was effective for clarity; however, the test does not show whether invisible germs were removed.	Applies the data, qualifies the conclusion, and distinguishes what the measurement can prove.

KEYS TO KEEP

- Model the decision process before the final sentence.
- Oral rehearsal can reveal cognition before writing demands interfere.
- Sentence frames are bridges, not destinations.
- Change the evidence or topic to test transfer.
- Independent language does not need to match the model.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Model, Guide, Release, and Check Transfer

Choose one one-level-to-the-right move to teach.

Write the decision-making think-aloud, not only the final sentence.

Plan one guided question and one temporary frame.

Name what support will be removed during independent practice.

Design a fresh transfer task in a different context.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

Group, Confer, and Give Precise Feedback

How can the matrix make small-group instruction and conferences lighter, faster, and more precise?

At the Doorstep

A class of writers may receive the same prompt and need five different next moves. Grouping by overall score or by permanent ability level hides those needs. Grouping by explanation address creates short-lived teams organized around one teachable behavior.

Temporary Groups by Need

Temporary group	Movement	Shared lesson
Meaning Makers	Foundational → Emergent	Restate, define, or describe what the evidence shows.
Connection Builders	Emergent → Visible	Make the WHY or HOW explicit.
Strategy Choosers	Visible → Independent	Select and control the best DEEP FACTS method.
Significance Thinkers	Independent → Reflective	Qualify, synthesize, transfer, or identify implications.
Method Specialists	Mixed level within one method	Practice a specific row such as Expert Testimony or Analogy.

The Two-Minute Conference

1	**Point.** Ask the student to point to one evidence-and-explanation segment.
2	**Name.** Identify the DEEP FACTS method together.
3	**Honor.** State the thinking that is already visible.
4	**Move.** Ask one question from the next address.
5	**Try.** Have the student revise one sentence while the teacher is present.
6	**Transfer.** Mark a second place for the student to try the move independently.

Feedback That Produces Action

Feedback	Example	Likely result
Too broad	Explain more.	The student does not know what kind of more is needed.
More precise	Explain why this evidence matters.	Useful when the student is Emergent and needs Visible reasoning.

Feedback	Example	Likely result
Address-based	You interpreted the example. Now explain why this specific part supports your claim.	Names what is present and the exact next behavior.
Transfer-based	Use that same WHY move with the statistic in your next paragraph.	Extends the cognition across methods and evidence points.

CASE SCENARIO: ONE PROMPT, THREE GROUPS

PASSAGE

Students explain why a town's new tree-planting plan should begin near schools and bus stops. Sources include temperature data, a map, and comments from a public-health nurse.

PROMPT

Explain why the town should prioritize schools and bus stops.

Student	Response	What the response reveals
Group A	Students copy temperature numbers and the nurse's quotation.	Needs Meaning Makers: translate and paraphrase before adding more evidence.
Group B	Students state that shade makes places cooler but do not connect the map locations to exposure.	Needs Connection Builders: explain why people wait outdoors in these locations.
Group C	Students compare sites, interpret data, and explain the nurse's expertise, but do not discuss cost or implementation.	Needs Significance Thinkers: prioritize within the plan and qualify the recommendation.

Regroup as Soon as the Move Changes

These groups are instructional addresses, not identities. A student may leave a group after one lesson, join another group for a different method, or demonstrate a different address in science than in literary analysis. Regrouping is evidence that instruction is working.

TEACHER LANGUAGE THAT MOVES THINKING

"Show me the one sentence you most want to strengthen."
"Which DEEP FACTS method are you using here?"
"You already did this part successfully. Your next move is..."
"Revise one sentence now so we can test the move."
"Where else in your writing can you use the same thinking without my help?"

KEYS TO KEEP

- Group by a shared next move, not a permanent ability label.
- Confer with one evidence point, not the whole paper.
- Effective feedback names what is present and what comes next.
- Revision during the conference turns feedback into action.
- Regroup when the evidence changes.

APPLY THE KEYS: CHAPTER 28

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Group, Confer, and Give Precise Feedback

Sort three recent student samples by the explanation move they need next.

Name a temporary group for each need.

Plan one five-minute mini-lesson for the largest group.

Write one address-based feedback statement for an individual conference.

What evidence will tell you when to regroup?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 29

Student Self-Assessment and Growth Tracking

How can students use the matrix to make decisions without turning self-assessment into another score?

At the Doorstep

Students need language for the next move, not a permanent color attached to their names. A student-friendly version of the Explanation Matrix helps writers identify what they did, choose what comes next, and collect evidence of growth across time.

The Five Student Questions

Address	Student self-question
Foundational	What did I name, state, quote, or point to?
Emergent	What does the evidence show or mean?
Visible	Where did I explain WHY or HOW?
Independent	Why did I choose this explanation method?
Reflective	What larger meaning, limitation, relationship, or implication follows?

A Student Does Not Color the Whole Paper One Color

Students should mark specific explanation points. One paragraph may contain a yellow upside-down triangle beside a comparison and a green right-side-up triangle beside a statistic. The marks show where reasoning is visible and where independence appears. They do not declare that the student "is yellow" or "is green."

> **THE SHAPE RULE**
>
> Visible is marked with the yellow upside-down triangle. Independent is marked with the green right-side-up triangle. Students should draw the direction carefully because the orientation carries instructional meaning.

A Three-Sample Growth Record

Writing sample	Address	Evidence of growth	Next destination
Sample 1	Expert-Foundational	Copied the quotation.	Paraphrase what the expert says.
Sample 2	Expert-Visible	Explained why the expert's background strengthened the point.	Select the expert strategically and integrate the testimony.
Sample 3	Expert-Independent	Selected, paraphrased, and integrated the most relevant testimony without a frame.	Evaluate scope or connect the expert with another source.

The goal is not to reach blue in every paragraph. The goal is to use the highest useful level the task and evidence support, to choose methods purposefully, and to become increasingly independent across fresh writing situations.

Student Conference Language

- I used _____ to explain my evidence.
- The strongest thinking I can point to is _____.
- My current address for this explanation is _____ because _____.
- My next destination is _____.
- I will know I moved when I can _____ in a new response without help.

CASE SCENARIO: A STUDENT NAMES HER OWN MOVE

PASSAGE

A student writes about whether a school should create a quiet outdoor reading space. Her paragraph includes a survey result and a short anecdote from a classmate.

PROMPT

Use the evidence to recommend whether the space should be created.

Student	Response	What the response reveals
Yvette	"My statistic is Visible because I explained that 71 percent means most students would use the space. My story is only Emergent because I told what happened but did not explain why one student's experience supports the plan."	The student separates methods, cites evidence for each address, and identifies a precise next move.
Teacher response	"Your self-assessment is supported by the words on the page. Revise the anecdote by telling what it demonstrates, then decide whether the statistic or story should come first."	The teacher confirms, moves, and returns strategic choice to the student.

KEYS TO KEEP

- Students mark explanation points, not whole identities.
- Self-assessment must cite words from the writing.
- The yellow upside-down triangle and green right-side-up triangle must remain distinct.
- Growth requires a series of comparable samples.
- The best evidence of movement is independent transfer.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Student Self-Assessment and Growth Tracking

Choose a student-friendly self-question for tomorrow's lesson.

Decide where students will mark the DEEP FACTS method and level in their writing.

What words must students cite to support their self-assessment?

Plan three comparable samples for a growth record.

How will students describe the next destination without labeling themselves?

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 30

DEEP FACTS in Informative Writing

How do writers use DEEP FACTS to teach a reader rather than merely report information?

At the Doorstep

Informative writing often contains accurate facts but limited explanation. The writer collects information, organizes it by topic, and assumes the reader will understand why each detail belongs. DEEP FACTS turns information into instruction by helping the writer define, demonstrate, sequence, quantify, compare, connect, and clarify.

The Informative Writing Path

Writing move	Purpose	Student question
TUNE	Establish the topic and focus.	What will the reader understand?
TEACH	Organize the reasons, ways, parts, or categories.	What main ideas will teach the topic?
TAP	Select accurate, relevant evidence.	What information proves or develops each idea?
DEEP FACTS	Choose how to further explain the evidence.	Does the reader need a definition, example, process, number, analogy, comparison, cause, expert, or story?
THINK	Explain the WHY.	Why does this evidence support the focus?
TOGGLE	Explain relationships and significance.	How do the ideas connect, and why does the relationship matter?

High-Value Informative Methods

Method	Common informative job
Define	Clarifies precise academic vocabulary and concepts.
Process or Procedure	Explains how a system works or how stages develop.
Facts and Statistics	Shows measurable scale, pattern, frequency, or change.
Example and Explanation	Turns a general concept into a concrete instance.
Compare and Contrast	Organizes categories and explains meaningful differences.
Analogy	Makes an invisible or complex system easier to picture.
Tipping Point of Cause and Effect	Explains why conditions produce outcomes.

CASE SCENARIO: HOW A GREEN ROOF WORKS

PASSAGE

A green roof contains soil and plants above a waterproof layer. The soil absorbs some rain, plant roots hold the soil in place, and remaining water reaches drains more slowly. The plants also shade the roof surface.

Method	Common informative job

PROMPT

Explain how a green roof helps a building and the area around it.

Student	Response	What the response reveals
Corbin	A green roof has plants and soil.	Foundational: names features without explaining their functions.
Linnea	The soil absorbs rain, and the plants shade the roof.	Emergent: describes relevant actions but does not fully develop the outcomes.
Thiago	The soil temporarily stores rain, so less water reaches street drains at once. The plants also shade the roof, which reduces heat absorbed by the building.	Visible: uses Process and Cause and Effect to explain two mechanisms.
Marisol	The roof works as both a sponge and a shade system. That combination matters because one design reduces stormwater pressure outside the building while also reducing heat at the building itself.	Independent-to-Reflective: selects an analogy, connects functions, and synthesizes significance.

Informative depth appears when the writing teaches relationships—not when it simply includes more topic facts.

A Paragraph Architecture

1	**Reason or way.** State the part of the topic the paragraph will teach.
2	**Evidence.** Introduce the most relevant information.
3	**DEEP FACTS method.** Use the method that fills the reader's understanding gap.
4	**THINK sentence.** Explain why the evidence proves or develops the reason.
5	**TOGGLE sentence.** Connect the idea to another part, outcome, or significance when the prompt supports it.

INFORMATIVE CAUTION

A paragraph does not need all nine DEEP FACTS methods. One clear process explanation may do more teaching than a definition, statistic, example, and analogy stacked together.

TEACHER LANGUAGE THAT MOVES THINKING

"What does your reader need to understand—not just know?"
"Which term, process, number, or relationship is still unclear?"
"Choose the lightest DEEP FACTS method that completes the explanation."
"Where does this evidence connect to the paragraph's reason or way?"
"What larger understanding should the reader carry forward?"

KEYS TO KEEP

- Informative writing teaches relationships, not just collections of facts.
- Define only the terms the reader truly needs.
- Process explains how; cause and effect explains why change occurs.
- Use numbers with context and interpretation.
- The best method is the one that closes the reader’s understanding gap.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: DEEP FACTS in Informative Writing

Choose one informative paragraph and name its reason or way.

Underline the evidence and identify the reader's remaining question.

Select the DEEP FACTS method that best closes the gap.

Write the THINK connection.

Decide whether a TOGGLE relationship or significance sentence is warranted.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 31

DEEP FACTS in Opinion and Argumentative Writing

How does explanation turn evidence into reasoning that can support a position?

At the Doorstep

An opinion tells what the writer believes. An argument shows why the position deserves consideration. Evidence enters the paragraph through TAP, but DEEP FACTS determines whether the evidence becomes reasoning or remains a collection of supporting-looking details.

The Argumentative Work of DEEP FACTS

Method	Argumentative job
Example and Explanation	Shows how the claim operates in a concrete situation.
Expert Testimony	Adds relevant specialized knowledge and can address competing concerns.
Facts and Statistics	Establishes scale, frequency, trend, or measurable effect.
Compare and Contrast	Weighs options using fair criteria.
Tipping Point of Cause and Effect	Explains why a proposed action would change an outcome.
Story or Anecdote	Makes the human consequence visible while requiring limits and context.
Analogy	Clarifies a principle or relationship but must remain accurate.

From Evidence to Argument

CLAIM

The school should create a device-free lunch period.

EVIDENCE

In a two-week trial, the number of students participating in table conversations increased from 38 percent to 64 percent.

Address	Writing result
Evidence drop	During the trial, conversation increased from 38 percent to 64 percent.
Visible reasoning	The 26-point increase supports the plan because it shows that removing devices changed how students used the shared time.
Independent reasoning	The before-and-after comparison is especially useful because the lunch setting stayed the same while the device rule changed, making the policy a reasonable explanation for the increase.
Reflective reasoning	The trial supports a conversation benefit, but it does not show how every student experienced the rule. The school could preserve the device-free period while offering a quieter option for students who need less social interaction.

Using DEEP FACTS With Counterargument

Understanding others is not a separate DEEP FACTS letter, but the nine methods can strengthen counterargument and rebuttal. A writer may define the opposing concern accurately, use expert testimony to understand it, compare options fairly, examine cause and effect, and use facts to decide which concern carries the greatest weight.

COUNTERARGUMENT SEQUENCE

- State the competing concern accurately.
- Use a DEEP FACTS method to explain why a reasonable person might hold it.
- Respond with relevant evidence and a second explanation method.
- Acknowledge any part of the concern that remains valid.
- Show why the claim still stands or how it should be adjusted.

CASE SCENARIO: THE LONGER RECESS PROPOSAL

PASSAGE

Students propose adding ten minutes to recess. Sources include attention data, a teacher survey, the daily schedule, and transportation requirements.

PROMPT

Argue whether the school should add ten minutes to recess.

Student	Response	What the response reveals
Eamon	A study says movement helps attention, so recess should be longer.	Expert testimony is reported, but the expertise and connection to ten minutes are underdeveloped.
Paloma	Teachers reported that students returned from recess ready to work on four of five trial days. This example supports the proposal because the added movement was followed by more successful transitions.	Example and Facts are used at a Visible level.
Nikolai	The attention benefit is meaningful, but the schedule shows that adding time without changing dismissal would reduce another class period. A stronger plan would shift ten minutes from an existing transition rather than simply extending the day.	Reflective comparison that preserves the claim while responding to a constraint.

TEACHER LANGUAGE THAT MOVES THINKING

"What does this evidence prove about your claim—not merely about the topic?"
"Why is this source or number strong enough to influence a decision?"
"Which fair criterion will you use to compare the options?"
"What reasonable concern should your explanation acknowledge?"
"How can the claim become more precise rather than more absolute?"

KEYS TO KEEP

- Evidence becomes argument only when the writer explains its force.
- Anecdotes humanize; facts establish scale; experts interpret; comparisons weigh.
- Counterargument should be explained accurately before it is rebutted.
- Reflective argument often qualifies rather than weakens the claim.
- The method must serve the position and remain faithful to the evidence.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: DEEP FACTS in Opinion and Argumentative Writing

Write a clear claim for a current opinion or argumentative prompt.

Select one piece of evidence and name its DEEP FACTS method.

Explain what the evidence proves about the claim.

Name one reasonable opposing concern and a method that could explain it fairly.

Revise the claim or recommendation to reflect the strongest warranted conclusion.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 32

DEEP FACTS in Literary Analysis and Narrative Reflection

How can DEEP FACTS help students move beyond retelling when writing about literature or experience?

At the Doorstep

Students often respond to literature by retelling what a character did. They may respond to personal narrative by telling what happened without explaining what the moment reveals. DEEP FACTS helps writers move from event to interpretation.

Literary Evidence Is Still Evidence

Method	Literary or narrative use
Example and Explanation	Select a scene, line, action, or detail and explain what it demonstrates.
Compare and Contrast	Analyze changes, character responses, settings, perspectives, or text structures.
Tipping Point of Cause and Effect	Identify the event or realization that changes a character, conflict, or outcome.
Define	Clarify a theme-related concept such as courage, loyalty, responsibility, or belonging.
Analogy	Clarify an abstract relationship while staying anchored to the text.
Story or Anecdote	In reflection, use a brief lived moment and explain the larger lesson or significance.
Expert Testimony / Facts	Use sparingly when background or contextual sources are part of the task.

Retelling Versus Explanation

TEXT EVIDENCE

After missing the bus, Rowan first blames his sister. Later, he admits that he ignored the alarm and apologizes.

Writing move	Response
Retelling	Rowan misses the bus, blames his sister, and later apologizes.
Visible explanation	The apology shows that Rowan begins accepting responsibility because he finally connects the problem to his own choice.
Independent explanation	The strongest evidence is the change from blame to apology. Comparing those reactions reveals growth more clearly than either event alone.
Reflective explanation	Rowan's change suggests that responsibility begins when a person stops treating an excuse as an explanation. The story does not show that one apology repairs everything, but it marks the turning point toward trust.

Narrative Reflection: The Story Must Return to Meaning

Story or Anecdote is naturally present in narrative writing, but the method alone does not create reflection. The writer chooses a moment, selects details, and then interprets why the moment changed an understanding, decision, relationship, or identity. A reflective ending grows from the event rather than attaching a generic lesson.

CASE SCENARIO: THE UNFINISHED MODEL

PASSAGE

In a story, a student named Desirae hides an unfinished science model before the class exhibition. A classmate finds it, asks what the design is supposed to do, and helps her repair one moving part. Desirae chooses to display the model with a note explaining what she would improve next.

PROMPT

Explain how Desirae changes during the story.

Student	Response	What the response reveals
Arlo	Desirae hides the model and then displays it.	Foundational retelling of actions.
Bianca	At first she is embarrassed, but later she feels better.	Emergent comparison with general emotional language.
Cyrus	The classmate's question becomes a tipping point because it shifts Desirae's attention from hiding the flaw to solving the problem.	Visible cause-and-effect interpretation.
Delphine	Displaying the model with an improvement note shows more than confidence; it shows that Desirae begins treating imperfection as information she can use.	Reflective interpretation that reaches a text-grounded larger meaning.

Questions That Prevent Retelling

- Why is this event more important than the events around it?
- What changed before and after the moment?
- Which detail reveals the character's thinking rather than only the plot?
- How did one action cause, complicate, or resolve another?
- What larger idea is supported by the pattern—and what would be too broad?

KEYS TO KEEP

- Retelling reports events; explanation interprets them.
- Comparison and Tipping Point are especially useful for character change.
- A narrative anecdote must return to meaning.
- Themes should be grounded in a pattern, not attached as a slogan.
- Reflective literary writing qualifies conclusions when the text remains complex.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: DEEP FACTS in Literary Analysis and Narrative Reflection

Choose one event or quotation from a literary text.

Write the retelling version in one sentence.

Choose a DEEP FACTS method that moves the sentence into interpretation.

Explain the WHY or HOW relationship.

Write a text-grounded significance statement that avoids a generic lesson.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 33

DEEP FACTS in Research, SCRs, and ECRs

How can students explain source evidence clearly when space, time, and multiple texts increase the writing demand?

At the Doorstep

Source-based writing creates a common trap: students collect so much evidence that the explanation disappears. In a Short Constructed Response, space is limited. In an Extended Constructed Response, students may use several sources and paragraphs. In research, the writer must synthesize without becoming a source-by-source reporter. DEEP FACTS gives each evidence point a job.

The Source-to-Explanation Routine

1	**Read the thinking job.** Determine whether the prompt asks WHY, HOW procedurally, HOW relationally, comparison, evaluation, or another specific action.
2	**TAP the evidence.** Choose the strongest, most direct source evidence rather than the greatest amount.
3	**Name the reader need.** What will remain unclear after the evidence is introduced?
4	**Select DEEP FACTS.** Choose the method that closes that gap.
5	**Write THINK.** Explain why the evidence supports the response.
6	**Write TOGGLE when warranted.** Connect sources, relationships, implications, or significance.
7	**Check fidelity.** Make sure the explanation does not stretch the source or confuse inference with fact.

SCR: One Evidence Point Must Work Hard

PROMPT

Explain why the inventor continued testing the device after the first trial failed.

EVIDENCE

The inventor wrote that the broken gear showed exactly where the design was losing force.

DEVELOPED SCR

The failed gear gave the inventor useful information rather than only disappointment. By showing where force was lost, the failure became a step in the testing process and gave a specific reason to continue.

The response uses Define implicitly to distinguish failure from uselessness, Process to place the failure inside testing, and Tipping Point to explain why the result changed the inventor's next action. The methods are not named in the response; they are visible in the reasoning.

ECR: Build an Explanation Pattern, Not an Evidence Pile

ECR move	Planning question
Paragraph reason or way	What part of the thesis will this paragraph develop?
Evidence 1	Which source detail most directly supports the reason?
DEEP FACTS 1	How will the writer explain that evidence?
Evidence 2	What second source adds, contrasts, qualifies, or extends?
DEEP FACTS 2	How will the writer explain the relationship rather than repeat the first point?
TOGGLE	What larger relationship or significance becomes visible when the evidence is considered together?

Research: Synthesis Across Sources

A research paragraph should not read, "Source 1 says..., Source 2 says..., Source 3 says...." Organize by idea. Use Facts and Statistics to establish scale, Expert Testimony to interpret, Compare and Contrast to identify agreement or difference, Process to explain how, and Tipping Point to trace change. Then tell the reader what the sources mean together.

CASE SCENARIO: THREE SOURCES ABOUT URBAN BIRDS

PASSAGE

Source A reports bird counts before and after native plants were added. Source B includes a biologist's explanation of food and shelter. Source C describes one apartment complex that replaced lawn with native plants.

PROMPT

Explain how native plants can affect birds in a city.

Student	Response	What the response reveals
Imani	Source A says bird counts increased. Source B says plants provide food. Source C says the apartment changed its lawn.	A source-by-source list with Foundational reporting.
Jonas	Bird counts increased after native plants were added, and the biologist explains that the plants provide food and shelter. Together, the data and expertise show why the habitat change can support more birds.	Visible synthesis using Facts and Expert Testimony.
Kendra	The apartment example shows the change can occur on a small property, while the count data shows a broader pattern. The sources support native planting as a useful strategy, although local bird species and plant choices will affect the result.	Reflective comparison, synthesis, and qualification.

Avoid Editorial Traps in Explanation

- A true statement that does not answer the prompt.
- A copied source sentence that sounds strong but remains unexplained.

- An expert quotation whose expertise does not match the question.
- A broad significance statement the sources cannot support.
- A relationship word such as “because” or “therefore” without a real mechanism.

KEYS TO KEEP

- In a short response, one developed evidence point is stronger than several drops.
- In an ECR, each evidence point needs an explanation job.
- Research paragraphs should be organized by ideas, not by source order.
- Synthesis explains what sources mean together.
- Source fidelity limits every inference and significance statement.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: DEEP FACTS in Research, SCRs, and ECRs

Choose an SCR, ECR, or research prompt and underline the thinking job.

Select the strongest evidence point and name the reader's remaining question.

Choose the DEEP FACTS method that makes the evidence work hardest.

Plan how a second source adds, contrasts, qualifies, or extends.

Write the synthesis or significance sentence the sources can honestly support.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 34

DEEP FACTS Across the Content Areas

How can one explanation language support reading, speaking, and writing in every subject?

At the Doorstep

Students explain evidence in science, social studies, mathematics, health, fine arts, and technical learning. The content changes, but the cognitive moves remain recognizable. A shared explanation language reduces the need to teach a new response routine in every class.

The Methods Travel

Content area	Natural DEEP FACTS uses	Sample thinking job
Science	Define variables; explain a process; interpret data; trace cause and effect; compare models.	Explain how changing sunlight affected plant growth.
Social Studies	Define civic concepts; use expert or primary-source testimony; compare eras; identify tipping points; tell historical anecdotes.	Explain why a local event became a turning point in a larger movement.
Mathematics	Define quantities; show a procedure; use an example; compare strategies; explain why a pattern holds.	Explain why two different fraction models represent the same value.
Health	Use facts, expert guidance, process, examples, and cause and effect.	Explain how hydration affects the body during activity.
Fine Arts	Compare techniques; define style; use expert commentary; explain process and effect.	Explain how contrast directs attention in a composition.
Career and Technical Learning	Explain procedures, systems, safety causes, comparisons, and expert standards.	Explain why a specific step must occur before equipment is started.

The Same Level Across Subjects

Level	Cross-content resemblance
Foundational	Science: names the variable. History: states the event. Math: names the operation.
Emergent	Science: describes the result. History: summarizes what changed. Math: lists the steps.
Visible	Science: explains why the variable affected the result. History: explains how the event contributed to change. Math: explains why the procedure works.
Independent	Chooses the method, evidence, or representation strategically in any subject.
Reflective	Evaluates limitations, transfers a principle, compares alternatives, or reaches warranted significance.

CASE SCENARIO: ONE STUDENT ACROSS THREE CLASSES

PASSAGE

A student named Quincy completes explanation tasks in science, mathematics, and social studies during the same week.

Level	Cross-content resemblance

PROMPT

What does the pattern reveal?

Student	Response	What the response reveals
Science	Quincy interprets a graph and explains why temperature changed evaporation: Facts-Visible and Tipping Point-Visible.	The student can make data and causal reasoning visible.
Mathematics	Quincy lists the long-division steps but cannot explain why regrouping is necessary: Process-Emergent.	The student knows sequence but not the mechanism in this context.
Social Studies	Quincy compares two community responses using a teacher-provided organizer and explains why the difference mattered: Compare-Visible with support.	The cognitive move is present, but independence still needs to be tested.

The profile suggests that Visible reasoning is an asset, but transfer and independence vary by content knowledge and method. The response is not to lower all work to one level. Teach the missing mechanism in mathematics and test strategic choice across subjects.

Shared Language, Subject-Specific Accuracy

The cognitive questions can travel, but content accuracy remains the responsibility of each discipline. A scientific analogy must obey the science. A historical cause must be supported by evidence and context. A mathematical process must preserve the meaning of the quantities. DEEP FACTS does not replace disciplinary teaching; it makes disciplinary reasoning visible.

Planning a Cross-Content Routine

1	**Use the same five level questions.** WHAT? What does it show? WHY? HOW? SO WHAT?
2	**Keep the same color-shape mapping.** Red circle, orange square, yellow upside-down triangle, green right-side-up triangle, blue diamond.
3	**Teach method-specific examples.** Show what Process means in science, mathematics, and technical tasks.
4	**Preserve content standards.** Score explanation depth only after verifying disciplinary accuracy.
5	**Share growth evidence.** Use common language in team meetings while keeping the exact skill and subject attached to the address.

KEYS TO KEEP

- The explanation methods travel across subjects.
- Content knowledge affects which address a student can demonstrate.
- A shared language should not erase disciplinary precision.
- Keep the color-shape mapping identical everywhere.
- Use cross-content evidence to study transfer, not to assign a permanent level.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: DEEP FACTS Across the Content Areas

Choose one explanation task from two different content areas.

Name the DEEP FACTS method each task naturally invites.

What does the same thinking level look like in both subjects?

What subject-specific knowledge must remain accurate?

Plan one common teacher question that can support transfer.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

CHAPTER 35

Put It All Together: Four Writers, Four Next Moves

How does the complete system turn one common prompt into four precise instructional decisions?

At the Doorstep

The purpose of a matrix is not to create more categories. It is to make tomorrow's instruction obvious. This final chapter follows four writers who read the same sources, answer the same prompt, and demonstrate different explanation addresses.

SOURCE SET

A town built a solar canopy over a public parking lot. The canopy produced electricity, shaded parked cars, and directed rainwater into storage tanks. A two-year report found that summer pavement temperatures under the canopy averaged 16 degrees lower than uncovered pavement. An engineer explained that combining several functions in one structure can make limited public space work harder. Construction cost more at the beginning than a standard shade structure.

PROMPT

Explain whether the solar canopy was a valuable choice for the town. Use evidence from the sources.

Writer 1: Everett

STUDENT RESPONSE

The town built a solar canopy. It made electricity, gave shade, and collected water. The pavement was 16 degrees cooler.

Lens	Analysis
TRACKS	Actions, Reactions, and Key Knowledge are copied accurately.
DEEP FACTS	Facts and Statistics is attempted; Example-like listing is present.
Address	Facts-Foundational. The number is stated but not interpreted.
Next move	Translate 16 degrees and connect the result to the town's decision.
Teacher language	"What does the 16-degree difference show about one benefit of the canopy?"

Writer 2: Soraya

STUDENT RESPONSE

The canopy was valuable because it made the pavement cooler and also produced power. The 16-degree difference means the shaded area was much less hot in summer.

Lens	Analysis
TRACKS	Selects relevant Reactions and Key Knowledge.
DEEP FACTS	Facts and Statistics with a beginning comparison.

Address	Facts-Emergent. The number is translated, but the value to the town remains general.
Next move	Explain why the temperature difference matters to people or infrastructure.
Teacher language	“Why does cooler pavement make the canopy more valuable than an ordinary roof?”

Writer 3: Bennett

STUDENT RESPONSE

The solar canopy was more useful than a standard shade structure because it solved several problems in the same space. It lowered pavement temperature by 16 degrees, produced electricity, and captured water. The engineer’s explanation strengthens this point because the design’s value came from combining functions rather than providing shade alone.

Lens	Analysis
TRACKS	Connects Actions, Reactions, and Key Knowledge.
DEEP FACTS	Compare and Contrast, Facts and Statistics, and Expert Testimony.
Address	Compare-Independent; Facts-Visible/Independent; Expert-Visible.
Next move	Address the higher initial cost and decide how it affects the recommendation.
Teacher language	“So what should the town conclude when long-term functions are weighed against short-term cost?”

Writer 4: Anouk

STUDENT RESPONSE

The canopy was a valuable long-term choice because one structure produced power, reduced heat, and stored rainwater in land the town was already using. The 16-degree difference gives measurable evidence of the cooling benefit, and the engineer explains why combining functions increases the value of limited space. The higher initial cost is a real limitation, so the town should compare long-term savings and maintenance before building more canopies. Even with that caution, the project shows how public design can turn one location into several connected solutions.

Lens	Analysis
TRACKS	Synthesizes Actions, Reactions, Settings, and Key Knowledge.
DEEP FACTS	Facts, Expert Testimony, Compare and Contrast, and Tipping Point of Cause and Effect.
Address	Reflective profile: interprets, synthesizes, qualifies, and transfers.
Next move	Test the reasoning with a different source set and invite evidence that could challenge the conclusion.
Teacher language	“What additional cost or performance evidence would strengthen or revise your recommendation?”

Four Students, Four Lessons

Writer	Tomorrow’s smallest lesson	Movement
Everett	Interpret the statistic.	Foundational → Emergent
Soraya	Connect the interpreted number to the decision.	Emergent → Visible

Writer	Tomorrow's smallest lesson	Movement
Bennett	Qualify the recommendation by weighing cost.	Independent → Reflective
Anouk	Extend and test the conclusion with fresh or challenging evidence.	Reflective → Transfer

The Complete Decision

1	**Read the prompt.** The task asks for a judgment supported by explanation.
2	**Read the TRACKS.** Notice what evidence each writer selected and connected.
3	**Read DEEP FACTS.** Identify the method or methods used to develop the evidence.
4	**Name the address.** Use observable cognitive actions, not general impressions.
5	**Teach one move.** Select the smallest lesson that changes the writing result.
6	**Check transfer.** Use a fresh topic to see whether the move is independently available.

The matrix has done its job when the teacher can name what the student already knows, identify where the thinking stopped, and teach the next move with confidence.

KEYS TO KEEP

- The same prompt can reveal very different explanation needs.
- Preserve method-specific strengths and needs.
- The next lesson should be smaller than the whole writing score.
- Reflective thinking remains open to challenge and revision.
- The final goal is independent transfer, not permanent placement in a color or shape.

Reflection and Planning

Use this page to turn the chapter into one practical instructional decision.

Chapter focus: Put It All Together: Four Writers, Four Next Moves

Use one common class prompt and select four contrasting student responses.

Name the TRACKS, DEEP FACTS methods, and explanation addresses.

Write one smallest-next-lesson statement for each writer.

Identify which students can be grouped temporarily and why.

Plan a fresh task that will reveal transfer.

NEXT ADDRESS

Name the smallest observable move the student can demonstrate next. Plan to collect a fresh sample after instruction.

Use the Lightest Tool That Works

These tools are designed to make the next evidence-and-explanation decision clearer without creating a second grading system.

Begin with the quick-reference charts and the Explanation Address Analysis. Use the lesson planner when a pattern is clear. Use the student tracker only when repeated samples will help the student see growth. The goal is to collect the least information needed to change instruction.

Tool	Best use
1. Quick-Reference Thinking Levels Chart	Verify the exact level, color, shape, and next question.
2. DEEP FACTS Method Selector	Choose the explanation method that fits the reader need.
3. Explanation Address Analysis	Name the current method, level, and Next Address.
4. One Method, Five Levels Ladder	Teach depth while holding evidence and method constant.
5. Partners and Chains Planner	Combine methods purposefully.
6. Evidence-to-Explanation Planner	Plan TAP → DEEP FACTS → THINK → TOGGLE.
7. One-Level Lesson Planner	Turn analysis into a small teachable move.
8. Conference Guide	Give fast, precise feedback.
9. Student Tracker	Document growth across comparable samples.
10. Implementation Guide	Launch the framework consistently.

THREE WAYS TO USE THE KIT

- Individual response: Tools 3, 7, and 8.
- Small group: Tools 2, 4, 6, and 7.
- Whole-class or team implementation: Tools 1, 9, and 10.

Quick-Reference Thinking Levels Chart

Use the color and shape to locate the level, then use the observable action to verify it.

THE MASTER THINKING LEVELS CHART

The colors and shapes identify the level. The observable thinking—not the symbol alone—determines the Cognitive Address.

FOUNDATIONAL
WHAT?
Identify

EMERGENT
WHAT DOES IT SHOW?
Develop

VISIBLE
WHY?
Reason

INDEPENDENT
HOW?
Strategize

REFLECTIVE
SO WHAT?
Analyze and Transfer

Cognitive Address	What the student does	What appears in the writing	Teacher's next question
Foundational	States, names, defines, reports, repeats, or points to information.	The evidence or explanation is present, but the reasoning is not yet developed.	What does this show?
Emergent	Adds information, paraphrases, describes, or begins interpreting.	The reader can see a beginning connection, but it may remain partial or general.	Why does this help prove your point?
Visible	Makes the connection between evidence and the idea visible to the reader.	The student explains why the evidence supports the point or how the parts connect.	How could you develop this evidence more deliberately?
Independent	Purposefully selects, controls, and integrates an explanation method.	The student chooses how to develop the evidence and carries out the decision independently.	So what larger relationship, implication, or conclusion follows?
Reflective	Evaluates, qualifies, synthesizes, transfers, or identifies significance.	The explanation reaches beyond the immediate evidence to a defensible larger understanding.	Where else does this thinking apply, and what might complicate it?

NON-NEGOTIABLE COLOR-SHAPE MAPPING

- Foundational — red circle.
- Emergent — orange square.
- Visible — yellow upside-down triangle.
- Independent — green right-side-up triangle.
- Reflective — blue diamond.

TOOL 2

DEEP FACTS Method Selector

Choose the method that closes the reader's understanding gap. Do not use the acronym as a list of requirements.

Method	The reader needs to…	Possible starting language
D — Define	Clarify a word or concept.	In this context, _____ means… This matters because…
E — Example + Explanation	See a concrete instance.	For example,… This demonstrates…
E — Expert Testimony	Understand specialized knowledge.	According to an expert,… This expertise strengthens the point because…
P — Process / Procedure	Follow stages, steps, or a mechanism.	First… Then… This step makes _____ possible because…
F — Facts & Statistics	Understand amount, scale, pattern, or change.	The number means… Compared with… This shows…
A — Analogy	Picture an unfamiliar relationship.	_____ is like _____ because… The matching parts are…
C — Compare & Contrast	Judge a meaningful similarity or difference.	Both… However… This similarity/difference matters because…
T — Tipping Point / Cause & Effect	Understand why change occurred.	_____ contributed to _____ because… The tipping point occurred when…
S — Story / Anecdote	See human impact or lived meaning.	One moment that shows this is… This story demonstrates…

METHOD FIT CHECK

- Does this method answer the verb phrase in the prompt?
- Does it add understanding rather than repeat evidence?
- Can it remain accurate and source-faithful?
- Is it the lightest method that completes the reasoning?

Explanation Address Analysis

Analyze one evidence-and-explanation point at a time. Use the exact words in the response as evidence for the address.

Prompt or thinking job:

Student evidence selected:

Words the student wrote after or around the evidence:

DEEP FACTS method(s) present:

Observable cognitive action:

Current explanation address:

Exact words that prove the address:

First missing move:

Next Address:

Teacher question that moves one level to the right:

Fresh task or evidence for checking transfer:

SCORING SENTENCE

The student uses _____ at the _____ address because the response _____. The next move is to _____.

One Method, Five Levels Ladder

Hold the evidence and method still. Change only the cognitive work.

Evidence I will hold constant:

_____

_____

DEEP FACTS method I will hold constant:

_____

_____

Level	Required cognitive move	My version
 **Foundational — WHAT?**	States, names, defines, reports, repeats, or points to information.	_____ _____ _____
 **Emergent — WHAT DOES IT SHOW?**	Adds information, paraphrases, describes, or begins interpreting.	_____ _____ _____
 **Visible — WHY?**	Makes the connection between evidence and the idea visible to the reader.	_____ _____ _____
 **Independent — HOW?**	Purposefully selects, controls, and integrates an explanation method.	_____ _____ _____
 **Reflective — SO WHAT?**	Evaluates, qualifies, synthesizes, transfers, or identifies significance.	_____ _____ _____

Explanation Partners and Chains Planner

Add a second method only when it fills a new reader need. Add a third only when the reasoning remains coherent and incomplete without it.

Prompt or writing job:

_____

Claim, focus, reason, or way:

_____

Evidence selected:

_____

Method 1 _____ _____ _____	What reader need does it fill? _____ _____ _____	What will I write? _____ _____ _____
Method 2 _____ _____ _____	What new need remains? _____ _____ _____	How will this method add rather than repeat? _____ _____ _____
Method 3, only if needed _____ _____ _____	Why is the reasoning still incomplete? _____ _____ _____	How will the chain remain connected? _____ _____ _____

MINIMUM-USEFUL-METHOD CHECK

Can one method complete the reasoning accurately? If yes, stop. Can two methods fill distinct needs? If yes, connect them. Does the third method change the meaning? If no, remove it.

Evidence-to-Explanation Planner

Plan the path from what the evidence says to what the reader should understand.

TUNE / TEACH	**My topic, thesis, reason, or way**
TAP	**The evidence I selected**
DEEP FACTS	**The explanation method and why it fits**
THINK	**Why the evidence supports the idea**
TOGGLE	**How it connects and why the relationship matters**

FINAL CHECK

Evidence is present. The DEEP FACTS method is purposeful. The WHY or HOW is visible. The significance is warranted. The explanation does not stretch the source.

One-Level-to-the-Right Lesson Planner

Plan the smallest lesson that directly addresses where the explanation stopped.

Current method and address:

Evidence in the student writing:

Next Address:

Observable move to teach:

Teacher think-aloud:

Guided question:

Temporary sentence frame, if needed:

Independent evidence or prompt:

Support I will remove:

Transfer task:

Evidence that will show the move belongs to the student:

SUCCESS CRITERION

The student performs the next cognitive move accurately in a fresh task with less support.

Conference and Feedback Guide

A useful conference touches one evidence point, names one success, teaches one move, and sends the student back to writing.

Conference move	Possible teacher language
1. Point	"Show me the evidence-and-explanation sentence you most want to strengthen."
2. Name	"Which DEEP FACTS method are you using?"
3. Honor	"You have already _____."
4. Move	"Your next move is _____."
5. Try	"Revise this sentence now. I will listen for _____."
6. Transfer	"Mark a second place where you can use the same thinking without help."

Conference Notes

Student and date:

_____

Method and current address:

_____

What the student already demonstrates:

_____

Next move taught:

_____

Revision completed during conference:

_____

Second place or transfer task:

_____

Follow-up evidence:

_____

FEEDBACK FORMULA

You used _____ to _____. That places this explanation at _____. Your next move is to _____. Ask yourself: _____.

Student DEEP FACTS Tracker

I am not one color. I can have different Cognitive Addresses for different explanation methods and tasks.

Student: _____ Class: _____ Dates: _____

Date / task	DEEP FACTS method	My current address	Words that prove it	My next destination

My Five Questions

Level	Question	Color and shape
Foundational	WHAT?	Red Circle
Emergent	WHAT DOES IT SHOW?	Orange Square
Visible	WHY?	Yellow Upside-Down Triangle
Independent	HOW?	Green Right-Side-Up Triangle
Reflective	SO WHAT?	Blue Diamond

MY TRANSFER GOAL

I will know the move belongs to me when I can use it accurately in a new task without someone telling me exactly what to write.

Keys to Keep: One-Page Implementation Guide

The matrix should make explanation instruction clearer, not heavier.

1	**Begin with one evidence point.** Do not score the entire paper at once.
2	**Name the method.** Identify how the student is attempting to further explain the evidence.
3	**Name the level.** Use observable cognitive action, not length or polish.
4	**Honor what is present.** State the success before the need.
5	**Move one level to the right.** Teach the first missing explanation behavior.
6	**Use the lightest support.** Model, guide, and remove support as soon as possible.
7	**Check fresh writing.** Transfer confirms the move more strongly than imitation.
8	**Preserve the profile.** Do not average different method addresses into one color.
9	**Keep the symbols exact.** Visible is the yellow upside-down triangle; Independent is the green right-side-up triangle.
10	**Return to the writing result.** Ask whether the reader now understands the evidence, reasoning, relationship, and significance.

ONE-SENTENCE IMPLEMENTATION ROUTINE

Name what the student did, name where the thinking stopped, teach one move to the right, and collect fresh evidence.

My First Implementation Decision

Grade / course / team:

Writing task I will use:

One DEEP FACTS method I will introduce:

One level movement I will teach:

Date I will collect the first sample:

Date I will check transfer:

Calibrate the Eye, Then Plan the Move

The goal is not to force identical scores. The goal is to ground every instructional decision in visible evidence from the writing.

Each case includes a short source, a prompt, several student responses, and a teacher key. Read the student page first. Name the evidence choice, DEEP FACTS method, current Cognitive Address, and smallest next move. Then compare your reasoning with the key. More than one interpretation may be defensible when it is tied to exact language in the response.

Case	Primary calibration focus
A. The Rain Garden	Process, analogy, and cause-and-effect in an informative HOW response
B. Lights Along the Shore	Expert testimony, facts, and a tipping point in source-based argument
C. The Clock Tower	Story, definition, and comparison in historical explanation
D. The Lunchroom Leftovers	Facts, examples, and limitations in an argumentative response
E. The Pollinator Path	Method partners and chains in a research-based recommendation

USE CASES FOR PROFESSIONAL LEARNING

- Silent first read: every teacher marks the method, level, and proof independently.
- Evidence round: teachers share only the words that support their decision before naming the level.
- Next-move round: the team writes one sentence of feedback that moves the writer one level to the right.
- Transfer round: the team designs a fresh prompt that would confirm ownership of the move.

Teacher Study Page

Process, analogy, and cause-and-effect in an informative HOW response

SOURCE

For years, water covered the walkway beside Brookside Elementary after heavy rain. The school replaced part of the grass with a shallow rain garden. A stone channel guided runoff into the basin. Switchgrass and coneflowers slowed the water, and their deep roots helped the soil absorb it. During the next storm season, the walkway stayed open more often, and fewer puddles carried soil into the street drain.

PROMPT

Explain how the rain garden changed the school grounds.

Student	Response
Eli	The rain garden had a shallow basin.
Sanvi	The stone channel moved water into the basin, and the roots soaked up some of it.
Darius	The channel guided runoff into the basin, where plants slowed it and roots helped the soil absorb it. Because less water crossed the concrete at one time, the walkway flooded less often.
Lark	The garden worked like a catch basin and a sponge together: the low area held the runoff while the roots and soil absorbed it. That comparison explains why water no longer spread across the walkway as quickly.

Analyze Before Reading the Key

Which DEEP FACTS method or methods are visible in each response?

What is the highest level each student consistently demonstrates?

Which exact words prove the address?

What one move to the right would most improve each response?

Which students could be grouped temporarily, and what shared need would justify the group?

PRACTICE CASE A: TEACHER KEY

The Rain Garden

Calibrate from observable cognitive action, not from sentence length, vocabulary, or polish.

Student	Likely address	Evidence for the decision	One-level move
Eli	Process - Foundational	Identifies one part of the system but does not explain what the part does.	Ask what happened after water entered the basin.
Sanvi	Process - Emergent	Describes a basic sequence but leaves the final effect mostly unstated.	Ask how those steps changed the walkway.
Darius	Process - Visible	Explains how the stages produced the result and makes the HOW relationship visible.	Ask which part of the process was most important and why.
Lark	Analogy - Independent	Chooses and maps an analogy strategically to clarify the mechanism.	Ask where the analogy has limits or what larger design principle it reveals.

MODEL ONE-LEVEL REVISION

Sanvi can move one level to the right by adding the result of the sequence: The stone channel moved water into the basin, and the roots absorbed part of it. These steps reduced the amount of water reaching the walkway at one time, so the path flooded less often.

CALIBRATION NOTE

Do not assign a high level merely because the response contains several science words. The level depends on the relationship the writer makes visible. Darius explains the mechanism. Lark independently selects a different method and uses it to clarify that same mechanism.

Team Conversation

- Where did scorers agree immediately?
- Where did the method and the level become confused?
- Which words in the response settled the decision?
- What fresh task would verify the address rather than merely repeat the same answer?

Teacher Study Page

Expert testimony, facts, and a tipping point in source-based argument

SOURCE

Harbor Point recorded 214 sea turtle nests during one summer. Volunteers found that hatchlings near bright beachfront buildings were more likely to crawl away from the ocean. A wildlife biologist explained that hatchlings normally move toward the brightest natural horizon, which is usually the moonlit water. After the town required shielded amber lights during nesting season, volunteers reported fewer disoriented hatchlings. Business owners supported the change but asked the town to review safety conditions near parking areas each year.

PROMPT

Explain why Harbor Point should continue its seasonal lighting rules.

Student	Response
Otis	A wildlife biologist said hatchlings move toward the brightest horizon.
Yara	The biologist explained that hatchlings can mistake building lights for the natural horizon, so dark beaches help them find the ocean.
Kellan	The biologist connects artificial light to the turtles' direction. Because shielded amber lights reduce the false signal, the rule addresses the cause of disorientation rather than only rescuing turtles after they become lost.
Sol	The reported decline in disorientation supports continuing the rule, but the evidence should not end the discussion. The town should track turtle outcomes and parking-area safety each season so it can protect wildlife without assuming one lighting plan works equally well in every location.

Analyze Before Reading the Key

Which DEEP FACTS method or methods are visible in each response?

What is the highest level each student consistently demonstrates?

Which exact words prove the address?

What one move to the right would most improve each response?

Which students could be grouped temporarily, and what shared need would justify the group?

PRACTICE CASE B: TEACHER KEY

Lights Along the Shore

Calibrate from observable cognitive action, not from sentence length, vocabulary, or polish.

Student	Likely address	Evidence for the decision	One-level move
Otis	Expert Testimony - Foundational	Names an expert idea but does not explain how it supports the rule.	Ask what the expertise helps the town understand.
Yara	Expert Testimony - Emergent	Paraphrases the expert and begins the connection.	Ask why that information makes the lighting rule reasonable.
Kellan	Expert Testimony plus Tipping Point - Independent	Integrates expertise and cause-and-effect strategically to explain why prevention is stronger than reaction.	Ask how the business owners' safety concern should qualify the recommendation.
Sol	Facts plus Expert Context - Reflective	Uses outcome data, qualifies the conclusion, and proposes responsible transfer and review.	Ask what additional data would make the conclusion more reliable.

MODEL ONE-LEVEL REVISION

Otis can move one level to the right by explaining the testimony in context: The biologist says hatchlings follow the brightest horizon. This means bright buildings can pull them away from the ocean, which is the problem the seasonal lighting rule is designed to reduce.

CALIBRATION NOTE

An expert title does not create Independent thinking. Otis is accurate but Foundational. Kellan becomes Independent because he selects the expert idea, integrates it into causal reasoning, and uses it to justify a prevention-based policy.

Team Conversation

- Where did scorers agree immediately?
- Where did the method and the level become confused?
- Which words in the response settled the decision?
- What fresh task would verify the address rather than merely repeat the same answer?

Teacher Study Page

Story, definition, and comparison in historical explanation

SOURCE

The clock tower at Mercer Square stopped working after a lightning strike in 1978. For decades, residents still used the tower as a meeting place, even though its hands remained fixed at 3:17. When the town restored the clock, students interviewed older residents, studied photographs, and recorded stories about parades, homecomings, and wartime announcements once heard in the square. The new mechanism keeps accurate time, but the original bell and scarred stone remain.

PROMPT

Explain how restoring the clock tower helped the town preserve its history.

Student	Response
Rowan	People told stories about meeting near the tower.
Nadine	Preserve means to protect something so it is not lost. The interviews protected memories connected to the tower.
Tobias	Before the project, the tower was mostly a broken landmark. After the interviews and repairs, it became both a working clock and a record of community experiences. That difference shows the town preserved more than the building itself.
Imani	The restored mechanism moves the town forward, while the original bell and scarred stone keep visible contact with the past. Holding both parts together shows that preservation does not require freezing a place in time; it can protect meaning while allowing continued use.

Analyze Before Reading the Key

Which DEEP FACTS method or methods are visible in each response?

What is the highest level each student consistently demonstrates?

Which exact words prove the address?

What one move to the right would most improve each response?

Which students could be grouped temporarily, and what shared need would justify the group?

The Clock Tower

Calibrate from observable cognitive action, not from sentence length, vocabulary, or polish.

Student	Likely address	Evidence for the decision	One-level move
Rowan	Story - Foundational	Mentions a relevant story source but does not explain what it preserves.	Ask what those stories help later generations understand.
Nadine	Define - Emergent	Defines the concept and applies it in a basic way.	Ask why the memories matter to the meaning of the restoration.
Tobias	Compare and Contrast - Visible	Explains why the before-and-after difference matters.	Ask which evidence is most important to the comparison and how it should be prioritized.
Imani	Compare and Contrast - Reflective	Synthesizes old and new elements into a broader, defensible principle of preservation.	Ask where that principle might apply to another community object or place.

MODEL ONE-LEVEL REVISION

Tobias can move toward Independent thinking by naming the comparison criterion and selecting the strongest evidence: The most important change was not from broken to working but from silent landmark to shared historical record. The interviews made the tower valuable for what it could teach, not only for the time it could display.

CALIBRATION NOTE

Imani does not become Reflective merely by sounding polished. The response qualifies the idea of preservation and transfers the evidence into a larger principle while remaining anchored to the bell, stone, and mechanism.

Team Conversation

- Where did scorers agree immediately?
- Where did the method and the level become confused?
- Which words in the response settled the decision?
- What fresh task would verify the address rather than merely repeat the same answer?

Teacher Study Page

Facts, examples, and limitations in an argumentative response

SOURCE

Pine Ridge Middle School measured unopened cafeteria food for ten days. Students discarded an average of 63 sealed items each day, including fruit cups, milk, and packaged snacks. The school then created a supervised share table. During the next ten days, 41 sealed items per day were taken by students who wanted additional food, and unopened waste dropped by 65 percent. The nurse reminded the committee that only approved, temperature-safe items could be shared.

PROMPT

Should the school continue the supervised share table? Support your position.

Student	Response
Keisha	Unopened waste dropped by 65 percent.
Grant	The 65 percent drop shows that the table kept many sealed foods from being thrown away.
Marisol	The school should continue the table because 41 sealed items a day were reused, and waste fell by 65 percent. Together, the count and percentage show both the size of the daily benefit and the overall change across the trial.
Bennett	The results support continuing the table, but only with the same supervision and food-safety limits. The data show the system reduced waste; they do not prove every leftover item is safe to share. Keeping the restriction protects the benefit without extending the conclusion beyond the evidence.

Analyze Before Reading the Key

Which DEEP FACTS method or methods are visible in each response?

What is the highest level each student consistently demonstrates?

Which exact words prove the address?

What one move to the right would most improve each response?

Which students could be grouped temporarily, and what shared need would justify the group?

The Lunchroom Leftovers

Calibrate from observable cognitive action, not from sentence length, vocabulary, or polish.

Student	Likely address	Evidence for the decision	One-level move
Keisha	Facts and Statistics - Foundational	States a strong statistic but does not interpret it.	Ask what the percentage demonstrates about the table.
Grant	Facts and Statistics - Visible	Interprets the number and explains why it supports continuation.	Ask how the daily item counts could add context or precision.
Marisol	Facts and Statistics - Independent	Combines two data forms purposefully and explains the different work each one does.	Ask how the nurse's condition should shape the final recommendation.
Bennett	Facts and Statistics - Reflective	Uses data, identifies a limitation, and qualifies the position responsibly.	Ask what future evidence would confirm that the system remains effective.

MODEL ONE-LEVEL REVISION

Keisha can move one level to the right by translating the number: Unopened waste dropped by 65 percent. This means the share table prevented well over half of the sealed food from being discarded during the trial.

CALIBRATION NOTE

Do not treat a percentage as explanation. Grant interprets the number. Marisol independently combines two statistics for two different purposes. Bennett reaches Reflective thinking by preserving the recommendation while stating what the data cannot prove.

Team Conversation

- Where did scorers agree immediately?
- Where did the method and the level become confused?
- Which words in the response settled the decision?
- What fresh task would verify the address rather than merely repeat the same answer?

Teacher Study Page

Method partners and chains in a research-based recommendation

SOURCE

Students planted a 120-foot pollinator path between the school garden and a nearby park. Before planting, they counted an average of six bee or butterfly visits during each fifteen-minute observation. By late spring, the average had risen to nineteen visits. A county horticulturist explained that connected patches of native flowers can provide food and resting places as insects move through developed areas. One shaded section produced few blooms, so students recommended testing different native plants there next year.

PROMPT

Explain how the project evidence supports expanding the pollinator path.

Student	Response
Tessa	A pollinator path is a planted route that gives insects places to feed as they travel.
Jabari	Visits rose from six to nineteen, so the path had more pollinator activity after native flowers were planted.
Arlo	The visit count provides measurable evidence that the planted area attracted more pollinators, while the horticulturist explains why connected flower patches help insects move. The statistic shows the result, and the expert testimony explains the mechanism, so together they support extending the path.
Celine	The project supports expansion, but not simple duplication. The increase in visits and the expert explanation justify adding connected habitat, while the weak shaded section shows that plant choice must match local conditions. Expansion should therefore preserve the successful principle and adapt the design where evidence shows a limitation.

Analyze Before Reading the Key

Which DEEP FACTS method or methods are visible in each response?

What is the highest level each student consistently demonstrates?

Which exact words prove the address?

What one move to the right would most improve each response?

Which students could be grouped temporarily, and what shared need would justify the group?

PRACTICE CASE E: TEACHER KEY

The Pollinator Path

Calibrate from observable cognitive action, not from sentence length, vocabulary, or polish.

Student	Likely address	Evidence for the decision	One-level move
Tessa	Define - Emergent	Defines the concept in context but does not yet connect the definition to expansion.	Ask how a longer or more connected route could increase the benefit.
Jabari	Facts and Statistics - Visible	Interprets before-and-after data and connects the change to the project.	Ask how expert testimony could strengthen the explanation of why connection matters.
Arlo	Facts plus Expert Testimony - Independent	Builds a purposeful method chain in which each method performs a different job.	Ask how the shaded section should qualify the expansion plan.
Celine	Facts plus Expert Testimony plus Compare - Reflective	Synthesizes success and limitation into an adaptive principle for transfer.	Ask what evidence the next trial should collect to evaluate the adapted design.

MODEL ONE-LEVEL REVISION

Jabari can move toward Independent thinking by giving another method a distinct job: Visits rose from six to nineteen, showing that the planted area attracted more pollinators. The horticulturist explains why expansion could extend that benefit: connected native-flower patches provide food and resting places as insects travel.

CALIBRATION NOTE

A method chain is not a list of features. In Arlo's response, the statistic shows the outcome and the expert explains the mechanism. Celine becomes Reflective by using the shaded section to qualify how the successful idea should transfer.

Team Conversation

- Where did scorers agree immediately?
- Where did the method and the level become confused?
- Which words in the response settled the decision?
- What fresh task would verify the address rather than merely repeat the same answer?

The Destination Is Transfer

A student has not merely learned an explanation sentence. The student has learned how to notice what a reader needs and choose a thinking move that supplies it.

The Explanation Matrix begins with a simple classroom problem: students have evidence, but the reader still cannot see the thinking. DEEP FACTS gives the teacher and student nine clear ways to respond to that problem. The five thinking levels show where the response currently lives and what the next destination requires.

The work remains deliberately practical. Name the evidence. Identify the explanation method. Find the highest level consistently demonstrated. Honor what is already present. Teach one move to the right. Then step back and see whether the student can carry the move into fresh writing.

Over time, students should need the acronym less, not more. The deepest goal is not for writers to announce, "I am using an analogy" or "I am at the Visible level." The goal is for them to recognize a gap in understanding and respond purposefully: define what is unclear, give an example, draw on expertise, explain a process, interpret facts, build an analogy, compare, trace a tipping point, or tell the brief story that makes the meaning visible.

That is what it means to help a student pack up and move. We do not move the child into a permanent category. We help the thinking travel toward greater clarity, independence, relationship, and significance.

THE COMPLETE PATHWAY

TUNE establishes the idea. TEACH develops the reasons or ways. TAP supplies evidence. DEEP FACTS develops that evidence. THINK makes the WHY visible. TOGGLE reveals the HOW, relationship, and significance. The RPLD levels show how deeply the student can carry each move.

KEYS TO KEEP

- The method identifies how the student explains; the level identifies how deeply the student uses it.
- The address belongs to demonstrated thinking, never to the identity of the student.
- Visible is always the yellow upside-down triangle. Independent is always the green right-side-up triangle.
- The best next lesson is the smallest one that directly addresses where the explanation stopped.
- Transfer, not imitation, is the strongest evidence that the student has moved.

ABOUT THE AUTHOR

Randi Whitney

Relieving stress. Raising scores.

Randi Whitney is an educator, curriculum designer, author, and professional learning facilitator with more than thirty years of experience helping teachers make rigorous reading and writing instruction practical. Her work focuses on giving educators a shared language for seeing student thinking, identifying the smallest useful next step, and building the confidence that allows cognition to grow.

Through The Writing Academy®, LLC., she develops supplemental writing materials, teacher training, student tools, and instructional systems designed to support strong content knowledge, purposeful craft, precise feedback, and independent transfer. Her Matrix books connect reading, evidence, explanation, relationships, and writing so that teachers can respond to what students actually demonstrate rather than relying on broad labels or a single score.

The Explanation Matrix is a companion to The Writing Matrix and The Evidence Matrix. Together, the books help teachers identify the thinking job, examine the evidence students choose, see how students develop that evidence, and plan the next move toward deeper, more independent writing.

> **THE WRITING ACADEMY®, LLC.**
>
> *Create teachers who are experts in content, craft, and compliments so that confidence and cognition soar - on the test and beyond.*