

P E N N Y L E A R N I N G L I T E R A T U R E

Penny Explains It Deep

A story about explanation, using the DEEP FACTS
framework

Book Ten • The Explanation Groove (Deep Facts) Song

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Penny sat at her desk with her recess essay. Her thesis was ready. Her evidence was strong. Something felt missing. She read her sentence about students needing a break. It sounded like a fact dropped on the floor. Champ rested his chin on her shoe. Mrs. Ray asked, “What does your evidence mean?” Penny frowned. “I thought evidence was the end.” “Evidence is the start,” Mrs. Ray said. “Now we explain it.”

Penny felt overwhelmed. She had facts about fresh air and movement. She had notes from the playground survey. She had a story about a class that solved a problem after recess. Her essay did not show why those things mattered. “I have puzzle pieces,” she whispered. “I need the picture.” Mrs. Ray smiled. “You need the Explanation Groove.”

Mrs. Ray tapped the board. “When you explain, point back to your evidence first. Use THIS, THAT, THESE, or THOSE.” Penny tried. “This survey shows most students feel happier after recess.” “Good,” said Mrs. Ray. “Now stretch it. What does happier mean for learning?” Penny thought. “It means their brains are ready to focus again.” “That is explaining,” Mrs. Ray said.

Mrs. Ray wrote on the board. “DEEP FACTS gives you nine ways to explain.” D is Definition. E is Example and Illustration. E is Expert Testimony. P is Process and Step-by-Step. F is Facts and Statistics. A is Analogy. C is Comparison and Contrast. T is Tipping Point and Cause and Effect. S is Story and Anecdote. Penny copied the letters slowly.

Penny started with D. “Recess is a planned break for students to move, play, and reset.” That was a definition. Next she tried E for Example. “For example, when my class plays tag, we return with rosy cheeks and calm voices.” Mrs. Ray nodded. “Specific examples help readers see your idea.”

Then Penny used Expert Testimony. “My grandmother often says a body in motion helps a mind get ready.” Mrs. Ray laughed. “That counts. You can also use a doctor or a news report.” Penny wrote, “Our principal says recess helps students practice sharing and solving problems.”

For P, Penny made a Process list. First, students run and breathe fresh air. Next, their bodies release extra energy. Then, they return to class with a calmer focus. “Step-by-step makes it clear,” she said. For F, she checked her data. “In our survey, eight out of ten students said they listen better after recess.”

Penny tried A for Analogy. “Recess is like charging a tablet,” she said. “The battery gets low, so you plug it in. Then it can work again.” Mrs. Ray clapped. “You compared something new to something familiar.” Penny wrote it down. Her essay was beginning to hum.

For C, Penny compared two mornings. “On days without recess, our class is wiggly and sleepy. On days with recess, we are more ready to read.” For T, she explained cause and effect. “When students move, stress goes down. When stress goes down, learning can go up.” She drew a small arrow.

Finally, Penny used S for Story. She told about a rainy day when indoor recess let students build a puzzle together. Later, they helped each other in math. “That story shows recess builds teamwork,” she said. Mrs. Ray put a hand on Penny’s shoulder. “You did not just drop evidence. You explained it.”

Penny read her essay aloud. She pointed back with THIS and THAT. She broke facts down. She stretched her thinking. She made connections. She showed how recess helps bodies, brains, and friendships. Champ lay beside her, thumping his tail like a drum. Mrs. Ray said, “You are ready for the chorus.”

WOW! WOW! WOW! I'M EXPLAINING
NOW! Take what I know and break it on
down. Stretch that thinking, make it make
sense. Show the connection, show the
evidence! WOW! WOW! WOW! I'M
EXPLAINING NOW! One fact isn't finished
till I tell you HOW!

Penny finished her essay. Her evidence had explanations. Her reasons had proof. Her recess essay said what she knew and why it mattered. Mrs. Ray smiled. “Explanation is how facts become understanding.” Champ barked once, as if to say yes. Penny looked at her paper and knew she could explain anything. With DEEP FACTS in your pocket, your ideas can light up every reader’s mind.