

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

An **explanation** tells my reader what something **means** and **why it matters**.  
It is not enough to give a detail. I have to say what the detail **shows**.  
I can start with **This shows**, **This means**, or **This matters because**.  
A clear, complete explanation helps my reader understand my thinking.

## KEY IDEA

**Detail** = what the text says.  
**Explanation** = what it shows and why it matters.  
Start with: *This shows...* *This means...*

**WHERE IT APPEARS:** “Dream”, right after you give your evidence.

This deck teaches **how to explain your thinking clearly and completely** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the detail. One explains it by telling what it shows.

**A: "The August sun felt hot on my face."**

**B: "This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream."**

**I CAN** I can recognize an explanation that tells what a detail shows.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the sentence that explains it.

With support, choose the sentence that explains the detail by telling what it means.

**"The August sun felt hot on my face." ( This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream. / That part is already in the passage. )**

**I CAN** I can choose a clear explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the detail. Tell what it shows and why it matters.

**Detail: "The August sun felt hot on my face."**

**I CAN** I can show an explanation that tells what a detail means.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own explanation for this detail. Start with This shows or This means.

**Detail: "I imagined schools where every child was welcomed."**

**I CAN** I can write a clear explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

**Explain how your sentence helped the reader. Then try an explanation in your own writing.**

**I CAN** I can judge my explanation and use one in my own writing.



Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose a clear central idea by explaining what your detail shows and why it matters</p>              | <p>"This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream."<br/><i>The explanation tells what the detail shows and why it matters.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a detail from the passage, then explain what it shows and why it matters.</i></p> |                                                                                                                                                                                               |

➔ Now open your Standards Sweep Explanation Tracking Sheet, 1 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 1 of 36

TEKS (12)(B) • How to Explain Your Thinking

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It tells what the detail shows. A only repeats the detail.



## CHOOSE

Tuesday

"This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream." explains the detail clearly. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream."



## OWN

Thursday

Sample: an explanation that tells what the detail shows and why it matters.



## DEFEND

Friday

A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

Read this part of a student's response about "Dream".

(1) The August sun felt hot on my face.

(2) This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream.

**Which sentence explains the detail by telling what it shows?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

An **explanation** tells my reader what something **means** and **why it matters**.  
It is not enough to give a detail. I have to say what the detail **shows**.  
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A clear, complete explanation helps my reader understand my thinking.

## KEY IDEA

**Detail** = what the text says.

**Explanation** = what it shows and why it matters.

Start with: *This shows...* *This means...*

**WHERE IT APPEARS:** “Dream”, right after you give your evidence.

This deck teaches **how to explain your thinking clearly and completely** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the detail. One explains it by telling what it shows.

**A: "I imagined schools where every child was welcomed."**

**B: "This shows the speaker's hope for fairness, because the dream is about schools that welcome every child."**

**I CAN** I can recognize an explanation that tells what a detail shows.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the sentence that explains it.

With support, choose the sentence that explains the detail by telling what it means.

**"I imagined schools where every child was welcomed." ( This shows the speaker's hope for fairness, because the dream is about schools that welcome every child. / That part is already in the passage. )**

**I CAN** I can choose a clear explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the detail. Tell what it shows and why it matters.

**Detail: "I imagined schools where every child was welcomed."**

**I CAN** I can show an explanation that tells what a detail means.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own explanation for this detail. Start with This shows or This means.

**Detail: "Young Americans volunteered to travel to other countries to work with communities."**

**I CAN** I can write a clear explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

**Explain how your sentence helped the reader. Then try an explanation in your own writing.**

**I CAN** I can judge my explanation and use one in my own writing.



Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose a clear central idea by explaining what your detail shows and why it matters</p>              | <p>"This shows the speaker's hope for fairness, because the dream is about schools that welcome every child."<br/><i>The explanation tells what the detail shows and why it matters.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a detail from the passage, then explain what it shows and why it matters.</i></p> |                                                                                                                                                                                              |

➔ Now open your Standards Sweep Explanation Tracking Sheet, 2 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 2 of 36

TEKS (12)(B) • How to Explain Your Thinking

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It tells what the detail shows. A only repeats the detail.



## CHOOSE

Tuesday

"This shows the speaker's hope for fairness, because the dream is about schools that welcome every child." explains the detail clearly. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the speaker's hope for fairness, because the dream is about schools that welcome every child."



## OWN

Thursday

Sample: an explanation that tells what the detail shows and why it matters.



## DEFEND

Friday

A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

Read this part of a student's response about "Dream".

(1) I imagined schools where every child was welcomed.

(2) This shows the speaker's hope for fairness, because the dream is about schools that welcome every child.

**Which sentence explains the detail by telling what it shows?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

An **explanation** tells my reader what something **means** and **why it matters**.  
It is not enough to give a detail. I have to say what the detail **shows**.  
I can start with **This shows**, **This means**, or **This matters because**.  
A clear, complete explanation helps my reader understand my thinking.

## KEY IDEA

**Detail** = what the text says.

**Explanation** = what it shows and why it matters.

Start with: *This shows...* *This means...*

**WHERE IT APPEARS:** “Serve”, right after you give your evidence.

This deck teaches **how to explain your thinking clearly and completely** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the detail. One explains it by telling what it shows.

**A: "Young Americans volunteered to travel to other countries to work with communities."**

**B: "This shows what service can look like, because volunteers gave their time to help communities far from home."**

**I CAN** I can recognize an explanation that tells what a detail shows.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the sentence that explains it.

With support, choose the sentence that explains the detail by telling what it means.

**"Young Americans volunteered to travel to other countries to work with communities." ( This shows what service can look like, because volunteers gave their time to help communities far from home. / That part is already in the passage. )**

**I CAN** I can choose a clear explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the detail. Tell what it shows and why it matters.

**Detail: "Young Americans volunteered to travel to other countries to work with communities."**

**I CAN** I can show an explanation that tells what a detail means.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own explanation for this detail. Start with This shows or This means.

**Detail: "Serving our country can also mean serving people."**

**I CAN** I can write a clear explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

**Explain how your sentence helped the reader. Then try an explanation in your own writing.**

**I CAN** I can judge my explanation and use one in my own writing.



Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose a clear central idea by explaining what your detail shows and why it matters</p>              | <p>"This shows what service can look like, because volunteers gave their time to help communities far from home."<br/><i>The explanation tells what the detail shows and why it matters.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a detail from the passage, then explain what it shows and why it matters.</i></p> |                                                                                                                                                                                                  |

➔ Now open your Standards Sweep Explanation Tracking Sheet, 3 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 3 of 36

TEKS (12)(B) • How to Explain Your Thinking

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It tells what the detail shows. A only repeats the detail.



## CHOOSE

Tuesday

"This shows what service can look like, because volunteers gave their time to help communities far from home." explains the detail clearly. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows what service can look like, because volunteers gave their time to help communities far from home."



## OWN

Thursday

Sample: an explanation that tells what the detail shows and why it matters.



## DEFEND

Friday

A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

Read this part of a student's response about "Serve".

- (1) Young Americans volunteered to travel to other countries to work with communities.
- (2) This shows what service can look like, because volunteers gave their time to help communities far from home.

**Which sentence explains the detail by telling what it shows?**

- A** Sentence 1
- B** Sentence 2
- C** Both sentences
- D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

An **explanation** tells my reader what something **means** and **why it matters**.  
It is not enough to give a detail. I have to say what the detail **shows**.  
I can start with **This shows**, **This means**, or **This matters because**.  
A clear, complete explanation helps my reader understand my thinking.

## KEY IDEA

**Detail** = what the text says.

**Explanation** = what it shows and why it matters.

Start with: *This shows...* *This means...*

**WHERE IT APPEARS:** “Serve”, right after you give your evidence.

This deck teaches **how to explain your thinking clearly and completely** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the detail. One explains it by telling what it shows.

**A: "Serving our country can also mean serving people."**

**B: "This shows a bigger idea of service, because helping people is one important way to serve a country."**

**I CAN** I can recognize an explanation that tells what a detail shows.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the sentence that explains it.

With support, choose the sentence that explains the detail by telling what it means.

**"Serving our country can also mean serving people." ( This shows a bigger idea of service, because helping people is one important way to serve a country. / That part is already in the passage. )**

**I CAN** I can choose a clear explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the detail. Tell what it shows and why it matters.

**Detail: "Serving our country can also mean serving people."**

**I CAN** I can show an explanation that tells what a detail means.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own explanation for this detail. Start with This shows or This means.

**Detail: "Serving our country can also mean serving people."**

**I CAN** I can write a clear explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

**Explain how your sentence helped the reader. Then try an explanation in your own writing.**

**I CAN** I can judge my explanation and use one in my own writing.



Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose a clear central idea by explaining what your detail shows and why it matters</p>              | <p>"This shows a bigger idea of service, because helping people is one important way to serve a country."<br/><i>The explanation tells what the detail shows and why it matters.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a detail from the passage, then explain what it shows and why it matters.</i></p> |                                                                                                                                                                                          |

➔ Now open your Standards Sweep Explanation Tracking Sheet, 4 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 4 of 36

TEKS (12)(B) • How to Explain Your Thinking

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It tells what the detail shows. A only repeats the detail.



## CHOOSE

Tuesday

"This shows a bigger idea of service, because helping people is one important way to serve a country." explains the detail clearly. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows a bigger idea of service, because helping people is one important way to serve a country."



## OWN

Thursday

Sample: an explanation that tells what the detail shows and why it matters.



## DEFEND

Friday

A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

Read this part of a student's response about "Serve".

- (1) Serving our country can also mean serving people.
- (2) This shows a bigger idea of service, because helping people is one important way to serve a country.

**Which sentence explains the detail by telling what it shows?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “A Promise Written Long Ago”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "The Magna Carta limited the king's power."**

**B: "This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The Magna Carta limited the king's power." ( This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "The Magna Carta limited the king's power."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "The document protected certain rights of the people."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                       |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 5 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 5 of 36

TEKS (12)(B) • Explaining with a Definition

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Promise Written Long Ago".

(1) The Magna Carta limited the king's power.

(2) This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king.

**Which sentence explains the evidence with a definition?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “A Promise Written Long Ago”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "The document protected certain rights of the people."**

**B: "This shows one example of the promise at work, because the document guarded rights that belonged to the people."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The document protected certain rights of the people." ( This shows one example of the promise at work, because the document guarded rights that belonged to the people. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence:** "The document protected certain rights of the people."

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "The Constitution limits government power and protects the rights of citizens."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of the promise at work, because the document guarded rights that belonged to the people."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                           |

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 6 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 6 of 36

TEKS (12)(B) • Explaining with an Example

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of the promise at work, because the document guarded rights that belonged to the people." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of the promise at work, because the document guarded rights that belonged to the people."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Promise Written Long Ago".

- (1) The document protected certain rights of the people.
- (2) This shows one example of the promise at work, because the document guarded rights that belonged to the people.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Story** = a short story.

**WHERE IT APPEARS:** “A Promise Written Long Ago”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

**A: "The Constitution limits government power and protects the rights of citizens."**

**B: "This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens."**

**I CAN** I can recognize an explanation that uses story.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The Constitution limits government power and protects the rights of citizens." ( This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens. / That part is already in the passage. )**

**I CAN** I can choose story explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

**Evidence: "The Constitution limits government power and protects the rights of citizens."**

**I CAN** I can show an explanation using story.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

**Evidence: "The Magna Carta protected the rights of the people."**

**I CAN** I can write story explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your story helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use story in my own writing.



Complete the **Story** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with story</p>                       | <p>"This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens."<br/><i>The explanation uses story and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i></p> |                                                                                                                                                                                        |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 7 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens."



## OWN

Thursday

Sample: a story explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Promise Written Long Ago".

- (1) The Constitution limits government power and protects the rights of citizens.
- (2) This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens.

**Which sentence explains the evidence with story?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Facts and Statistics** = a fact or number.

**WHERE IT APPEARS:** “A Promise Written Long Ago”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

**A: "The Magna Carta protected the rights of the people."**

**B: "This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights."**

**I CAN** I can recognize an explanation that uses facts and statistics.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The Magna Carta protected the rights of the people." ( This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights. / That part is already in the passage. )**

**I CAN** I can choose facts and statistics explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use facts and statistics.

**Evidence: "The Magna Carta protected the rights of the people."**

**I CAN** I can show an explanation using facts and statistics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own facts and statistics explanation for this evidence. Start with the word THIS.

**Evidence: "The Magna Carta protected the rights of the people."**

**I CAN** I can write facts and statistics explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your facts and statistics helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use facts and statistics in my own writing.



Complete the **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with facts and statistics</p>                       | <p>"This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights."<br/><i>The explanation uses facts and statistics and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i></p> |                                                                                                                                                                                                                |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 8 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 8 of 36

TEKS (12)(B) • Explaining with Facts and Statistics

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights."



## OWN

Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about “A Promise Written Long Ago”.

(1) The Magna Carta protected the rights of the people.

(2) This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights.

**Which sentence explains the evidence with facts and statistics?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with facts and statistics, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Comparison and Contrast** = compare or contrast.

**WHERE IT APPEARS:** “The Energy We Use Everyday”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with comparison and contrast.

**A: "Nonrenewable resources include coal, oil, and natural gas."**

**B: "This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not."**

**I CAN** I can recognize an explanation that uses comparison and contrast.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Nonrenewable resources include coal, oil, and natural gas." ( This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not. / That part is already in the passage. )**

**I CAN** I can choose comparison and contrast explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use comparison and contrast.

**Evidence: "Nonrenewable resources include coal, oil, and natural gas."**

**I CAN** I can show an explanation using comparison and contrast.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word THIS.

**Evidence: "Nonrenewable resources form deep underground over millions of years."**

**I CAN** I can write comparison and contrast explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your comparison and contrast helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use comparison and contrast in my own writing.



Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with comparison and contrast</p>                       | <p>"This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not."<br/><i>The explanation uses comparison and contrast and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i></p> |                                                                                                                                                                                                           |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 9 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 9 of 36

TEKS (12)(B) • Explaining with Comparison and Contrast

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not."



## OWN

Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Energy We Use Everyday".

(1) Nonrenewable resources include coal, oil, and natural gas.

(2) This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not.

**Which sentence explains the evidence with comparison and contrast?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with comparison and contrast, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Cause and Effect** = cause and effect.

**WHERE IT APPEARS:** “The Energy We Use Everyday”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with cause and effect.

**A: "Nonrenewable resources form deep underground over millions of years."**

**B: "This matters because these resources take millions of years to form, so once we use them up they are gone."**

**I CAN** I can recognize an explanation that uses cause and effect.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Nonrenewable resources form deep underground over millions of years." ( This matters because these resources take millions of years to form, so once we use them up they are gone. / That part is already in the passage. )**

**I CAN** I can choose cause and effect explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use cause and effect.

**Evidence: "Nonrenewable resources form deep underground over millions of years."**

**I CAN** I can show an explanation using cause and effect.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own cause and effect explanation for this evidence. Start with the word THIS.

**Evidence: "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."**

**I CAN** I can write cause and effect explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your cause and effect helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use cause and effect in my own writing.



Complete the **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with cause and effect</p>                       | <p>"This matters because these resources take millions of years to form, so once we use them up they are gone."<br/><i>The explanation uses cause and effect and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i></p> |                                                                                                                                                                                            |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 10 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This matters because these resources take millions of years to form, so once we use them up they are gone." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This matters because these resources take millions of years to form, so once we use them up they are gone."



## OWN

Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Energy We Use Everyday".

- (1) Nonrenewable resources form deep underground over millions of years.
- (2) This matters because these resources take millions of years to form, so once we use them up they are gone.

**Which sentence explains the evidence with cause and effect?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with cause and effect, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “The Energy We Use Everyday”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."**

**B: "This means a steady supply is energy we can count on all the time, which is why people rely on these resources."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Nonrenewable resources provide a large and steady supply of energy, which makes them useful." ( This means a steady supply is energy we can count on all the time, which is why people rely on these resources. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "Renewable resources do not run out easily and often cause less damage to the environment."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means a steady supply is energy we can count on all the time, which is why people rely on these resources."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                             |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 11 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means a steady supply is energy we can count on all the time, which is why people rely on these resources." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means a steady supply is energy we can count on all the time, which is why people rely on these resources."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Energy We Use Everyday".

- (1) Nonrenewable resources provide a large and steady supply of energy, which makes them useful.
- (2) This means a steady supply is energy we can count on all the time, which is why people rely on these resources.

**Which sentence explains the evidence with a definition?**

- A** Sentence 1
- B** Sentence 2
- C** Both sentences
- D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “The Energy We Use Everyday”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "Renewable resources do not run out easily and often cause less damage to the environment."**

**B: "This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Renewable resources do not run out easily and often cause less damage to the environment." ( This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence: "Renewable resources do not run out easily and often cause less damage to the environment."**

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "Renewable resources do not run out easily and often cause less damage to the environment."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                                     |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 12 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Energy We Use Everyday".

- (1) Renewable resources do not run out easily and often cause less damage to the environment.
- (2) This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Story** = a short story.

**WHERE IT APPEARS:** “A Lone Star Choice”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

**A:** "The war came to an end at last, but its effects were strong and vast."

**B:** "This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere."

**I CAN** I can recognize an explanation that uses story.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The war came to an end at last, but its effects were strong and vast." ( This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere. / That part is already in the passage. )**

**I CAN** I can choose story explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

**Evidence: "The war came to an end at last, but its effects were strong and vast."**

**I CAN** I can show an explanation using story.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

**Evidence: "Its story still helps people see how choices reshape history."**

**I CAN** I can write story explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your story helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use story in my own writing.



Complete the **Story** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with story</p>                       | <p>"This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere."<br/><i>The explanation uses story and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i></p> |                                                                                                                                                                                          |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 13 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere."



## OWN

Thursday

Sample: a story explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Lone Star Choice".

- (1) The war came to an end at last, but its effects were strong and vast.
- (2) This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere.

**Which sentence explains the evidence with story?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Facts and Statistics** = a fact or number.

**WHERE IT APPEARS:** “A Lone Star Choice”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

**A: "Its story still helps people see how choices reshape history."**

**B: "This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country."**

**I CAN** I can recognize an explanation that uses facts and statistics.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Its story still helps people see how choices reshape history." ( This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country. / That part is already in the passage. )**

**I CAN** I can choose facts and statistics explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use facts and statistics.

**Evidence: "Its story still helps people see how choices reshape history."**

**I CAN** I can show an explanation using facts and statistics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own facts and statistics explanation for this evidence. Start with the word THIS.

**Evidence: "The U.S. gained land across the West, changing the map."**

**I CAN** I can write facts and statistics explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your facts and statistics helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use facts and statistics in my own writing.



Complete the **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with facts and statistics</p>                       | <p>"This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country."<br/><i>The explanation uses facts and statistics and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i></p> |                                                                                                                                                                                                    |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 14 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country."



## OWN

Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Lone Star Choice".

(1) Its story still helps people see how choices reshape history.

(2) This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country.

**Which sentence explains the evidence with facts and statistics?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with facts and statistics, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Comparison and Contrast** = compare or contrast.

**WHERE IT APPEARS:** “A Lone Star Choice”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with comparison and contrast.

**A: "The U.S. gained land across the West, changing the map."**

**B: "This is different from before the war, because the United States was now much larger and stretched farther west."**

**I CAN** I can recognize an explanation that uses comparison and contrast.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The U.S. gained land across the West, changing the map." ( This is different from before the war, because the United States was now much larger and stretched farther west. / That part is already in the passage. )**

**I CAN** I can choose comparison and contrast explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use comparison and contrast.

**Evidence: "The U.S. gained land across the West, changing the map."**

**I CAN** I can show an explanation using comparison and contrast.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word THIS.

**Evidence: "But Mexico did not agree, and anger grew."**

**I CAN** I can write comparison and contrast explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your comparison and contrast helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use comparison and contrast in my own writing.



Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with comparison and contrast</p>                       | <p>"This is different from before the war, because the United States was now much larger and stretched farther west."<br/><i>The explanation uses comparison and contrast and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i></p> |                                                                                                                                                                                                         |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 15 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 15 of 36

TEKS (12)(B) • Explaining with Comparison and Contrast

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This is different from before the war, because the United States was now much larger and stretched farther west." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This is different from before the war, because the United States was now much larger and stretched farther west."



## OWN

Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Lone Star Choice".

- (1) The U.S. gained land across the West, changing the map.
- (2) This is different from before the war, because the United States was now much larger and stretched farther west.

**Which sentence explains the evidence with comparison and contrast?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with comparison and contrast, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Cause and Effect** = cause and effect.

**WHERE IT APPEARS:** “A Lone Star Choice”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with cause and effect.

**A: "But Mexico did not agree, and anger grew."**

**B: "This matters because the disagreement fed rising anger, which is what pushed the two countries toward war."**

**I CAN** I can recognize an explanation that uses cause and effect.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"But Mexico did not agree, and anger grew." ( This matters because the disagreement fed rising anger, which is what pushed the two countries toward war. / That part is already in the passage. )**

**I CAN** I can choose cause and effect explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use cause and effect.

**Evidence: "But Mexico did not agree, and anger grew."**

**I CAN** I can show an explanation using cause and effect.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own cause and effect explanation for this evidence. Start with the word THIS.

**Evidence: "But Mexico did not agree, and anger grew."**

**I CAN** I can write cause and effect explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your cause and effect helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use cause and effect in my own writing.



Complete the **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with cause and effect</p>                       | <p>"This matters because the disagreement fed rising anger, which is what pushed the two countries toward war."<br/><i>The explanation uses cause and effect and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i></p> |                                                                                                                                                                                            |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 16 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 16 of 36

TEKS (12)(B) • Explaining with Cause and Effect

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This matters because the disagreement fed rising anger, which is what pushed the two countries toward war." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This matters because the disagreement fed rising anger, which is what pushed the two countries toward war."



## OWN

Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Lone Star Choice".

(1) But Mexico did not agree, and anger grew.

(2) This matters because the disagreement fed rising anger, which is what pushed the two countries toward war.

**Which sentence explains the evidence with cause and effect?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with cause and effect, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “The Wealth of Mansa Musa”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "Cities like Timbuktu became busy and important places."**

**B: "This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Cities like Timbuktu became busy and important places." ( This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "Cities like Timbuktu became busy and important places."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "His actions made many people notice how wealthy Mali was."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                            |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 17 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 17 of 36

TEKS (12)(B) • Explaining with a Definition

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Wealth of Mansa Musa".

(1) Cities like Timbuktu became busy and important places.

(2) This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became.

**Which sentence explains the evidence with a definition?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “The Wealth of Mansa Musa”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "His actions made many people notice how wealthy Mali was."**

**B: "This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"His actions made many people notice how wealthy Mali was." ( This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence: "His actions made many people notice how wealthy Mali was."**

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "Timbuktu was known for learning, where people studied math, science, and religion."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                                   |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 18 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Wealth of Mansa Musa".

- (1) His actions made many people notice how wealthy Mali was.
- (2) This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Story** = a short story.

**WHERE IT APPEARS:** “The Wealth of Mansa Musa”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

**A: "Timbuktu was known for learning, where people studied math, science, and religion."**

**B: "This reminds me of a great school city, where students came from far away to study math, science, and religion."**

**I CAN** I can recognize an explanation that uses story.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Timbuktu was known for learning, where people studied math, science, and religion." ( This reminds me of a great school city, where students came from far away to study math, science, and religion. / That part is already in the passage. )**

**I CAN** I can choose story explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

**Evidence: "Timbuktu was known for learning, where people studied math, science, and religion."**

**I CAN** I can show an explanation using story.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

**Evidence: "Mansa Musa made smart choices that helped his kingdom grow."**

**I CAN** I can write story explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your story helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use story in my own writing.



Complete the **Story** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with story</p>                       | <p>"This reminds me of a great school city, where students came from far away to study math, science, and religion."<br/><i>The explanation uses story and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i></p> |                                                                                                                                                                                      |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 19 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This reminds me of a great school city, where students came from far away to study math, science, and religion." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This reminds me of a great school city, where students came from far away to study math, science, and religion."



## OWN

Thursday

Sample: a story explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Wealth of Mansa Musa".

- (1) Timbuktu was known for learning, where people studied math, science, and religion.
- (2) This reminds me of a great school city, where students came from far away to study math, science, and religion.

**Which sentence explains the evidence with story?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Facts and Statistics** = a fact or number.

**WHERE IT APPEARS:** “The Wealth of Mansa Musa”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

**A: "Mansa Musa made smart choices that helped his kingdom grow."**

**B: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."**

**I CAN** I can recognize an explanation that uses facts and statistics.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Mansa Musa made smart choices that helped his kingdom grow." ( This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong. / That part is already in the passage. )**

**I CAN** I can choose facts and statistics explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use facts and statistics.

**Evidence: "Mansa Musa made smart choices that helped his kingdom grow."**

**I CAN** I can show an explanation using facts and statistics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own facts and statistics explanation for this evidence. Start with the word THIS.

**Evidence: "Mansa Musa made smart choices that helped his kingdom grow."**

**I CAN** I can write facts and statistics explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your facts and statistics helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use facts and statistics in my own writing.



Complete the **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with facts and statistics</p>                       | <p>"This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."<br/><i>The explanation uses facts and statistics and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i></p> |                                                                                                                                                                                                             |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 20 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 20 of 36

TEKS (12)(B) • Explaining with Facts and Statistics

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."



## OWN

Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Wealth of Mansa Musa".

- (1) Mansa Musa made smart choices that helped his kingdom grow.
- (2) This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong.

**Which sentence explains the evidence with facts and statistics?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with facts and statistics, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Comparison and Contrast** = compare or contrast.

**WHERE IT APPEARS:** “Looking Back to Move Forward”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with comparison and contrast.

**A: "During the Renaissance, some people believed that citizens should have a voice."**

**B: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."**

**I CAN** I can recognize an explanation that uses comparison and contrast.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"During the Renaissance, some people believed that citizens should have a voice." ( This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice. / That part is already in the passage. )**

**I CAN** I can choose comparison and contrast explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use comparison and contrast.

**Evidence: "During the Renaissance, some people believed that citizens should have a voice."**

**I CAN** I can show an explanation using comparison and contrast.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word THIS.

**Evidence: "Some people began to think in new ways about government and fairness."**

**I CAN** I can write comparison and contrast explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your comparison and contrast helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use comparison and contrast in my own writing.



Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with comparison and contrast</p>                       | <p>"This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."<br/><i>The explanation uses comparison and contrast and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i></p> |                                                                                                                                                                                                                   |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 21 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."



## OWN

Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "Looking Back to Move Forward".

- (1) During the Renaissance, some people believed that citizens should have a voice.
- (2) This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice.

**Which sentence explains the evidence with comparison and contrast?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with comparison and contrast, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Cause and Effect** = cause and effect.

**WHERE IT APPEARS:** “Looking Back to Move Forward”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with cause and effect.

**A: "Some people began to think in new ways about government and fairness."**

**B: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights."**

**I CAN** I can recognize an explanation that uses cause and effect.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Some people began to think in new ways about government and fairness." ( This matters because these new ideas about freedom and fairness led to governments that gave people more rights. / That part is already in the passage. )**

**I CAN** I can choose cause and effect explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use cause and effect.

**Evidence: "Some people began to think in new ways about government and fairness."**

**I CAN** I can show an explanation using cause and effect.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own cause and effect explanation for this evidence. Start with the word THIS.

**Evidence: "Some people began to think in new ways about government and fairness."**

**I CAN** I can write cause and effect explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your cause and effect helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use cause and effect in my own writing.



Complete the **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with cause and effect</p>                       | <p>"This matters because these new ideas about freedom and fairness led to governments that gave people more rights."<br/><i>The explanation uses cause and effect and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i></p> |                                                                                                                                                                                                  |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 22 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This matters because these new ideas about freedom and fairness led to governments that gave people more rights." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights."



## OWN

Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "Looking Back to Move Forward".

- (1) Some people began to think in new ways about government and fairness.
- (2) This matters because these new ideas about freedom and fairness led to governments that gave people more rights.

**Which sentence explains the evidence with cause and effect?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with cause and effect, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “Looking Back to Move Forward”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "Some people began to think in new ways about government and fairness."**

**B: "This means fairness in government is treating people equally under the law, which these new ideas began to value."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Some people began to think in new ways about government and fairness." ( This means fairness in government is treating people equally under the law, which these new ideas began to value. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "Some people began to think in new ways about government and fairness."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "During the Renaissance, some people believed citizens should have a voice."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means fairness in government is treating people equally under the law, which these new ideas began to value."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                               |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 23 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means fairness in government is treating people equally under the law, which these new ideas began to value." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means fairness in government is treating people equally under the law, which these new ideas began to value."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "Looking Back to Move Forward".

- (1) Some people began to think in new ways about government and fairness.
- (2) This means fairness in government is treating people equally under the law, which these new ideas began to value.

**Which sentence explains the evidence with a definition?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “Looking Back to Move Forward”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "During the Renaissance, some people believed citizens should have a voice."**

**B: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"During the Renaissance, some people believed citizens should have a voice." ( This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence: "During the Renaissance, some people believed citizens should have a voice."**

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "During the Renaissance, some people believed citizens should have a voice."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                                |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 24 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "Looking Back to Move Forward".

- (1) During the Renaissance, some people believed citizens should have a voice.
- (2) This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Story** = a short story.

**WHERE IT APPEARS:** “A Day That Changed”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

**A:** "The wind grew stronger, and Jayden noticed gray clouds across the sky."

**B:** "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."

**I CAN** I can recognize an explanation that uses story.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"The wind grew stronger, and Jayden noticed gray clouds across the sky." ( This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray. / That part is already in the passage. )**

**I CAN** I can choose story explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

**Evidence:** "The wind grew stronger, and Jayden noticed gray clouds across the sky."

**I CAN** I can show an explanation using story.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

**Evidence: "Our area is still known for having mostly hot summers."**

**I CAN** I can write story explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your story helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use story in my own writing.



Complete the **Story** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with story</p>                       | <p>"This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."<br/><i>The explanation uses story and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i></p> |                                                                                                                                                                       |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 25 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."



## OWN

Thursday

Sample: a story explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Day That Changed".

- (1) The wind grew stronger, and Jayden noticed gray clouds across the sky.
- (2) This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray.

**Which sentence explains the evidence with story?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Facts and Statistics** = a fact or number.

**WHERE IT APPEARS:** “A Day That Changed”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

**A: "Our area is still known for having mostly hot summers."**

**B: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."**

**I CAN** I can recognize an explanation that uses facts and statistics.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Our area is still known for having mostly hot summers." ( This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time. / That part is already in the passage. )**

**I CAN** I can choose facts and statistics explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use facts and statistics.

**Evidence:** "Our area is still known for having mostly hot summers."

**I CAN** I can show an explanation using facts and statistics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own facts and statistics explanation for this evidence. Start with the word THIS.

**Evidence: "Climate describes the usual weather patterns of a place over a long period of time."**

**I CAN** I can write facts and statistics explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your facts and statistics helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use facts and statistics in my own writing.



Complete the **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with facts and statistics</p>                       | <p>"This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."<br/><i>The explanation uses facts and statistics and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i></p> |                                                                                                                                                                                                                 |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 26 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 26 of 36

TEKS (12)(B) • Explaining with Facts and Statistics

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."



## OWN

Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Day That Changed".

(1) Our area is still known for having mostly hot summers.

(2) This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time.

**Which sentence explains the evidence with facts and statistics?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with facts and statistics, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Comparison and Contrast** = compare or contrast.

**WHERE IT APPEARS:** “A Day That Changed”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with comparison and contrast.

**A: "Climate describes the usual weather patterns of a place over a long period of time."**

**B: "This is different from weather, because climate is the usual pattern over many years while weather is a single day."**

**I CAN** I can recognize an explanation that uses comparison and contrast.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Climate describes the usual weather patterns of a place over a long period of time." ( This is different from weather, because climate is the usual pattern over many years while weather is a single day. / That part is already in the passage. )**

**I CAN** I can choose comparison and contrast explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use comparison and contrast.

**Evidence: "Climate describes the usual weather patterns of a place over a long period of time."**

**I CAN** I can show an explanation using comparison and contrast.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word THIS.

**Evidence: "Weather describes the condition of the atmosphere at a certain time and place."**

**I CAN** I can write comparison and contrast explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your comparison and contrast helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use comparison and contrast in my own writing.



Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with comparison and contrast</p>                       | <p>"This is different from weather, because climate is the usual pattern over many years while weather is a single day."<br/><i>The explanation uses comparison and contrast and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i></p> |                                                                                                                                                                                                            |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 27 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This is different from weather, because climate is the usual pattern over many years while weather is a single day." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This is different from weather, because climate is the usual pattern over many years while weather is a single day."



## OWN

Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Day That Changed".

- (1) Climate describes the usual weather patterns of a place over a long period of time.
- (2) This is different from weather, because climate is the usual pattern over many years while weather is a single day.

**Which sentence explains the evidence with comparison and contrast?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with comparison and contrast, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Cause and Effect** = cause and effect.

**WHERE IT APPEARS:** “A Day That Changed”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with cause and effect.

**A: "Weather describes the condition of the atmosphere at a certain time and place."**

**B: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."**

**I CAN** I can recognize an explanation that uses cause and effect.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Weather describes the condition of the atmosphere at a certain time and place." ( This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day. / That part is already in the passage. )**

**I CAN** I can choose cause and effect explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use cause and effect.

**Evidence: "Weather describes the condition of the atmosphere at a certain time and place."**

**I CAN** I can show an explanation using cause and effect.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own cause and effect explanation for this evidence. Start with the word THIS.

**Evidence: "Weather describes the condition of the atmosphere at a certain time and place."**

**I CAN** I can write cause and effect explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your cause and effect helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use cause and effect in my own writing.



Complete the **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with cause and effect</p>                       | <p>"This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."<br/><i>The explanation uses cause and effect and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i></p> |                                                                                                                                                                                                         |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 28 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."



## OWN

Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Day That Changed".

- (1) Weather describes the condition of the atmosphere at a certain time and place.
- (2) This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day.

**Which sentence explains the evidence with cause and effect?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with cause and effect, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “The Roads Between Us”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "Across the desert, camels carry salt and precious gold."**

**B: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Across the desert, camels carry salt and precious gold." ( This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "Across the desert, camels carry salt and precious gold."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "For when two different pathways meet, new thoughts can travel with our feet."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                                    |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 29 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 29 of 36

TEKS (12)(B) • Explaining with a Definition

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Roads Between Us".

(1) Across the desert, camels carry salt and precious gold.

(2) This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold.

**Which sentence explains the evidence with a definition?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “The Roads Between Us”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "For when two different pathways meet, new thoughts can travel with our feet."**

**B: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"For when two different pathways meet, new thoughts can travel with our feet." ( This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence:** "For when two different pathways meet, new thoughts can travel with our feet."

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "Across the water, ships carry people, goods, and views."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                             |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 30 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 30 of 36

TEKS (12)(B) • Explaining with an Example

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Roads Between Us".

- (1) For when two different pathways meet, new thoughts can travel with our feet.  
(2) This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Story** = a short story.

**WHERE IT APPEARS:** “The Roads Between Us”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

**A: "Across the water, ships carry people, goods, and views."**

**B: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."**

**I CAN** I can recognize an explanation that uses story.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Across the water, ships carry people, goods, and views." ( This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places. / That part is already in the passage. )**

**I CAN** I can choose story explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

**Evidence: "Across the water, ships carry people, goods, and views."**

**I CAN** I can show an explanation using story.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

**Evidence: "Neighbors meet and goods are shared, and friendships grow because they cared."**

**I CAN** I can write story explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your story helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use story in my own writing.



Complete the **Story** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with story</p>                       | <p>"This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."<br/><i>The explanation uses story and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i></p> |                                                                                                                                                                                      |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 31 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."



## OWN

Thursday

Sample: a story explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Roads Between Us".

(1) Across the water, ships carry people, goods, and views.

(2) This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places.

**Which sentence explains the evidence with story?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Facts and Statistics** = a fact or number.

**WHERE IT APPEARS:** “The Roads Between Us”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

**A: "Neighbors meet and goods are shared, and friendships grow because they cared."**

**B: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."**

**I CAN** I can recognize an explanation that uses facts and statistics.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Neighbors meet and goods are shared, and friendships grow because they cared." ( This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances. / That part is already in the passage. )**

**I CAN** I can choose facts and statistics explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use facts and statistics.

**Evidence: "Neighbors meet and goods are shared, and friendships grow because they cared."**

**I CAN** I can show an explanation using facts and statistics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own facts and statistics explanation for this evidence. Start with the word THIS.

**Evidence: "Neighbors meet and goods are shared, and friendships grow because they cared."**

**I CAN** I can write facts and statistics explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your facts and statistics helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use facts and statistics in my own writing.



Complete the **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with facts and statistics</p>                       | <p>"This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."<br/><i>The explanation uses facts and statistics and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i></p> |                                                                                                                                                                                                             |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 32 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."



## OWN

Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Roads Between Us".

- (1) Neighbors meet and goods are shared, and friendships grow because they cared.  
(2) This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances.

**Which sentence explains the evidence with facts and statistics?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with facts and statistics, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Comparison and Contrast** = compare or contrast.

**WHERE IT APPEARS:** “What Shapes a Society?”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with comparison and contrast.

**A: "A community near a river may have water for farming and transportation."**

**B: "This is different from a community far from water, because a river gives people ways to farm and to travel."**

**I CAN** I can recognize an explanation that uses comparison and contrast.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"A community near a river may have water for farming and transportation." ( This is different from a community far from water, because a river gives people ways to farm and to travel. / That part is already in the passage. )**

**I CAN** I can choose comparison and contrast explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use comparison and contrast.

**Evidence: "A community near a river may have water for farming and transportation."**

**I CAN** I can show an explanation using comparison and contrast.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word THIS.

**Evidence: "Families grew crops such as corn, beans, and squash."**

**I CAN** I can write comparison and contrast explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your comparison and contrast helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use comparison and contrast in my own writing.



Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with comparison and contrast</p>                       | <p>"This is different from a community far from water, because a river gives people ways to farm and to travel."<br/><i>The explanation uses comparison and contrast and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i></p> |                                                                                                                                                                                                    |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 33 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 33 of 36

TEKS (12)(B) • Explaining with Comparison and Contrast

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This is different from a community far from water, because a river gives people ways to farm and to travel." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This is different from a community far from water, because a river gives people ways to farm and to travel."



## OWN

Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "What Shapes a Society?".

(1) A community near a river may have water for farming and transportation.

(2) This is different from a community far from water, because a river gives people ways to farm and to travel.

**Which sentence explains the evidence with comparison and contrast?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with comparison and contrast, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Cause and Effect** = cause and effect.

**WHERE IT APPEARS:** “What Shapes a Society?”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with cause and effect.

**A: "Families grew crops such as corn, beans, and squash."**

**B: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow."**

**I CAN** I can recognize an explanation that uses cause and effect.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Families grew crops such as corn, beans, and squash." ( This matters because growing corn, beans, and squash gave families steady food, which let their community grow. / That part is already in the passage. )**

**I CAN** I can choose cause and effect explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use cause and effect.

**Evidence: "Families grew crops such as corn, beans, and squash."**

**I CAN** I can show an explanation using cause and effect.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own cause and effect explanation for this evidence. Start with the word THIS.

**Evidence: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."**

**I CAN** I can write cause and effect explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your cause and effect helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use cause and effect in my own writing.



Complete the **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with cause and effect</p>                       | <p>"This matters because growing corn, beans, and squash gave families steady food, which let their community grow."<br/><i>The explanation uses cause and effect and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i></p> |                                                                                                                                                                                                 |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 34 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 34 of 36

TEKS (12)(B) • Explaining with Cause and Effect

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This matters because growing corn, beans, and squash gave families steady food, which let their community grow." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow."



## OWN

Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "What Shapes a Society?".

(1) Families grew crops such as corn, beans, and squash.

(2) This matters because growing corn, beans, and squash gave families steady food, which let their community grow.

**Which sentence explains the evidence with cause and effect?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with cause and effect, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

This sheet practices the **Definition** habit: I explain by telling what something is.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Definition** = what it is.

**WHERE IT APPEARS:** “What Shapes a Society?”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

**A: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."**

**B: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."**

**I CAN** I can recognize an explanation that uses a definition.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Geography includes landforms, bodies of water, climate, plants, animals, and natural resources." ( This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals. / That part is already in the passage. )**

**I CAN** I can choose a definition explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

**Evidence: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."**

**I CAN** I can show an explanation using a definition.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

**Evidence: "Different environments provide different possibilities."**

**I CAN** I can write a definition explanation myself.





TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your definition helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use a definition in my own writing.



Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with a definition</p>                       | <p>"This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."<br/><i>The explanation uses a definition and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i></p> |                                                                                                                                                                                                  |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 35 of 36, and complete the (12)(B) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 35 of 36

TEKS (12)(B) • Explaining with a Definition

Slide 8 of 10



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."



## OWN

Thursday

Sample: a definition explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "What Shapes a Society?".

- (1) Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.  
(2) This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals.

**Which sentence explains the evidence with a definition?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

## EXACT TEKS WORDING (from TEA)

*“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

**DEEP FACTS** gives me **nine habits** for explaining my evidence.

In Grade 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

This sheet practices the **Example** habit: I explain by giving a specific example.  
I explain my evidence so it proves my point, using the signal **THIS**.

## KEY IDEA

**DEEP FACTS** = 9 ways to explain.

Grade 4 holds **6** habits.

Today: **Example** = a clear example.

**WHERE IT APPEARS:** “What Shapes a Society?”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

**A: "Different environments provide different possibilities."**

**B: "This shows one example of how place matters, because each different environment offers people different choices."**

**I CAN** I can recognize an explanation that uses an example.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

**"Different environments provide different possibilities." ( This shows one example of how place matters, because each different environment offers people different choices. / That part is already in the passage. )**

**I CAN** I can choose an example explanation, with support.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

**Evidence: "Different environments provide different possibilities."**

**I CAN** I can show an explanation using an example.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

## Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

**Evidence: "Different environments provide different possibilities."**

**I CAN** I can write an example explanation myself.





TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"*

### Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

**Explain how your example helped the reader. Then try one in your own writing.**

**I CAN** I can judge my explanation and use an example in my own writing.



Complete the **Example** row on your DEEP FACTS Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(12)(B)</b><br/>compose informational writing with a clear central idea by explaining evidence with an example</p>                       | <p>"This shows one example of how place matters, because each different environment offers people different choices."<br/><i>The explanation uses an example and begins with THIS.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i></p> |                                                                                                                                                                                            |

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 36 of 36, and complete the (12)(B) row.



## NOTICE

Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



## CHOOSE

Tuesday

"This shows one example of how place matters, because each different environment offers people different choices." explains the evidence. The other choice only repeats it.



## SHOW

Wednesday

Sample: "This shows one example of how place matters, because each different environment offers people different choices."



## OWN

Thursday

Sample: a example explanation that begins with THIS and proves the point.



## DEFEND

Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "What Shapes a Society?".

- (1) Different environments provide different possibilities.
- (2) This shows one example of how place matters, because each different environment offers people different choices.

**Which sentence explains the evidence with an example?**

**A** Sentence 1

**B** Sentence 2

**C** Both sentences

**D** Neither sentence

**Correct answer: B   Sentence 2**

## WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.

## WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.