

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: “The Great Chocolate Chip Cookie Mystery”,
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: "By 11:42 on Friday morning, fifth grade had a problem."

B: "This shows the problem started at a clear moment, which pulls the reader into the mystery right away."

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.

"By 11:42 on Friday morning, fifth grade had a problem." (This shows the problem started at a clear moment, which pulls the reader into the mystery right away. / 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: "By 11:42 on Friday morning, fifth grade had a problem."

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 heard sixth grade took two each,' said Eli."

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
(12)(B) compose a clear central idea by explaining what your detail shows and why it matters	"This shows the problem started at a clear moment, which pulls the reader into the mystery right away." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

➔ 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 problem started at a clear moment, which pulls the reader into the mystery right away." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the problem started at a clear moment, which pulls the reader into the mystery right away."



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 "The Great Chocolate Chip Cookie Mystery".

(1) By 11:42 on Friday morning, fifth grade had a problem.

(2) This shows the problem started at a clear moment, which pulls the reader into the mystery right away.

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”

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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: “The Great Chocolate Chip Cookie Mystery”,
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 heard sixth grade took two each,' said Eli."

B: "This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked."

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 heard sixth grade took two each,' said Eli." (This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked. / 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 heard sixth grade took two each,' said Eli."

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: "‘You surveyed students,’ Principal Bennett corrected."

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
(12)(B) compose a clear central idea by explaining what your detail shows and why it matters	"This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

➔ 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 Eli is guessing without proof, which tells the reader this claim still needs to be checked." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked."



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 "The Great Chocolate Chip Cookie Mystery".

(1) 'I heard sixth grade took two each,' said Eli.

(2) This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked.

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”

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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: “The Fifth-Grade Cookie Commission”, 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: "‘You surveyed students,’ Principal Bennett corrected."

B: "This shows the class used a survey to gather real information, which is a fair way to find the facts."

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.

"'You surveyed students,' Principal Bennett corrected." (This shows the class used a survey to gather real information, which is a fair way to find the facts. / 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: "‘You surveyed students,’ Principal Bennett corrected."

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: "Principal Bennett gave fifth grade a challenge."

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
(12)(B) compose a clear central idea by explaining what your detail shows and why it matters	"This shows the class used a survey to gather real information, which is a fair way to find the facts." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

➔ 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 the class used a survey to gather real information, which is a fair way to find the facts." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the class used a survey to gather real information, which is a fair way to find the facts."



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 "The Fifth-Grade Cookie Commission".

(1) 'You surveyed students,' Principal Bennett corrected.

(2) This shows the class used a survey to gather real information, which is a fair way to find the facts.

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)

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KEY IDEA

Detail = what the text says.

Explanation = what it shows and why it matters.

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

WHERE IT APPEARS: “The Fifth-Grade Cookie Commission”, 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: "Principal Bennett gave fifth grade a challenge."

B: "This shows the class was trusted to solve the problem themselves, which sets up the work they will do next."

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.

"Principal Bennett gave fifth grade a challenge." (This shows the class was trusted to solve the problem themselves, which sets up the work they will do next. / 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: "Principal Bennett gave fifth grade a challenge."

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: "Principal Bennett gave fifth grade a challenge."

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
(12)(B) compose a clear central idea by explaining what your detail shows and why it matters	"This shows the class was trusted to solve the problem themselves, which sets up the work they will do next." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

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



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows the class was trusted to solve the problem themselves, which sets up the work they will do next." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the class was trusted to solve the problem themselves, which sets up the work they will do next."



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 "The Fifth-Grade Cookie Commission".

(1) Principal Bennett gave fifth grade a challenge.

(2) This shows the class was trusted to solve the problem themselves, which sets up the work they will do next.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Tension to Revolution”, 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 Boston Massacre increased anger and distrust toward Britain."

B: "This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less."

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 Boston Massacre increased anger and distrust toward Britain." (This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less. / 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 Boston Massacre increased anger and distrust toward Britain."

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: "Instead of ending the conflict, these actions brought the colonies closer together."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with a definition	"This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

➔ 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 distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less."



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 "From Tension to Revolution".

- (1) The Boston Massacre increased anger and distrust toward Britain.
- (2) This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Tension to Revolution”, 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: "Instead of ending the conflict, these actions brought the colonies closer together."

B: "This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace."

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.

"Instead of ending the conflict, these actions brought the colonies closer together." (This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace. / 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: "Instead of ending the conflict, these actions brought the colonies closer together."

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 American Revolution became a fight for independence, leading to the Declaration of Independence."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with an example	"This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

➔ 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 a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace."



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 "From Tension to Revolution".

- (1) Instead of ending the conflict, these actions brought the colonies closer together.
- (2) This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Tension to Revolution”, 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 American Revolution became a fight for independence, leading to the Declaration of Independence."

B: "This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom."

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 American Revolution became a fight for independence, leading to the Declaration of Independence."
(This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom. / 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 American Revolution became a fight for independence, leading to the Declaration of Independence."

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: "Colonists opposed the Stamp Act because they had no representation."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

➔ 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 group finally standing up for itself, choosing to fight for independence and declare its freedom." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom."



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 "From Tension to Revolution".

- (1) The American Revolution became a fight for independence, leading to the Declaration of Independence.
- (2) This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Tension to Revolution”, 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: "Colonists opposed the Stamp Act because they had no representation."

B: "This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament."

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.

"Colonists opposed the Stamp Act because they had no representation." (This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament. / 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: "Colonists opposed the Stamp Act because they had no representation."

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: "Colonists opposed the Stamp Act because they had no representation."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

➔ 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 Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament."



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 "From Tension to Revolution".

(1) Colonists opposed the Stamp Act because they had no representation.

(2) This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “Spanish Rule in Early Texas”, 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: "Presidios were forts built by Spanish soldiers."

B: "This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion."

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.

"Presidios were forts built by Spanish soldiers." (This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion. / 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: "Presidios were forts built by Spanish soldiers."

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: "Missionaries helped transfer Spanish customs and skills such as farming."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 9 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 a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion."



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 "Spanish Rule in Early Texas".

(1) Presidios were forts built by Spanish soldiers.

(2) This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “Spanish Rule in Early Texas”, 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: "Missionaries helped transfer Spanish customs and skills such as farming."

B: "This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas."

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.

"Missionaries helped transfer Spanish customs and skills such as farming." (This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas. / 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: "Missionaries helped transfer Spanish customs and skills such as farming."

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: "Spanish rule had lasting effects on Texas."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

➔ 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 missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas."



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 "Spanish Rule in Early Texas".

- (1) Missionaries helped transfer Spanish customs and skills such as farming.
- (2) This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Process** habit: I explain by walking through the steps.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Process** = the steps.

WHERE IT APPEARS: “Spanish Rule in Early Texas”, right after you give your evidence.

This deck teaches the **Process** 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 process.

A: "Spanish rule had lasting effects on Texas."

B: "This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas."

I CAN I can recognize an explanation that uses process.





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 process.

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

"Spanish rule had lasting effects on Texas." (This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas. / That part is already in the passage.)

I CAN I can choose process 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 process.

Evidence: "Spanish rule had lasting effects on Texas."

I CAN I can show an explanation using process.





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 process explanation for this evidence. Start with the word THIS.

Evidence: "The Spanish language and Catholic religion became part of daily life in the region."

I CAN I can write process 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with process	"This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." <i>The explanation uses process and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with process that starts with THIS.</i>	

➔ 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 works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "Spanish Rule in Early Texas".

(1) Spanish rule had lasting effects on Texas.

(2) This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas.

Which sentence explains the evidence with process?

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 process, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Analogy** = a familiar comparison.

WHERE IT APPEARS: “Spanish Rule in Early Texas”, right after you give your evidence.

This deck teaches the **Analogy** 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 analogy.

A: "The Spanish language and Catholic religion became part of daily life in the region."

B: "This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today."

I CAN I can recognize an explanation that uses an analogy.





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 analogy.

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

"The Spanish language and Catholic religion became part of daily life in the region." (This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today. / That part is already in the passage.)

I CAN I can choose an analogy 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 analogy.

Evidence: "The Spanish language and Catholic religion became part of daily life in the region."

I CAN I can show an explanation using an analogy.





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 analogy explanation for this evidence. Start with the word THIS.

Evidence: "The Spanish language and Catholic religion became part of daily life in the region."

I CAN I can write an analogy 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an analogy	"This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." <i>The explanation uses an analogy and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an analogy that starts with THIS.</i>	

➔ 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 is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "Spanish Rule in Early Texas".

- (1) The Spanish language and Catholic religion became part of daily life in the region.
- (2) This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today.

Which sentence explains the evidence with an analogy?

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 analogy, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Expert Testimony** = what an expert says.

WHERE IT APPEARS: “Our Rights, Our Voices”, right after you give your evidence.

This deck teaches the **Expert Testimony** 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 expert testimony.

A: "The Third says soldiers cannot stay inside your home without your say."

B: "This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home."

I CAN I can recognize an explanation that uses an expert testimony.





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 expert testimony.

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

"The Third says soldiers cannot stay inside your home without your say." (This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home. / That part is already in the passage.)

I CAN I can choose an expert testimony 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 expert testimony.

Evidence: "The Third says soldiers cannot stay inside your home without your say."

I CAN I can show an explanation using an expert testimony.





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 expert testimony explanation for this evidence. Start with the word THIS.

Evidence: "They wrote down rights to make things fair."

I CAN I can write an expert testimony 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your expert testimony helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an expert testimony in my own writing.



Complete the **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an expert testimony	"This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." <i>The explanation uses an expert testimony and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an expert testimony that starts with THIS.</i>	

→ 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 is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "Our Rights, Our Voices".

(1) The Third says soldiers cannot stay inside your home without your say.

(2) This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home.

Which sentence explains the evidence with an expert testimony?

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 expert testimony, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “Our Rights, Our Voices”, 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: "They wrote down rights to make things fair."

B: "This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair."

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.

"They wrote down rights to make things fair." (This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair. / 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: "They wrote down rights to make things fair."

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 First says you can speak your mind, practice religion, write your thoughts, and gather."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with a definition	"This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

➔ 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 means a right is a freedom that is protected by law, and the writers listed rights to keep things fair." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair."



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 "Our Rights, Our Voices".

(1) They wrote down rights to make things fair.

(2) This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “Our Rights, Our Voices”, 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 First says you can speak your mind, practice religion, write your thoughts, and gather."

B: "This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas."

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 First says you can speak your mind, practice religion, write your thoughts, and gather." (This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas. / 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 First says you can speak your mind, practice religion, write your thoughts, and gather."

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 Second says you have a right to keep and bear arms, day or night."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with an example	"This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 15 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 protected freedom, because the First Amendment lets you speak, worship, and write your ideas." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas."



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 "Our Rights, Our Voices".

(1) The First says you can speak your mind, practice religion, write your thoughts, and gather.

(2) This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “Our Rights, Our Voices”, 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 Second says you have a right to keep and bear arms, day or night."

B: "This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person."

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 Second says you have a right to keep and bear arms, day or night." (This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person. / 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 Second says you have a right to keep and bear arms, day or night."

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 Second says you have a right to keep and bear arms, day or night."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 16 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 family talking over the rules that keep them safe, the way the amendments protect each person." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person."



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 "Our Rights, Our Voices".

- (1) The Second says you have a right to keep and bear arms, day or night.
(2) This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
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 5 holds **9** habits.

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

WHERE IT APPEARS: “The Garden That Wouldn’t Grow”, 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: "Too much water can prevent roots from getting enough air."

B: "This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them."

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.

"Too much water can prevent roots from getting enough air." (This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them. / 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: "Too much water can prevent roots from getting enough air."

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: "Without proper air, the roots cannot function effectively."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

➔ 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 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: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them."



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 Garden That Wouldn't Grow".

- (1) Too much water can prevent roots from getting enough air.
- (2) This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “The Garden That Wouldn't Grow”, 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: "Without proper air, the roots cannot function effectively."

B: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food."

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.

"Without proper air, the roots cannot function effectively." (This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food. / 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: "Without proper air, the roots cannot function effectively."

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: "The soil became overly wet and muddy, and many leaves turned yellow."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

➔ 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 is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food."



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 Garden That Wouldn't Grow".

(1) Without proper air, the roots cannot function effectively.

(2) This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “The Garden That Wouldn’t Grow”, 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: "The soil became overly wet and muddy, and many leaves turned yellow."

B: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow."

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.

"The soil became overly wet and muddy, and many leaves turned yellow." (This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow. / 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: "The soil became overly wet and muddy, and many leaves turned yellow."

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: "Within several days, the plants began to recover."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

➔ 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 matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow."



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 Garden That Wouldn't Grow".

- (1) The soil became overly wet and muddy, and many leaves turned yellow.
- (2) This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Process** habit: I explain by walking through the steps.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Process** = the steps.

WHERE IT APPEARS: “The Garden That Wouldn't Grow”, right after you give your evidence.

This deck teaches the **Process** 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 process.

A: "Within several days, the plants began to recover."

B: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered."

I CAN I can recognize an explanation that uses process.





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 process.

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

"Within several days, the plants began to recover." (This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered. / That part is already in the passage.)

I CAN I can choose process 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 process.

Evidence: "Within several days, the plants began to recover."

I CAN I can show an explanation using process.





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 process explanation for this evidence. Start with the word THIS.

Evidence: "Within several days, the plants began to recover."

I CAN I can write process 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with process	"This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." <i>The explanation uses process and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with process that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 20 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 works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered."



OWN

Thursday

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



DEFEND

Friday

A clear process 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 Garden That Wouldn't Grow".

- (1) Within several days, the plants began to recover.
- (2) This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered.

Which sentence explains the evidence with process?

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 process, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Analogy** = a familiar comparison.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Analogy** 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 analogy.

A: "The debate went on for days, and voices were raised."

B: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground."

I CAN I can recognize an explanation that uses an analogy.





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 analogy.

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

"The debate went on for days, and voices were raised." (This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground. / That part is already in the passage.)

I CAN I can choose an analogy 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 analogy.

Evidence: "The debate went on for days, and voices were raised."

I CAN I can show an explanation using an analogy.





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 analogy explanation for this evidence. Start with the word THIS.

Evidence: "Even after the meeting ended, people continued to question the decision."

I CAN I can write an analogy 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an analogy	"This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." <i>The explanation uses an analogy and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an analogy that starts with THIS.</i>	

➔ 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 like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground."



OWN

Thursday

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



DEFEND

Friday

A clear analogy 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 Difficult Compromise".

(1) The debate went on for days, and voices were raised.

(2) This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground.

Which sentence explains the evidence with an analogy?

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 analogy, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Expert Testimony** = what an expert says.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Expert Testimony** 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 expert testimony.

A: "Even after the meeting ended, people continued to question the decision."

B: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended."

I CAN I can recognize an explanation that uses an expert testimony.





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 expert testimony.

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

"Even after the meeting ended, people continued to question the decision." (This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended. / That part is already in the passage.)

I CAN I can choose an expert testimony 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 expert testimony.

Evidence: "Even after the meeting ended, people continued to question the decision."

I CAN I can show an explanation using an expert testimony.





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 expert testimony explanation for this evidence. Start with the word THIS.

Evidence: "If enslaved people were counted, Southern states would have more representatives."

I CAN I can write an expert testimony 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your expert testimony helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an expert testimony in my own writing.



Complete the **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an expert testimony	"This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." <i>The explanation uses an expert testimony and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an expert testimony that starts with THIS.</i>	

➔ 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 is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended."



OWN

Thursday

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



DEFEND

Friday

A clear expert testimony 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 Difficult Compromise".

- (1) Even after the meeting ended, people continued to question the decision.
- (2) This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended.

Which sentence explains the evidence with an expert testimony?

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 expert testimony, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Difficult Compromise”, 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: "If enslaved people were counted, Southern states would have more representatives."

B: "This means representation is a share of power in government, and counting people changed how much each state would have."

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.

"If enslaved people were counted, Southern states would have more representatives." (This means representation is a share of power in government, and counting people changed how much each state would have. / 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: "If enslaved people were counted, Southern states would have more representatives."

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: "Some delegates agreed because they wanted the convention to succeed."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with a definition	"This means representation is a share of power in government, and counting people changed how much each state would have." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 23 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 23 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 representation is a share of power in government, and counting people changed how much each state would have." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means representation is a share of power in government, and counting people changed how much each state would have."



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 Difficult Compromise".

(1) If enslaved people were counted, Southern states would have more representatives.

(2) This means representation is a share of power in government, and counting people changed how much each state would have.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Difficult Compromise”, 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: "Some delegates agreed because they wanted the convention to succeed."

B: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed."

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.

"Some delegates agreed because they wanted the convention to succeed." (This shows one example of compromise, because some delegates gave in on this point so the convention could succeed. / 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: "Some delegates agreed because they wanted the convention to succeed."

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: "Some delegates agreed because they wanted the convention to succeed."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with an example	"This shows one example of compromise, because some delegates gave in on this point so the convention could succeed." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

➔ 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 compromise, because some delegates gave in on this point so the convention could succeed." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed."



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 Difficult Compromise".

- (1) Some delegates agreed because they wanted the convention to succeed.
- (2) This shows one example of compromise, because some delegates gave in on this point so the convention could succeed.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Voice in the Community”, 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: "By voting or speaking up, people can have a say."

B: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next."

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.

"By voting or speaking up, people can have a say." (This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next. / 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: "By voting or speaking up, people can have a say."

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: "Communities are shaped by the people who live in them."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

➔ 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 a town meeting where neighbors raise their hands, each voice helping to decide what happens next." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next."



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 Voice in the Community".

- (1) By voting or speaking up, people can have a say.
- (2) This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Voice in the Community”, 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: "Communities are shaped by the people who live in them."

B: "This shows the facts: when more residents vote, communities better reflect the people who live in them."

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.

"Communities are shaped by the people who live in them." (This shows the facts: when more residents vote, communities better reflect the people who live in them. / 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: "Communities are shaped by the people who live in them."

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: "Some people are busy with work or family and choose not to get involved."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: when more residents vote, communities better reflect the people who live in them." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 26 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: when more residents vote, communities better reflect the people who live in them." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the facts: when more residents vote, communities better reflect the people who live in them."



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 Voice in the Community".

(1) Communities are shaped by the people who live in them.

(2) This shows the facts: when more residents vote, communities better reflect the people who live in them.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Voice in the Community”, 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: "Some people are busy with work or family and choose not to get involved."

B: "This is different from active members, because some people are too busy to take part while others make time to help."

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.

"Some people are busy with work or family and choose not to get involved." (This is different from active members, because some people are too busy to take part while others make time to help. / 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: "Some people are busy with work or family and choose not to get involved."

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: "Others feel that taking part is not always necessary."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from active members, because some people are too busy to take part while others make time to help." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 27 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 27 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 active members, because some people are too busy to take part while others make time to help." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is different from active members, because some people are too busy to take part while others make time to help."



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 Voice in the Community".

- (1) Some people are busy with work or family and choose not to get involved.
- (2) This is different from active members, because some people are too busy to take part while others make time to help.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “A Voice in the Community”, 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: "Others feel that taking part is not always necessary."

B: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down."

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.

"Others feel that taking part is not always necessary." (This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down. / 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: "Others feel that taking part is not always necessary."

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: "Others feel that taking part is not always necessary."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

➔ 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 when people believe taking part is not necessary, fewer voices are heard and change slows down." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down."



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 Voice in the Community".

(1) Others feel that taking part is not always necessary.

(2) This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Process** habit: I explain by walking through the steps.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Process** = the steps.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Process** 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 process.

A: "People can gather, write, and speak to help protect the change they seek."

B: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek."

I CAN I can recognize an explanation that uses process.





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 process.

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

"People can gather, write, and speak to help protect the change they seek." (This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek. / That part is already in the passage.)

I CAN I can choose process 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 process.

Evidence: "People can gather, write, and speak to help protect the change they seek."

I CAN I can show an explanation using process.





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 process explanation for this evidence. Start with the word THIS.

Evidence: "One person asks, 'Is this thing fair?' and another stops to listen."

I CAN I can write process 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with process	"This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." <i>The explanation uses process and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with process that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 29 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 works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) People can gather, write, and speak to help protect the change they seek.
(2) This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek.

Which sentence explains the evidence with process?

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 process, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Analogy** = a familiar comparison.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Analogy** 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 analogy.

A: "One person asks, 'Is this thing fair?' and another stops to listen."

B: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen."

I CAN I can recognize an explanation that uses an analogy.





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 analogy.

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

"One person asks, 'Is this thing fair?' and another stops to listen." (This is like one pebble making ripples, because a single fair question can spread as more people stop to listen. / That part is already in the passage.)

I CAN I can choose an analogy 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 analogy.

Evidence: "One person asks, 'Is this thing fair?' and another stops to listen."

I CAN I can show an explanation using an analogy.





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 analogy explanation for this evidence. Start with the word THIS.

Evidence: "A thought once spoken all alone can quickly find a stronger tone."

I CAN I can write an analogy 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an analogy	"This is like one pebble making ripples, because a single fair question can spread as more people stop to listen." <i>The explanation uses an analogy and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an analogy that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 30 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 like one pebble making ripples, because a single fair question can spread as more people stop to listen." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) One person asks, 'Is this thing fair?' and another stops to listen.
- (2) This is like one pebble making ripples, because a single fair question can spread as more people stop to listen.

Which sentence explains the evidence with an analogy?

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 analogy, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Expert Testimony** = what an expert says.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Expert Testimony** 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 expert testimony.

A: "A thought once spoken all alone can quickly find a stronger tone."

B: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement."

I CAN I can recognize an explanation that uses an expert testimony.





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 expert testimony.

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

"A thought once spoken all alone can quickly find a stronger tone." (This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement. / That part is already in the passage.)

I CAN I can choose an expert testimony 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 expert testimony.

Evidence: "A thought once spoken all alone can quickly find a stronger tone."

I CAN I can show an explanation using an expert testimony.





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 expert testimony explanation for this evidence. Start with the word THIS.

Evidence: "They share their thoughts and make them known, so leaders hear more than their own."

I CAN I can write an expert testimony 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your expert testimony helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an expert testimony in my own writing.



Complete the **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an expert testimony	"This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." <i>The explanation uses an expert testimony and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an expert testimony that starts with THIS.</i>	

➔ 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 is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) A thought once spoken all alone can quickly find a stronger tone.
- (2) This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement.

Which sentence explains the evidence with an expert testimony?

- 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 expert testimony, 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “One Voice Can Start a Wave”, 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: "They share their thoughts and make them known, so leaders hear more than their own."

B: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion."

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.

"They share their thoughts and make them known, so leaders hear more than their own." (This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion. / 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: "They share their thoughts and make them known, so leaders hear more than their own."

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: "They share their thoughts and make them known, so leaders hear more than their own."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with a definition	"This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

➔ 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 means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion."



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 "One Voice Can Start a Wave".

- (1) They share their thoughts and make them known, so leaders hear more than their own.
- (2) This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Protest to Participation”, 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: "Laws can be written, challenged, or replaced."

B: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later."

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.

"Laws can be written, challenged, or replaced." (This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later. / 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: "Laws can be written, challenged, or replaced."

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: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with an example	"This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 33 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 laws can change, because a law can be written, then challenged, and even replaced later." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later."



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 "From Protest to Participation".

(1) Laws can be written, challenged, or replaced.

(2) This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Protest to Participation”, 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: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

B: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law."

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.

"Sometimes they led to documents, laws, compromises, elections, or new amendments." (This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law. / 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: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

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 history of the United States contains many examples of people asking these questions."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

➔ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 34 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 long chain of choices, where one question leads to a document, a vote, and then a new law." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law."



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 "From Protest to Participation".

- (1) Sometimes they led to documents, laws, compromises, elections, or new amendments.
- (2) This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Protest to Participation”, 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 history of the United States contains many examples of people asking these questions."

B: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change."

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 history of the United States contains many examples of people asking these questions." (This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change. / 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 history of the United States contains many examples of people asking these questions."

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: "Some of the most important changes begin with a question."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

➔ 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 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: across more than 200 years, Americans have repeatedly asked questions that led to real change." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change."



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 "From Protest to Participation".

- (1) The history of the United States contains many examples of people asking these questions.
- (2) This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change.

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

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 5 holds **9** habits.

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

WHERE IT APPEARS: “From Protest to Participation”, 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: "Some of the most important changes begin with a question."

B: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same."

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.

"Some of the most important changes begin with a question." (This is different from staying silent, because asking a question can begin a big change while silence keeps things the same. / 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: "Some of the most important changes begin with a question."

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 of the most important changes begin with a question."

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
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from staying silent, because asking a question can begin a big change while silence keeps things the same." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 36 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 staying silent, because asking a question can begin a big change while silence keeps things the same." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same."



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 "From Protest to Participation".

- (1) Some of the most important changes begin with a question.
- (2) This is different from staying silent, because asking a question can begin a big change while silence keeps things the same.

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.