

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “Looking Back to Move Forward”, right after you give your evidence.

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

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WHAT DOES THIS MEAN TO ME?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with an Example

🕒 ~5 min

" " = say word-for-word • ➔ = teacher direction (do not read aloud)

“Great writers do more than drop in a quote. They explain it, so the reader knows exactly what it means and why it matters.”

➔Read the standard aloud, then point to the explanation scaffold on the cover.

“This week our DEEP FACTS habit is an example. The standard says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.”

➔Preview the five days, **NOTICE, CHOOSE, SHOW, OWN, DEFEND**, so students see the week's path.

“Every day we will explain a piece of evidence so it proves our point, starting with the signal word THIS.”

NOTE: This week: Explaining with an Example. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “A Promise Written Long Ago”

(12)(B) • Explaining with an Example • Sheet 6 of 36 • Cluster 1

Standards Sweep EXPLANATION Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Looking Back to Move Forward"

THE STANDARD

EXAMPLE FROM THE PASSAGE

(12)(B)

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

Evidence: "During the Renaissance, some people believed that citizens should have a voice." →
Explanation: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."

Uses the Comparison and Contrast habit and begins with THIS.

MY OWN EXAMPLE: