

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 Recess Question”, 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: "A light wind moved through the trees beside the fence."

B: "This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess."

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.

"A light wind moved through the trees beside the fence." (This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess. / 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: "A light wind moved through the trees beside the fence."

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: "Chairs scooted back, and sneakers hurried across the floor."

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 day was calm and quiet, which helps the reader picture the peaceful moment before recess." <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 day was calm and quiet, which helps the reader picture the peaceful moment before recess." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess."



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 Recess Question".

(1) A light wind moved through the trees beside the fence.

(2) This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess.

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?

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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 Recess Question”, 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: "Chairs scooted back, and sneakers hurried across the floor."

B: "This shows the students were excited to get outside, because they moved quickly the moment recess began."

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.

"Chairs scooted back, and sneakers hurried across the floor." (This shows the students were excited to get outside, because they moved quickly the moment recess began. / 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: "Chairs scooted back, and sneakers hurried across the floor."

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: "The map showed large rivers, including the Mississippi and Ohio Rivers."

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 students were excited to get outside, because they moved quickly the moment recess began." <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.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows the students were excited to get outside, because they moved quickly the moment recess began." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the students were excited to get outside, because they moved quickly the moment recess began."



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 Recess Question".

(1) Chairs scooted back, and sneakers hurried across the floor.

(2) This shows the students were excited to get outside, because they moved quickly the moment recess began.

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?

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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 Mystery of the Traveling Shell”, right after you give your evidence.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "The map showed large rivers, including the Mississippi and Ohio Rivers."

B: "This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the sentence that explains it.

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

"The map showed large rivers, including the Mississippi and Ohio Rivers." (This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery. / That part is already in the passage.)

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

Detail: "The map showed large rivers, including the Mississippi and Ohio Rivers."

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: "The shell came from a coastal area, but Poverty Point was inland."

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 rivers could have carried the shell far from the coast, which is an important clue in the mystery." <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.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery."



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 Mystery of the Traveling Shell".

- (1) The map showed large rivers, including the Mississippi and Ohio Rivers.
- (2) This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery.

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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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 Mystery of the Traveling Shell”, right after you give your evidence.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "The shell came from a coastal area, but Poverty Point was inland."

B: "This shows the shell did not get there on its own, so people must have carried it far from the coast."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the sentence that explains it.

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

"The shell came from a coastal area, but Poverty Point was inland." (This shows the shell did not get there on its own, so people must have carried it far from the coast. / That part is already in the passage.)

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

Detail: "The shell came from a coastal area, but Poverty Point was inland."

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: "The shell came from a coastal area, but Poverty Point was inland."

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 shell did not get there on its own, so people must have carried it far from the coast." <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 shell did not get there on its own, so people must have carried it far from the coast." explains the detail clearly. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows the shell did not get there on its own, so people must have carried it far from the coast."



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 Mystery of the Traveling Shell".

- (1) The shell came from a coastal area, but Poverty Point was inland.
- (2) This shows the shell did not get there on its own, so people must have carried it far from the coast.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “The Pilgrims Chose Plymouth”, 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: "Winter was coming, and the Pilgrims needed to build shelters quickly."

B: "This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived."

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.

"Winter was coming, and the Pilgrims needed to build shelters quickly." (This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived. / 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: "Winter was coming, and the Pilgrims needed to build shelters quickly."

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 Pilgrims explored the land and found an area called Plymouth."

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 shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived." <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 a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "The Pilgrims Chose Plymouth".

- (1) Winter was coming, and the Pilgrims needed to build shelters quickly.
- (2) This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “The Pilgrims Chose Plymouth”, 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 Pilgrims explored the land and found an area called Plymouth."

B: "This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live."

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 Pilgrims explored the land and found an area called Plymouth." (This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live. / 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 Pilgrims explored the land and found an area called Plymouth."

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: "They started constructing small homes and gathering wood for fires."

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 good place to settle, because Plymouth had what the Pilgrims needed to live." <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 good place to settle, because Plymouth had what the Pilgrims needed to live." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "The Pilgrims Chose Plymouth".

- (1) The Pilgrims explored the land and found an area called Plymouth.
- (2) This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “The Pilgrims Chose Plymouth”, 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: "They started constructing small homes and gathering wood for fires."

B: "This reminds me of families working together to get ready for winter, each person doing an important job."

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.

"They started constructing small homes and gathering wood for fires." (This reminds me of families working together to get ready for winter, each person doing an important job. / 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: "They started constructing small homes and gathering wood for fires."

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: "There was also fresh water and land where crops could grow."

I CAN I can write story explanation myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

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

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

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of families working together to get ready for winter, each person doing an important job." <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 families working together to get ready for winter, each person doing an important job." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of families working together to get ready for winter, each person doing an important job."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "The Pilgrims Chose Plymouth".

- (1) They started constructing small homes and gathering wood for fires.
- (2) This reminds me of families working together to get ready for winter, each person doing an important job.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “The Pilgrims Chose Plymouth”, 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: "There was also fresh water and land where crops could grow."

B: "This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food."

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.

"There was also fresh water and land where crops could grow." (This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food. / 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: "There was also fresh water and land where crops could grow."

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: "There was also fresh water and land where crops could grow."

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 natural resource is something from nature that people use, like the water and land the Pilgrims needed for food." <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, 8 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 8 of 36

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

Slide 8 of 10



NOTICE

Monday

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



CHOOSE

Tuesday

"This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "The Pilgrims Chose Plymouth".

(1) There was also fresh water and land where crops could grow.

(2) This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Laura Ingalls Wilder”, 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: "She wanted people to understand what life was like for families living long ago."

B: "This shows one example of her purpose as a writer, because she wrote so readers could picture the past."

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.

"She wanted people to understand what life was like for families living long ago." (This shows one example of her purpose as a writer, because she wrote so readers could picture the past. / 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: "She wanted people to understand what life was like for families living long ago."

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: "These books told stories about her life and her family."

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 her purpose as a writer, because she wrote so readers could picture the past." <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, 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 shows one example of her purpose as a writer, because she wrote so readers could picture the past." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of her purpose as a writer, because she wrote so readers could picture the past."



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 "Laura Ingalls Wilder".

- (1) She wanted people to understand what life was like for families living long ago.
- (2) This shows one example of her purpose as a writer, because she wrote so readers could picture the past.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Laura Ingalls Wilder”, 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: "These books told stories about her life and her family."

B: "This reminds me of listening to a grandparent share memories, which makes history feel real and close."

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.

"These books told stories about her life and her family." (This reminds me of listening to a grandparent share memories, which makes history feel real and close. / 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: "These books told stories about her life and her family."

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: "People could picture the wide fields, the small homes, and the busy days on the farm."

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 listening to a grandparent share memories, which makes history feel real and close." <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, 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 reminds me of listening to a grandparent share memories, which makes history feel real and close." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of listening to a grandparent share memories, which makes history feel real and close."



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 "Laura Ingalls Wilder".

- (1) These books told stories about her life and her family.
- (2) This reminds me of listening to a grandparent share memories, which makes history feel real and close.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Laura Ingalls Wilder”, 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: "People could picture the wide fields, the small homes, and the busy days on the farm."

B: "This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes."

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.

"People could picture the wide fields, the small homes, and the busy days on the farm." (This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes. / 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: "People could picture the wide fields, the small homes, and the busy days on the farm."

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: "Today, Laura Ingalls Wilder is remembered as an important author."

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 vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes." <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, 11 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes."



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 "Laura Ingalls Wilder".

- (1) People could picture the wide fields, the small homes, and the busy days on the farm.
- (2) This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Laura Ingalls Wilder”, 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: "Today, Laura Ingalls Wilder is remembered as an important author."

B: "This shows one example of why she matters, because people still read and remember her books today."

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.

"Today, Laura Ingalls Wilder is remembered as an important author." (This shows one example of why she matters, because people still read and remember her books today. / 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: "Today, Laura Ingalls Wilder is remembered as an important author."

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: "Today, Laura Ingalls Wilder is remembered as an important author."

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 why she matters, because people still read and remember her books today." <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, 12 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows one example of why she matters, because people still read and remember her books today." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of why she matters, because people still read and remember her books today."



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 "Laura Ingalls Wilder".

- (1) Today, Laura Ingalls Wilder is remembered as an important author.
(2) This shows one example of why she matters, because people still read and remember her books today.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Why We Need Laws”, 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: "So people gathered, searching for a way to write fair rules that everyone would obey."

B: "This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all."

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.

"So people gathered, searching for a way to write fair rules that everyone would obey." (This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all. / 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: "So people gathered, searching for a way to write fair rules that everyone would obey."

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: "With laws to guide what people say and do, communities could grow more safe and true."

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 class meeting where everyone helps make the rules, so the rules feel fair to all." <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, 13 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all."



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 "Why We Need Laws".

- (1) So people gathered, searching for a way to write fair rules that everyone would obey.
(2) This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Why We Need Laws”, 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: "With laws to guide what people say and do, communities could grow more safe and true."

B: "This means a law is a rule everyone must follow, which helps a community stay safe and 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.

"With laws to guide what people say and do, communities could grow more safe and true." (This means a law is a rule everyone must follow, which helps a community stay safe and 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: "With laws to guide what people say and do, communities could grow more safe and true."

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 took more food while others had too little."

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 law is a rule everyone must follow, which helps a community stay safe and 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 law is a rule everyone must follow, which helps a community stay safe and fair." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a law is a rule everyone must follow, which helps a community stay safe and 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 "Why We Need Laws".

(1) With laws to guide what people say and do, communities could grow more safe and true.

(2) This means a law is a rule everyone must follow, which helps a community stay safe and 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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Why We Need Laws”, 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 took more food while others had too little."

B: "This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix."

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 took more food while others had too little." (This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix. / 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 took more food while others had too little."

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: "So people gathered, searching for a way to write fair rules that everyone would obey."

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 an unfair problem, which is exactly the kind of trouble that fair laws can fix." <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 an unfair problem, which is exactly the kind of trouble that fair laws can fix." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix."



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 "Why We Need Laws".

- (1) Some took more food while others had too little.
- (2) This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Why We Need Laws”, 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: "So people gathered, searching for a way to write fair rules that everyone would obey."

B: "This reminds me of neighbors coming together to solve a problem, working as a team to make things fair."

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.

"So people gathered, searching for a way to write fair rules that everyone would obey." (This reminds me of neighbors coming together to solve a problem, working as a team to make things fair. / 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: "So people gathered, searching for a way to write fair rules that everyone would obey."

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: "So people gathered, searching for a way to write fair rules that everyone would obey."

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 neighbors coming together to solve a problem, working as a team to make things fair." <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 neighbors coming together to solve a problem, working as a team to make things fair." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of neighbors coming together to solve a problem, working as a team to make things fair."



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 "Why We Need Laws".

- (1) So people gathered, searching for a way to write fair rules that everyone would obey.
(2) This reminds me of neighbors coming together to solve a problem, working as a team to make things fair.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Benjamin Franklin and Electricity”, 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: "Franklin learned that metal could conduct electricity."

B: "This means to conduct electricity is to carry it along, and Franklin learned that metal can do this."

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.

"Franklin learned that metal could conduct electricity." (This means to conduct electricity is to carry it along, and Franklin learned that metal can do this. / 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: "Franklin learned that metal could conduct electricity."

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: "This invention helped protect homes, barns, and churches from fires caused by lightning."

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 conduct electricity is to carry it along, and Franklin learned that metal can do this." <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, 17 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 conduct electricity is to carry it along, and Franklin learned that metal can do this." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means to conduct electricity is to carry it along, and Franklin learned that metal can do this."



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 "Benjamin Franklin and Electricity".

(1) Franklin learned that metal could conduct electricity.

(2) This means to conduct electricity is to carry it along, and Franklin learned that metal can do this.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Benjamin Franklin and Electricity”, 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: "This invention helped protect homes, barns, and churches from fires caused by lightning."

B: "This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches."

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.

"This invention helped protect homes, barns, and churches from fires caused by lightning." (This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches. / 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: "This invention helped protect homes, barns, and churches from fires caused by lightning."

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: "One of Franklin's most famous inventions was the lightning rod."

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 the lightning rod helped people, because it protected homes, barns, and churches." <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, 18 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches."



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 "Benjamin Franklin and Electricity".

- (1) This invention helped protect homes, barns, and churches from fires caused by lightning.
- (2) This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Benjamin Franklin and Electricity”, 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: "One of Franklin's most famous inventions was the lightning rod."

B: "This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting."

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.

"One of Franklin's most famous inventions was the lightning rod." (This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting. / 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: "One of Franklin's most famous inventions was the lightning rod."

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: "Franklin's curiosity and problem, solving ideas helped make communities safer."

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 an inventor testing an idea until it works, the way Franklin kept experimenting." <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, 19 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting."



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 "Benjamin Franklin and Electricity".

(1) One of Franklin's most famous inventions was the lightning rod.

(2) This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Benjamin Franklin and Electricity”, 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: "Franklin's curiosity and problem, solving ideas helped make communities safer."

B: "This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer."

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.

"Franklin's curiosity and problem, solving ideas helped make communities safer." (This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer. / 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: "Franklin's curiosity and problem, solving ideas helped make communities safer."

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: "Franklin's curiosity and problem, solving ideas helped make communities safer."

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 problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer." <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, 20 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 20 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 problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer."



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 "Benjamin Franklin and Electricity".

- (1) Franklin's curiosity and problem, solving ideas helped make communities safer.
- (2) This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Henry Ford: Visionary of Travel”, 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: "In 1903, Henry Ford started the Ford Motor Company."

B: "This shows one example of a big first step, because starting the company let Ford build cars for many people."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the explanation that uses an example.

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

"In 1903, Henry Ford started the Ford Motor Company." (This shows one example of a big first step, because starting the company let Ford build cars for many people. / That part is already in the passage.)

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

Evidence: "In 1903, Henry Ford started the Ford Motor Company."

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: "Henry Ford introduced a new way of building cars called the moving assembly line."

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 big first step, because starting the company let Ford build cars for many people." <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, 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 shows one example of a big first step, because starting the company let Ford build cars for many people." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of a big first step, because starting the company let Ford build cars for many people."



OWN

Thursday

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



DEFEND

Friday

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

Read this part of a student's response about "Henry Ford: Visionary of Travel".

(1) In 1903, Henry Ford started the Ford Motor Company.

(2) This shows one example of a big first step, because starting the company let Ford build cars for many people.

Which sentence explains the evidence with an example?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

Correct answer: B Sentence 2

WHY THIS IS CORRECT

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

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

In Grade 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Henry Ford: Visionary of Travel”, 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: "Henry Ford introduced a new way of building cars called the moving assembly line."

B: "This reminds me of a team passing a job along, each worker adding one part until the car is finished."

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.

"Henry Ford introduced a new way of building cars called the moving assembly line." (This reminds me of a team passing a job along, each worker adding one part until the car is finished. / 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: "Henry Ford introduced a new way of building cars called the moving assembly line."

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: "He created the Model T, a car that was strong, simple, and affordable."

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 team passing a job along, each worker adding one part until the car is finished." <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, 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 reminds me of a team passing a job along, each worker adding one part until the car is finished." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a team passing a job along, each worker adding one part until the car is finished."



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 "Henry Ford: Visionary of Travel".

- (1) Henry Ford introduced a new way of building cars called the moving assembly line.
- (2) This reminds me of a team passing a job along, each worker adding one part until the car is finished.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Henry Ford: Visionary of Travel”, 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: "He created the Model T, a car that was strong, simple, and affordable."

B: "This means affordable is a price most people can pay, which is why so many families could buy the Model T."

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.

"He created the Model T, a car that was strong, simple, and affordable." (This means affordable is a price most people can pay, which is why so many families could buy the Model T. / 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: "He created the Model T, a car that was strong, simple, and affordable."

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: "At that time, most people traveled by horse and wagon."

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 affordable is a price most people can pay, which is why so many families could buy the Model T." <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 affordable is a price most people can pay, which is why so many families could buy the Model T." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means affordable is a price most people can pay, which is why so many families could buy the Model T."



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 "Henry Ford: Visionary of Travel".

(1) He created the Model T, a car that was strong, simple, and affordable.

(2) This means affordable is a price most people can pay, which is why so many families could buy the Model T.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Henry Ford: Visionary of Travel”, 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: "At that time, most people traveled by horse and wagon."

B: "This shows one example of life before cars, which helps the reader see how much Ford changed travel."

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.

"At that time, most people traveled by horse and wagon." (This shows one example of life before cars, which helps the reader see how much Ford changed travel. / 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: "At that time, most people traveled by horse and wagon."

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: "At that time, most people traveled by horse and wagon."

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 life before cars, which helps the reader see how much Ford changed travel." <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 life before cars, which helps the reader see how much Ford changed travel." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of life before cars, which helps the reader see how much Ford changed travel."



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 "Henry Ford: Visionary of Travel".

(1) At that time, most people traveled by horse and wagon.

(2) This shows one example of life before cars, which helps the reader see how much Ford changed travel.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Crash”, 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: "Amina took a deep breath and raised her hand."

B: "This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up."

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.

"Amina took a deep breath and raised her hand." (This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up. / 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: "Amina took a deep breath and raised her hand."

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: "Amina felt proud because her honesty helped make things right."

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 moment when doing the right thing feels scary, and you take a breath before you speak up." <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 moment when doing the right thing feels scary, and you take a breath before you speak up." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up."



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 "Crash".

(1) Amina took a deep breath and raised her hand.

(2) This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Crash”, 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: "Amina felt proud because her honesty helped make things right."

B: "This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right."

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.

"Amina felt proud because her honesty helped make things right." (This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right. / 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: "Amina felt proud because her honesty helped make things right."

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: "Mrs. Ramirez smiled kindly and thanked Amina for telling the truth."

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 honesty is telling the truth even when it is hard, and Amina's honesty helped make things right." <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, 26 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 26 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 honesty is telling the truth even when it is hard, and Amina's honesty helped make things right." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right."



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 "Crash".

(1) Amina felt proud because her honesty helped make things right.

(2) This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Crash”, 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: "Mrs. Ramirez smiled kindly and thanked Amina for telling the truth."

B: "This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth."

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.

"Mrs. Ramirez smiled kindly and thanked Amina for telling the truth." (This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth. / 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: "Mrs. Ramirez smiled kindly and thanked Amina for telling the truth."

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: "Everyone turned to look at the broken jar."

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 honesty is rewarded, because the teacher thanked Amina for telling the truth." <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, 27 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth."



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 "Crash".

- (1) Mrs. Ramirez smiled kindly and thanked Amina for telling the truth.
- (2) This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “Crash”, 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: "Everyone turned to look at the broken jar."

B: "This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do 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.

"Everyone turned to look at the broken jar." (This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do 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: "Everyone turned to look at the broken jar."

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: "Everyone turned to look at the broken jar."

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 the quiet moment when everyone notices a mistake, and you must decide what to do 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, 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 reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do next." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do 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 "Crash".

(1) Everyone turned to look at the broken jar.

(2) This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do 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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “MLK - A Dream Can Grow”, 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: "It moves through classrooms, homes, and towns, and lifts our hearts when we feel down."

B: "This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns."

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.

"It moves through classrooms, homes, and towns, and lifts our hearts when we feel down." (This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns. / 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: "It moves through classrooms, homes, and towns, and lifts our hearts when we feel down."

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: "A voice can speak, a child can hear, and suddenly the dream feels near."

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 dream here is a big hope shared by many, one that travels through classrooms, homes, and towns." <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, 29 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 29 of 36

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

Slide 8 of 10



NOTICE

Monday

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



CHOOSE

Tuesday

"This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns."



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 "MLK - A Dream Can Grow".

(1) It moves through classrooms, homes, and towns, and lifts our hearts when we feel down.

(2) This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “MLK - A Dream Can Grow”, 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: "A voice can speak, a child can hear, and suddenly the dream feels near."

B: "This shows one example of how a dream spreads, because one voice sharing it can reach a listening child."

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.

"A voice can speak, a child can hear, and suddenly the dream feels near." (This shows one example of how a dream spreads, because one voice sharing it can reach a listening child. / 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: "A voice can speak, a child can hear, and suddenly the dream feels near."

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: "Together we can help it grow by sharing kindness as we go."

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 a dream spreads, because one voice sharing it can reach a listening child." <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, 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 shows one example of how a dream spreads, because one voice sharing it can reach a listening child." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of how a dream spreads, because one voice sharing it can reach a listening child."



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 "MLK - A Dream Can Grow".

(1) A voice can speak, a child can hear, and suddenly the dream feels near.

(2) This shows one example of how a dream spreads, because one voice sharing it can reach a listening child.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “MLK - A Dream Can Grow”, 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: "Together we can help it grow by sharing kindness as we go."

B: "This reminds me of small kind acts adding up, the way a class can make a big change by helping each other."

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.

"Together we can help it grow by sharing kindness as we go." (This reminds me of small kind acts adding up, the way a class can make a big change by helping each other. / 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: "Together we can help it grow by sharing kindness as we go."

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 future waits for what we do, for dreams need helping hands too."

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 small kind acts adding up, the way a class can make a big change by helping each other." <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, 31 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This reminds me of small kind acts adding up, the way a class can make a big change by helping each other." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of small kind acts adding up, the way a class can make a big change by helping each other."



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 "MLK - A Dream Can Grow".

(1) Together we can help it grow by sharing kindness as we go.

(2) This reminds me of small kind acts adding up, the way a class can make a big change by helping each other.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “MLK - A Dream Can Grow”, 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 future waits for what we do, for dreams need helping hands too."

B: "This means helping hands are people who take action, and the poem says dreams need people to make them real."

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 future waits for what we do, for dreams need helping hands too." (This means helping hands are people who take action, and the poem says dreams need people to make them real. / 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 future waits for what we do, for dreams need helping hands too."

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 future waits for what we do, for dreams need helping hands too."

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 helping hands are people who take action, and the poem says dreams need people to make them real." <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.

ANSWERS, Across the Five Thinking Levels

SHEET 32 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 helping hands are people who take action, and the poem says dreams need people to make them real." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means helping hands are people who take action, and the poem says dreams need people to make them real."



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 "MLK - A Dream Can Grow".

- (1) The future waits for what we do, for dreams need helping hands too.
(2) This means helping hands are people who take action, and the poem says dreams need people to make them real.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “A Place to Grow”, 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: "Water is one of the first resources people need when deciding where to live."

B: "This shows one example of a resource a community needs, because people must have water before they can settle."

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.

"Water is one of the first resources people need when deciding where to live." (This shows one example of a resource a community needs, because people must have water before they can settle. / 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: "Water is one of the first resources people need when deciding where to live."

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: "People have had to ask important questions before a community could grow."

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 resource a community needs, because people must have water before they can settle." <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 a resource a community needs, because people must have water before they can settle." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of a resource a community needs, because people must have water before they can settle."



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 Place to Grow".

- (1) Water is one of the first resources people need when deciding where to live.
- (2) This shows one example of a resource a community needs, because people must have water before they can settle.

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 3 I focus on the three most concrete: **Definition, Example, and Story**. 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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “A Place to Grow”, 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: "People have had to ask important questions before a community could grow."

B: "This reminds me of settlers studying the land and asking whether it has what they need to build a home."

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.

"People have had to ask important questions before a community could grow." (This reminds me of settlers studying the land and asking whether it has what they need to build a home. / 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: "People have had to ask important questions before a community could grow."

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: "Every community begins in a place."

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 settlers studying the land and asking whether it has what they need to build a home." <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 settlers studying the land and asking whether it has what they need to build a home." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This reminds me of settlers studying the land and asking whether it has what they need to build a home."



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 Place to Grow".

- (1) People have had to ask important questions before a community could grow.
- (2) This reminds me of settlers studying the land and asking whether it has what they need to build a home.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “A Place to Grow”, 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: "Every community begins in a place."

B: "This means a community is a group of people living together in one place, and every community starts somewhere."

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.

"Every community begins in a place." (This means a community is a group of people living together in one place, and every community starts somewhere. / 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: "Every community begins in a place."

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 answers have been different in different places."

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 community is a group of people living together in one place, and every community starts somewhere." <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, 35 of 36, and complete the (12)(B) row.

ANSWERS, Across the Five Thinking Levels

SHEET 35 of 36

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

Slide 8 of 10



NOTICE

Monday

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



CHOOSE

Tuesday

"This means a community is a group of people living together in one place, and every community starts somewhere." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This means a community is a group of people living together in one place, and every community starts somewhere."



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 Place to Grow".

(1) Every community begins in a place.

(2) This means a community is a group of people living together in one place, and every community starts somewhere.

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 3 I focus on the three most concrete: **Definition, Example, and Story**.

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 3: **Definition, Example, Story**.

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

WHERE IT APPEARS: “A Place to Grow”, 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 answers have been different in different places."

B: "This shows one example of how place shapes choices, because different lands lead people to make different decisions."

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 answers have been different in different places." (This shows one example of how place shapes choices, because different lands lead people to make different decisions. / 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 answers have been different in different places."

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 answers have been different in different places."

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 place shapes choices, because different lands lead people to make different decisions." <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, 36 of 36, and complete the (12)(B) row.



NOTICE

Monday

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



CHOOSE

Tuesday

"This shows one example of how place shapes choices, because different lands lead people to make different decisions." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

Sample: "This shows one example of how place shapes choices, because different lands lead people to make different decisions."



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 Place to Grow".

- (1) The answers have been different in different places.
- (2) This shows one example of how place shapes choices, because different lands lead people to make different decisions.

Which sentence explains the evidence with an example?

A Sentence 1

B Sentence 2

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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.

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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.