

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
How to Explain Your Thinking

⌚ ~5 min

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

“Great writers do more than give a detail. They explain it, so the reader knows what it means and why it matters.”

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

“This week our explaining skill is how to explain your thinking. The standard says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.”

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

“Every day we will explain a detail so it proves our point, starting with a signal like This shows or This means.”

NOTE: This week: How to Explain Your Thinking. Use the standard and the five day roadmap above.

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Recess Question”

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare



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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

▶Have students point to the sentence that explains the detail, not the one that only repeats it.

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

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the sentence that explains it."

►Read the task: *With support, choose the sentence that explains the detail by telling what it means.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

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POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the detail. Tell what it shows and why it matters.*

"Read this with me: Detail: 'A light wind moved through the trees beside the fence.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶Read the task: Write your own explanation for this detail. Start with This shows or This means.

"Read this with me: Detail: 'Chairs scooted back, and sneakers hurried across the floor.'"

▶No word bank today. Students write their own explanation, then reread to check it explains the detail.

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

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your explanation is clear and complete. Then explain a detail from your own writing.*

"Read this with me: Explain how your sentence helped the reader. Then try an explanation in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • How to Explain Your Thinking • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

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POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Explanation row on your Standards Sweep Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a detail from the passage, then explain what it shows and why it matters.”

ANSWER KEY: "This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess." The explanation tells what the detail shows and why it matters.

(12)(B) · How to Explain Your Thinking · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It tells what the detail shows. A only repeats the detail. CHOOSE: "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: Sample: "This shows the day was calm and quiet, which helps the reader picture the peaceful moment before recess." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

(12)(B) · How to Explain Your Thinking · Sheet 1 of 36 · Prepare

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the detail by telling what it shows?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · How to Explain Your Thinking · Sheet 1 of 36 · Prepare

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the detail, it tells what the detail shows and why it matters.*

ANSWER KEY: 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.

(12)(B) · How to Explain Your Thinking · Sheet 1 of 36 · Prepare

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
How to Explain Your Thinking

⌚ ~5 min

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

"Great writers do more than give a detail. They explain it, so the reader knows what it means and why it matters."

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

"This week our explaining skill is how to explain your thinking. The standard says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft."

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

"Every day we will explain a detail so it proves our point, starting with a signal like This shows or This means."

NOTE: This week: How to Explain Your Thinking. Use the standard and the five day roadmap above.

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage "The Recess Question"

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

⌚ ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

▶*Read the task: Read the two sentences. One just repeats the detail. One explains it by telling what it shows.*

"Read this with me: 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.'"

▶*Have students point to the sentence that explains the detail, not the one that only repeats it.*

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

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Prepare • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the sentence that explains it."

►Read the task: *With support, choose the sentence that explains the detail by telling what it means.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the detail. Tell what it shows and why it matters.*

"Read this with me: Detail: 'Chairs scooted back, and sneakers hurried across the floor.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

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POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶Read the task: Write your own explanation for this detail. Start with This shows or This means.

"Read this with me: Detail: 'The map showed large rivers, including the Mississippi and Ohio Rivers.'"

▶No word bank today. Students write their own explanation, then reread to check it explains the detail.

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

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your explanation is clear and complete. Then explain a detail from your own writing.*

"Read this with me: Explain how your sentence helped the reader. Then try an explanation in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • How to Explain Your Thinking • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

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'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Explanation row on your Standards Sweep Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a detail from the passage, then explain what it shows and why it matters.”

ANSWER KEY: "This shows the students were excited to get outside, because they moved quickly the moment recess began." The explanation tells what the detail shows and why it matters.

(12)(B) · How to Explain Your Thinking · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It tells what the detail shows. A only repeats the detail. CHOOSE: "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: Sample: "This shows the students were excited to get outside, because they moved quickly the moment recess began." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

(12)(B) · How to Explain Your Thinking · Sheet 2 of 36 · Prepare

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Show what you know. Which sentence explains the detail by telling what it shows?”

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · How to Explain Your Thinking · Sheet 2 of 36 · Prepare

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

‘Could both be right?’ Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the detail, it tells what the detail shows and why it matters.*

ANSWER KEY: 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.

(12)(B) · How to Explain Your Thinking · Sheet 2 of 36 · Prepare

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 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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
How to Explain Your Thinking

⌚ ~5 min

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

“Great writers do more than give a detail. They explain it, so the reader knows what it means and why it matters.”

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

“This week our explaining skill is how to explain your thinking. The standard says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.”

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

“Every day we will explain a detail so it proves our point, starting with a signal like This shows or This means.”

NOTE: This week: How to Explain Your Thinking. Use the standard and the five day roadmap above.

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Mystery of the Traveling Shell”

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare



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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the detail. One explains it by telling what it shows.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the detail, not the one that only repeats it.*

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

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the sentence that explains it."

▶*Read the task: With support, choose the sentence that explains the detail by telling what it means.*

"Read this with me: '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.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the detail. Tell what it shows and why it matters.*

"Read this with me: Detail: 'The map showed large rivers, including the Mississippi and Ohio Rivers.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶Read the task: Write your own explanation for this detail. Start with This shows or This means.

"Read this with me: Detail: 'The shell came from a coastal area, but Poverty Point was inland.'"

▶No word bank today. Students write their own explanation, then reread to check it explains the detail.

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

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your explanation is clear and complete. Then explain a detail from your own writing.*

"Read this with me: Explain how your sentence helped the reader. Then try an explanation in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • How to Explain Your Thinking • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Explanation row on your Standards Sweep Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a detail from the passage, then explain what it shows and why it matters.”

ANSWER KEY: "This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery." The explanation tells what the detail shows and why it matters.

(12)(B) · How to Explain Your Thinking · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It tells what the detail shows. A only repeats the detail. CHOOSE: "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: Sample: "This shows the rivers could have carried the shell far from the coast, which is an important clue in the mystery." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

(12)(B) · How to Explain Your Thinking · Sheet 3 of 36 · Prepare

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the detail by telling what it shows?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · How to Explain Your Thinking · Sheet 3 of 36 · Prepare

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ➤ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

➤*Explain why: Sentence 2 explains the detail, it tells what the detail shows and why it matters.*

ANSWER KEY: 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.

(12)(B) · How to Explain Your Thinking · Sheet 3 of 36 · Prepare

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 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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
How to Explain Your Thinking

⌚ ~5 min

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

“Great writers do more than give a detail. They explain it, so the reader knows what it means and why it matters.”

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

“This week our explaining skill is how to explain your thinking. The standard says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.”

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

“Every day we will explain a detail so it proves our point, starting with a signal like This shows or This means.”

NOTE: This week: How to Explain Your Thinking. Use the standard and the five day roadmap above.

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Mystery of the Traveling Shell”

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

▶*Read the task: Read the two sentences. One just repeats the detail. One explains it by telling what it shows.*

"Read this with me: 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.'"

▶*Have students point to the sentence that explains the detail, not the one that only repeats it.*

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

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the sentence that explains it."

➔*Read the task: With support, choose the sentence that explains the detail by telling what it means.*

"Read this with me: '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.)"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the detail. Tell what it shows and why it matters.*

"Read this with me: Detail: 'The shell came from a coastal area, but Poverty Point was inland.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶Read the task: Write your own explanation for this detail. Start with This shows or This means.

"Read this with me: Detail: 'The shell came from a coastal area, but Poverty Point was inland.'"

▶No word bank today. Students write their own explanation, then reread to check it explains the detail.

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

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your explanation is clear and complete. Then explain a detail from your own writing.*

"Read this with me: Explain how your sentence helped the reader. Then try an explanation in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • How to Explain Your Thinking • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the detail means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the detail. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Explanation row on your Standards Sweep Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a detail from the passage, then explain what it shows and why it matters.”

ANSWER KEY: "This shows the shell did not get there on its own, so people must have carried it far from the coast." The explanation tells what the detail shows and why it matters.

(12)(B) · How to Explain Your Thinking · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It tells what the detail shows. A only repeats the detail. CHOOSE: "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: Sample: "This shows the shell did not get there on its own, so people must have carried it far from the coast." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

(12)(B) · How to Explain Your Thinking · Sheet 4 of 36 · Prepare

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the detail by telling what it shows?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · How to Explain Your Thinking · Sheet 4 of 36 · Prepare

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the detail, it tells what the detail shows and why it matters.*

ANSWER KEY: 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.

(12)(B) · How to Explain Your Thinking · Sheet 4 of 36 · Prepare

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “The Pilgrims Chose Plymouth”

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

⌚ ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'Winter was coming, and the Pilgrims needed to build shelters quickly.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

⌚ ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The Pilgrims explored the land and found an area called Plymouth.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Tracking Sheet

🕒 ~5 min

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

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived." The explanation uses a definition and begins with THIS.

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means a shelter is a safe place to live, and the Pilgrims needed one before the cold winter arrived." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with a Definition • Sheet 5 of 36 • Cluster 1

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 5 of 36 · Cluster 1

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 5 of 36 · Cluster 1

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “The Pilgrims Chose Plymouth”

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



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

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

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

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

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'The Pilgrims explored the land and found an area called Plymouth.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

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

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'They started constructing small homes and gathering wood for fires.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

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

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

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

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live." The explanation uses an example and begins with THIS.

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

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of a good place to settle, because Plymouth had what the Pilgrims needed to live." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

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

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

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

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

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

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “The Pilgrims Chose Plymouth”



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 1 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'They started constructing small homes and gathering wood for fires.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'There was also fresh water and land where crops could grow.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Tracking Sheet

⌚ ~5 min

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

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of families working together to get ready for winter, each person doing an important job." The explanation uses story and begins with THIS.

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of families working together to get ready for winter, each person doing an important job." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 7 of 36 • Cluster 1

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 7 of 36 · Cluster 1

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 7 of 36 · Cluster 1

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

🕒 ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “The Pilgrims Chose Plymouth”

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 1 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'There was also fresh water and land where crops could grow.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'There was also fresh water and land where crops could grow.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means a natural resource is something from nature that people use, like the water and land the Pilgrims needed for food." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with a Definition • Sheet 8 of 36 • Cluster 1

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 8 of 36 · Cluster 1

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 8 of 36 · Cluster 1

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Laura Ingalls Wilder”

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 2 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'She wanted people to understand what life was like for families living long ago.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'These books told stories about her life and her family.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of her purpose as a writer, because she wrote so readers could picture the past." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of her purpose as a writer, because she wrote so readers could picture the past." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 9 of 36 · Cluster 2

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 9 of 36 · Cluster 2

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 9 of 36 · Cluster 2

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**.

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

🕒 ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Laura Ingalls Wilder”

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 2 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'These books told stories about her life and her family.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'People could picture the wide fields, the small homes, and the busy days on the farm.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Tracking Sheet

⌚ ~5 min

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

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of listening to a grandparent share memories, which makes history feel real and close." The explanation uses story and begins with THIS.

(12)(B) • Explaining with Story • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of listening to a grandparent share memories, which makes history feel real and close." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 10 of 36 · Cluster 2

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 10 of 36 · Cluster 2

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 10 of 36 · Cluster 2

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Laura Ingalls Wilder”

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 2 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'People could picture the wide fields, the small homes, and the busy days on the farm.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Today, Laura Ingalls Wilder is remembered as an important author.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means vivid writing uses clear details, so readers can picture the fields, homes, and busy days she describes." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 11 of 36 · Cluster 2

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 11 of 36 · Cluster 2

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 11 of 36 · Cluster 2

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Laura Ingalls Wilder”

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 2 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'Today, Laura Ingalls Wilder is remembered as an important author.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Today, Laura Ingalls Wilder is remembered as an important author.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of why she matters, because people still read and remember her books today." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of why she matters, because people still read and remember her books today." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 12 of 36 · Cluster 2

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 12 of 36 · Cluster 2

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 12 of 36 · Cluster 2

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Why We Need Laws”

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'So people gathered, searching for a way to write fair rules that everyone would obey.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'With laws to guide what people say and do, communities could grow more safe and true.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of a class meeting where everyone helps make the rules, so the rules feel fair to all." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 13 of 36 • Cluster 3

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 13 of 36 · Cluster 3

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 13 of 36 · Cluster 3

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Why We Need Laws”

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'With laws to guide what people say and do, communities could grow more safe and true.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This means a law is a rule everyone must follow, which helps a community stay safe and fair."

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Some took more food while others had too little.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means a law is a rule everyone must follow, which helps a community stay safe and fair." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means a law is a rule everyone must follow, which helps a community stay safe and fair." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Why We Need Laws”

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

⌚ ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'Some took more food while others had too little.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'So people gathered, searching for a way to write fair rules that everyone would obey.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of an unfair problem, which is exactly the kind of trouble that fair laws can fix." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Why We Need Laws”

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 3 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

⌚ ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'So people gathered, searching for a way to write fair rules that everyone would obey.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'So people gathered, searching for a way to write fair rules that everyone would obey.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Tracking Sheet

🕒 ~5 min

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

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of neighbors coming together to solve a problem, working as a team to make things fair." The explanation uses story and begins with THIS.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of neighbors coming together to solve a problem, working as a team to make things fair." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 16 of 36 · Cluster 3

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 16 of 36 · Cluster 3

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**.

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TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

🕒 ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Benjamin Franklin and Electricity”

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4



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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'Franklin learned that metal could conduct electricity.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

⌚ ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'This invention helped protect homes, barns, and churches from fires caused by lightning.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means to conduct electricity is to carry it along, and Franklin learned that metal can do this." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means to conduct electricity is to carry it along, and Franklin learned that metal can do this." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 17 of 36 · Cluster 4

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 17 of 36 · Cluster 4

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 17 of 36 · Cluster 4

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**.

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

🕒 ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Benjamin Franklin and Electricity”

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 4 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'This invention helped protect homes, barns, and churches from fires caused by lightning.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'One of Franklin's most famous inventions was the lightning rod.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of how the lightning rod helped people, because it protected homes, barns, and churches." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 18 of 36 · Cluster 4

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 18 of 36 · Cluster 4

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 18 of 36 · Cluster 4

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**.

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

🕒 ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Benjamin Franklin and Electricity”

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 4 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'One of Franklin's most famous inventions was the lightning rod.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Franklin's curiosity and problem, solving ideas helped make communities safer.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of an inventor testing an idea until it works, the way Franklin kept experimenting." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 19 of 36 · Cluster 4

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 19 of 36 · Cluster 4

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 19 of 36 · Cluster 4

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**.

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TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

🕒 ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Benjamin Franklin and Electricity”

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 4 • Module 4 • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'Franklin's curiosity and problem, solving ideas helped make communities safer.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

⌚ ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Franklin's curiosity and problem, solving ideas helped make communities safer.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means problem solving is using ideas to fix a real trouble, which is how Franklin made communities safer." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 20 of 36 · Cluster 4

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 20 of 36 · Cluster 4

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 20 of 36 · Cluster 4

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Henry Ford: Visionary of Travel”

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 5 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'In 1903, Henry Ford started the Ford Motor Company.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Henry Ford introduced a new way of building cars called the moving assembly line.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of a big first step, because starting the company let Ford build cars for many people." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of a big first step, because starting the company let Ford build cars for many people." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 21 of 36 · Cluster 5

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 21 of 36 · Cluster 5

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 21 of 36 · Cluster 5

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Henry Ford: Visionary of Travel”

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5



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.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 5 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'Henry Ford introduced a new way of building cars called the moving assembly line.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'He created the Model T, a car that was strong, simple, and affordable.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of a team passing a job along, each worker adding one part until the car is finished." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of a team passing a job along, each worker adding one part until the car is finished." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 22 of 36 · Cluster 5

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 22 of 36 · Cluster 5

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 22 of 36 · Cluster 5

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Henry Ford: Visionary of Travel”

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 5 • Module 3 • Tuesday



TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'He created the Model T, a car that was strong, simple, and affordable.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'At that time, most people traveled by horse and wagon.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means affordable is a price most people can pay, which is why so many families could buy the Model T." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means affordable is a price most people can pay, which is why so many families could buy the Model T." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 23 of 36 · Cluster 5

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 23 of 36 · Cluster 5

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 23 of 36 · Cluster 5

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Henry Ford: Visionary of Travel”

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 5 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'At that time, most people traveled by horse and wagon.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'At that time, most people traveled by horse and wagon.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of life before cars, which helps the reader see how much Ford changed travel." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of life before cars, which helps the reader see how much Ford changed travel." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 24 of 36 · Cluster 5

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 24 of 36 · Cluster 5

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 24 of 36 · Cluster 5

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Crash”

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➔*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'Amina took a deep breath and raised her hand.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Amina felt proud because her honesty helped make things right.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

🕒 ~3 min

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

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of a moment when doing the right thing feels scary, and you take a breath before you speak up." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 25 of 36 · Cluster 6

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 25 of 36 · Cluster 6

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “Crash”

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 6 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

▶*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'Amina felt proud because her honesty helped make things right.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Mrs. Ramirez smiled kindly and thanked Amina for telling the truth.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means honesty is telling the truth even when it is hard, and Amina's honesty helped make things right." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 26 of 36 · Cluster 6

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 26 of 36 · Cluster 6

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 26 of 36 · Cluster 6

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “Crash”

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

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

"Read this with me: 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.'"

►Have students point to the sentence that explains the evidence, not the one that only repeats it.

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

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

▶*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'Mrs. Ramirez smiled kindly and thanked Amina for telling the truth.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Everyone turned to look at the broken jar.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of how honesty is rewarded, because the teacher thanked Amina for telling the truth." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 27 of 36 · Cluster 6

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 27 of 36 · Cluster 6

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 27 of 36 · Cluster 6

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “Crash”

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

**"Read this with me: 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.'"**

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 6 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'Everyone turned to look at the broken jar.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Everyone turned to look at the broken jar.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do next." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of the quiet moment when everyone notices a mistake, and you must decide what to do next." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 28 of 36 · Cluster 6

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 28 of 36 · Cluster 6

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 28 of 36 · Cluster 6

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “MLK - A Dream Can Grow”

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'It moves through classrooms, homes, and towns, and lifts our hearts when we feel down.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

➔*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'A voice can speak, a child can hear, and suddenly the dream feels near.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • Your Turn • Tracking Sheet

🕒 ~5 min

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

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns." The explanation uses a definition and begins with THIS.

(12)(B) • Explaining with a Definition • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means a dream here is a big hope shared by many, one that travels through classrooms, homes, and towns." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 29 of 36 · Cluster 7

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 29 of 36 · Cluster 7

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 29 of 36 · Cluster 7

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “MLK - A Dream Can Grow”

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 7 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'A voice can speak, a child can hear, and suddenly the dream feels near.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Together we can help it grow by sharing kindness as we go.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of how a dream spreads, because one voice sharing it can reach a listening child." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of how a dream spreads, because one voice sharing it can reach a listening child." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 30 of 36 · Cluster 7

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 30 of 36 · Cluster 7

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 30 of 36 · Cluster 7

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “MLK - A Dream Can Grow”

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'Together we can help it grow by sharing kindness as we go.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The future waits for what we do, for dreams need helping hands too.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of small kind acts adding up, the way a class can make a big change by helping each other." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Answers • Five Thinking Levels

⌚ ~3 min

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

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of small kind acts adding up, the way a class can make a big change by helping each other." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 31 of 36 • Cluster 7

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 31 of 36 · Cluster 7

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 31 of 36 · Cluster 7

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “MLK - A Dream Can Grow”

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 7 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'The future waits for what we do, for dreams need helping hands too.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The future waits for what we do, for dreams need helping hands too.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means helping hands are people who take action, and the poem says dreams need people to make them real." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means helping hands are people who take action, and the poem says dreams need people to make them real." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “A Place to Grow”

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 8 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

▶*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'Water is one of the first resources people need when deciding where to live.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'People have had to ask important questions before a community could grow.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of a resource a community needs, because people must have water before they can settle." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of a resource a community needs, because people must have water before they can settle." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with Story slide deck • student Explanation Tracking Sheets • the passage “A Place to Grow”

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➤*Read the task: Read the two sentences. One just repeats the evidence. One explains it with story.*

"Read this with me: 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.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 8 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "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.

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

⌚ ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use story.*

"Read this with me: Evidence: 'People have had to ask important questions before a community could grow.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own story explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Every community begins in a place.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Story row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with story that starts with THIS.”

ANSWER KEY: "This reminds me of settlers studying the land and asking whether it has what they need to build a home." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶*Reveal each level's answer and compare it with students' responses.*

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This reminds me of settlers studying the land and asking whether it has what they need to build a home." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with a Definition

⌚ ~5 min

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

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

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

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

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

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

NOTE: This week: Explaining with a Definition. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with a Definition slide deck • student Explanation Tracking Sheets • the passage “A Place to Grow”

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with a definition.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

The Writing Academy®, LLC

Grade 3 • Cluster 8 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use a definition.*

"Read this with me: Evidence: 'Every community begins in a place.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The answers have been different in different places.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with a Definition • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Definition row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.”

ANSWER KEY: "This means a community is a group of people living together in one place, and every community starts somewhere." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our thinking across the five levels, from NOTICE to DEFEND.”

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This means a community is a group of people living together in one place, and every community starts somewhere." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 35 of 36 · Cluster 8

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 35 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: 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.

(12)(B) · Explaining with a Definition · Sheet 35 of 36 · Cluster 8

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**.

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the Explaining with an Example slide deck • student Explanation Tracking Sheets • the passage “A Place to Grow”

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8



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.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY • Foundational (Beginning)

🕒 ~4 min

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

"Today our thinking job is NOTICE. Which sentence is the explanation?"

➔*Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.*

"Read this with me: 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.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

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

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

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.

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Grade 3 • Cluster 8 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: '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.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "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.

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



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.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY • Visible (Engaging)

🕒 ~4 min

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

"Today our thinking job is SHOW. Show the explanation."

➔*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'The answers have been different in different places.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

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

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



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.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

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

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own example explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The answers have been different in different places.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

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

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



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.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

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

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

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

(12)(B) • Explaining with an Example • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now open your Explanation Tracking Sheet. Complete the Example row on your DEEP FACTS Tracking Sheet.”

▶ *Model the example from the passage, then have students write their own in the response box.*

“Write a piece of evidence from the passage, then explain it with an example that starts with THIS.”

ANSWER KEY: "This shows one example of how place shapes choices, because different lands lead people to make different decisions." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our thinking across the five levels, from NOTICE to DEFEND."

▶Reveal each level's answer and compare it with students' responses.

ANSWER KEY: NOTICE: B is the explanation. It explains what the evidence means. A only repeats the evidence. CHOOSE: "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: Sample: "This shows one example of how place shapes choices, because different lands lead people to make different decisions." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 36 of 36 · Cluster 8

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
- C Both sentences
- D Neither sentence

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 36 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: 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.

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