

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

KEY IDEA

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

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

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

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 “Dream”

(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: "The August sun felt hot on my face."

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

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



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 August sun felt hot on my face.' B: 'This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream.'"

▶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.

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

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

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

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

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

(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: "The August sun felt hot on my face."

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 August sun felt hot on my face.'"

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

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

(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: "I imagined schools where every child was welcomed."

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: 'I imagined schools where every child was welcomed.'"

▶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

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

- (1) The August sun felt hot on my face.
(2) This shows the day was hot and bright, which helps the reader feel the setting at the start of the dream.

Which sentence explains the detail by telling what it shows?

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

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: “Dream”, right after you give your evidence.

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

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 “Dream”

(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: "I imagined schools where every child was welcomed."

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

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



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: 'I imagined schools where every child was welcomed.' B: 'This shows the speaker's hope for fairness, because the dream is about schools that welcome every child.'"

➤*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.

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

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

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

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

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

(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: "I imagined schools where every child was welcomed."

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: 'I imagined schools where every child was welcomed.'"

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

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

(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.

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

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

- (1) I imagined schools where every child was welcomed.
(2) This shows the speaker's hope for fairness, because the dream is about schools that welcome every child.

Which sentence explains the detail by telling what it shows?

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

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: “Serve”, right after you give your evidence.

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

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 “Serve”

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

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

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

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: 'Young Americans volunteered to travel to other countries to work with communities.' B: 'This shows what service can look like, because volunteers gave their time to help communities far from home.'"

➤*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.

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

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

The Writing Academy®, LLC

Grade 4 • Prepare • 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 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: 'Young Americans volunteered to travel to other countries to work with communities.' (This shows what service can look like, because volunteers gave their time to help communities far from home. / That part is already in the passage.)"

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

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

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

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



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

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

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

(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: "Serving our country can also mean serving people."

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: 'Serving our country can also mean serving people.'"

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the detail by telling what it shows?

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

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: “Serve”, right after you give your evidence.

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

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 “Serve”

(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: "Serving our country can also mean serving people."

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

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



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: 'Serving our country can also mean serving people.' B: 'This shows a bigger idea of service, because helping people is one important way to serve a country.'"

➤*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.

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

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

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Grade 4 • Prepare • 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 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: 'Serving our country can also mean serving people.' (This shows a bigger idea of service, because helping people is one important way to serve a country. / That part is already in the passage.)"

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

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

(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: "Serving our country can also mean serving people."

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: 'Serving our country can also mean serving people.'"

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

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

(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: "Serving our country can also mean serving people."

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: 'Serving our country can also mean serving people.'"

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the detail by telling what it shows?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Promise Written Long Ago”

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

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

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



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

➤*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.

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

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

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Grade 4 • 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: 'The Magna Carta limited the king's power.' (This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king. / That part is already in the passage.)"

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

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

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

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 Magna Carta limited the king's power.'"

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

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

(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 document protected certain rights of the people."

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 document protected certain rights of the people.'"

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 limit power is to set rules a leader must follow, and the Magna Carta did this to the king." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means to limit power is to set rules a leader must follow, and the Magna Carta did this to the king." 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 "A Promise Written Long Ago".

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

Which sentence explains the evidence with a definition?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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

🕒 ~5 min

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

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

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

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

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

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

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

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

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

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

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

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



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

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

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

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Grade 4 • 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 document protected certain rights of the people.' (This shows one example of the promise at work, because the document guarded rights that belonged to the people. / That part is already in the passage.)"

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

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

(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 document protected certain rights of the people."

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 document protected certain rights of the people.'"

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

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

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

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 Constitution limits government power and protects the rights of citizens.'"

▶*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 the promise at work, because the document guarded rights that belonged to the 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, 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 the promise at work, because the document guarded rights that belonged to the people." 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 the promise at work, because the document guarded rights that belonged to the people." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 the promise at work, because the document guarded rights that belonged to the people." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of the promise at work, because the document guarded rights that belonged to the 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 6 of 36 • Cluster 1

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

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

Which sentence explains the evidence with an example?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Promise Written Long Ago”

(12)(B) • Explaining with Story • Sheet 7 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 story.

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

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

I CAN I can recognize an explanation that uses story.



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: 'The Constitution limits government power and protects the rights of citizens.' B: 'This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens.'"

➤*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.

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

I CAN I can choose story explanation, with support.

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Grade 4 • 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: 'The Constitution limits government power and protects the rights of citizens.' (This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens. / That part is already in the passage.)"

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

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

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

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

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

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

(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: "The Magna Carta protected the rights of the people."

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 Magna Carta protected the rights of the people.'"

▶*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 a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." <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 a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." 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 a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a rule everyone agrees to follow, the way the Constitution keeps government fair for citizens." 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 "A Promise Written Long Ago".

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

Which sentence explains the evidence with story?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Facts and Statistics

⌚ ~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 facts and statistics. 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 Facts and Statistics. Use the standard and the five day roadmap above.

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

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

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

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

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 facts and statistics.*

"Read this with me: A: 'The Magna Carta protected the rights of the people.' B: 'This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights.'"

➤*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 Facts and Statistics • 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 facts and statistics.

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

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

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

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 facts and statistics."

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

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

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

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

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



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 facts and statistics.*

"Read this with me: Evidence: 'The Magna Carta protected the rights of the people.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word THIS.

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

I CAN I can write facts and statistics explanation myself.



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 facts and statistics explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The Magna Carta protected the rights of the people.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your facts and statistics 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 facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

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

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

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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 Facts and Statistics 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 facts and statistics that starts with THIS.”

ANSWER KEY: "This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights." explains the evidence. The other choice only repeats it.



SHOW

Wednesday

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



OWN

Thursday

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



DEFEND

Friday

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

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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 the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: the Magna Carta was sealed in 1215 and became one of the first documents to protect people's rights." OWN: Sample: a facts and statistics explanation that begins with THIS and proves the point. DEFEND: A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • Sheet 8 of 36 • Cluster 1

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

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

Which sentence explains the evidence with facts and statistics?

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

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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 facts and statistics?”

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

(12)(B) · Explaining with Facts and Statistics · 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 facts and statistics, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 facts and statistics, 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 Facts and Statistics · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Explaining with Comparison and Contrast

🕒 ~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 comparison and contrast. 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 Comparison and Contrast. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Comparison and Contrast slide deck • student Explanation Tracking Sheets • the passage "The Energy We Use Everyday"

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

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

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

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



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 comparison and contrast.*

"Read this with me: A: 'Nonrenewable resources include coal, oil, and natural gas.' B: 'This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not.'"

➔*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 Comparison and Contrast • 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 comparison and contrast.

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

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

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

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Grade 4 • 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 comparison and contrast."

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

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

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

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

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



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 comparison and contrast.*

"Read this with me: Evidence: 'Nonrenewable resources include coal, oil, and natural gas.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word **THIS**.

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

I CAN I can write comparison and contrast explanation myself.



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 comparison and contrast explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Nonrenewable resources form deep underground over millions of years.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your comparison and contrast 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 comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

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

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

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 Comparison and Contrast 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 comparison and contrast that starts with THIS.”

ANSWER KEY: "This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from renewable resources, because coal, oil, and gas can run out while sunlight and wind do not." OWN: Sample: a comparison and contrast explanation that begins with THIS and proves the point. DEFEND: A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Comparison and Contrast · Sheet 9 of 36 · Cluster 2

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

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

Which sentence explains the evidence with comparison and contrast?

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

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 comparison and contrast?"

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

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 comparison and contrast, 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 Comparison and Contrast · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Cause and Effect

⌚ ~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 cause and effect. 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 Cause and Effect. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Cause and Effect slide deck • student Explanation Tracking Sheets • the passage “The Energy We Use Everyday”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

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

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

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



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 cause and effect.*

"Read this with me: A: 'Nonrenewable resources form deep underground over millions of years.' B: 'This matters because these resources take millions of years to form, so once we use them up they are gone.'"

➔*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 Cause and Effect • 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 cause and effect.

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

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

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

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Grade 4 • 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 cause and effect."

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

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

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

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

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



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 cause and effect.*

"Read this with me: Evidence: 'Nonrenewable resources form deep underground over millions of years.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word **THIS**.

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

I CAN I can write cause and effect explanation myself.



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 cause and effect explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Nonrenewable resources provide a large and steady supply of energy, which makes them useful.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your cause and effect 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 cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Cause and Effect • 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

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

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

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 Cause and Effect 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 cause and effect that starts with THIS.”

ANSWER KEY: "This matters because these resources take millions of years to form, so once we use them up they are gone." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because these resources take millions of years to form, so once we use them up they are gone." explains the evidence. The other choice only repeats it.

**SHOW**

Wednesday

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

**OWN**

Thursday

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

**DEFEND**

Friday

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

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 matters because these resources take millions of years to form, so once we use them up they are gone." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because these resources take millions of years to form, so once we use them up they are gone." OWN: Sample: a cause and effect explanation that begins with THIS and proves the point. DEFEND: A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Cause and Effect · Sheet 10 of 36 · Cluster 2

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

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

Which sentence explains the evidence with cause and effect?

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

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 cause and effect?"

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

(12)(B) · Explaining with Cause and Effect · 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 cause and effect, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 cause and effect, 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 Cause and Effect · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Energy We Use Everyday”

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

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

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



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: 'Nonrenewable resources provide a large and steady supply of energy, which makes them useful.' B: 'This means a steady supply is energy we can count on all the time, which is why people rely on these resources.'"

➤*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.

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

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

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Grade 4 • 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: 'Nonrenewable resources provide a large and steady supply of energy, which makes them useful.' (This means a steady supply is energy we can count on all the time, which is why people rely on these resources. / That part is already in the passage.)"

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

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

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

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

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

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

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

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

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the evidence with a definition?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Energy We Use Everyday”

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

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

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



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: 'Renewable resources do not run out easily and often cause less damage to the environment.' B: 'This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth.'"

➔*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.

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

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

The Writing Academy®, LLC

Grade 4 • 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: 'Renewable resources do not run out easily and often cause less damage to the environment.' (This shows one example of a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth. / That part is already in the passage.)"

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

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

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

I CAN I can show an explanation using an example.



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

➔*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 cleaner choice, because renewable resources like sunlight and wind do less harm to the earth."

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

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

▶*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 a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth." <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 a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth." 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 a cleaner choice, because renewable resources like sunlight and wind do less harm to the earth." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the evidence with an example?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Lone Star Choice”

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

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

I CAN I can recognize an explanation that uses story.



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: 'The war came to an end at last, but its effects were strong and vast.' B: 'This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere.'"

▶*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.

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

I CAN I can choose story explanation, with support.

The Writing Academy®, LLC

Grade 4 • 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: 'The war came to an end at last, but its effects were strong and vast.' (This reminds me of the quiet after a storm, when the fighting stops but the changes it caused are still everywhere. / That part is already in the passage.)"

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

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

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

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

➔*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 after a storm, when the fighting stops but the changes it caused are still everywhere."

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

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

▶*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 the quiet after a storm, when the fighting stops but the changes it caused are still everywhere." <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 the quiet after a storm, when the fighting stops but the changes it caused are still everywhere." 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 the quiet after a storm, when the fighting stops but the changes it caused are still everywhere." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the evidence with story?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Facts and Statistics

⌚ ~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 facts and statistics. 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 Facts and Statistics. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Facts and Statistics slide deck • student Explanation Tracking Sheets • the passage “A Lone Star Choice”

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

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

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

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



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 facts and statistics.*

"Read this with me: A: 'Its story still helps people see how choices reshape history.' B: 'This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country.'"

➔*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 Facts and Statistics • 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 facts and statistics.

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

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

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

The Writing Academy®, LLC

Grade 4 • 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 facts and statistics."

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

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

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

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

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



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 facts and statistics.*

"Read this with me: Evidence: 'Its story still helps people see how choices reshape history.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word THIS.

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

I CAN I can write facts and statistics explanation myself.



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 facts and statistics explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'The U.S. gained land across the West, changing the map.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your facts and statistics 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 facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Facts and Statistics 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 facts and statistics that starts with THIS.”

ANSWER KEY: "This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country." OWN: Sample: a facts and statistics explanation that begins with THIS and proves the point. DEFEND: A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

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

- (1) Its story still helps people see how choices reshape history.
(2) This shows the facts: Texas became the 28th state in 1845, and that one choice changed the map of the country.

Which sentence explains the evidence with facts and statistics?

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

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 facts and statistics?"

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

(12)(B) · Explaining with Facts and Statistics · 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 facts and statistics, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 facts and statistics, 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 Facts and Statistics · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Explaining with Comparison and Contrast

🕒 ~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 comparison and contrast. 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 Comparison and Contrast. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Comparison and Contrast slide deck • student Explanation Tracking Sheets • the passage "A Lone Star Choice"

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

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

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

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



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 comparison and contrast.*

"Read this with me: A: 'The U.S. gained land across the West, changing the map.' B: 'This is different from before the war, because the United States was now much larger and stretched farther west.'"

➔*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 Comparison and Contrast • 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 comparison and contrast.

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

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

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

The Writing Academy®, LLC

Grade 4 • 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 comparison and contrast."

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

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

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

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

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



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 comparison and contrast.*

"Read this with me: Evidence: 'The U.S. gained land across the West, changing the map.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word THIS.

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

I CAN I can write comparison and contrast explanation myself.



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

"Read this with me: Evidence: 'But Mexico did not agree, and anger grew.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your comparison and contrast 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 comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Comparison and Contrast 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 comparison and contrast that starts with THIS.”

ANSWER KEY: "This is different from before the war, because the United States was now much larger and stretched farther west." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from before the war, because the United States was now much larger and stretched farther west." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 is different from before the war, because the United States was now much larger and stretched farther west." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from before the war, because the United States was now much larger and stretched farther west." OWN: Sample: a comparison and contrast explanation that begins with THIS and proves the point. DEFEND: A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • Sheet 15 of 36 • Cluster 3

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

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

Which sentence explains the evidence with comparison and contrast?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 comparison and contrast?"

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

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 comparison and contrast, 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 Comparison and Contrast · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Cause and Effect

⌚ ~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 cause and effect. 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 Cause and Effect. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Cause and Effect slide deck • student Explanation Tracking Sheets • the passage “A Lone Star Choice”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

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

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

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



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 cause and effect.*

"Read this with me: A: 'But Mexico did not agree, and anger grew.' B: 'This matters because the disagreement fed rising anger, which is what pushed the two countries toward war.'"

➔*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 Cause and Effect • 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 cause and effect.

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

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

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

The Writing Academy®, LLC

Grade 4 • 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 cause and effect."

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

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

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

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

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



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 cause and effect.*

"Read this with me: Evidence: 'But Mexico did not agree, and anger grew.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word **THIS**.

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

I CAN I can write cause and effect explanation myself.



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 cause and effect explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'But Mexico did not agree, and anger grew.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your cause and effect 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 cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Cause and Effect • 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Cause and Effect 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 cause and effect that starts with THIS.”

ANSWER KEY: "This matters because the disagreement fed rising anger, which is what pushed the two countries toward war." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because the disagreement fed rising anger, which is what pushed the two countries toward war." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 matters because the disagreement fed rising anger, which is what pushed the two countries toward war." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because the disagreement fed rising anger, which is what pushed the two countries toward war." OWN: Sample: a cause and effect explanation that begins with THIS and proves the point. DEFEND: A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Cause and Effect · Sheet 16 of 36 · Cluster 3

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

- (1) But Mexico did not agree, and anger grew.
(2) This matters because the disagreement fed rising anger, which is what pushed the two countries toward war.

Which sentence explains the evidence with cause and effect?

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

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 cause and effect?"

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

(12)(B) · Explaining with Cause and Effect · 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 cause and effect, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 cause and effect, 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 Cause and Effect · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Wealth of Mansa Musa”

(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: "Cities like Timbuktu became busy and important places."

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

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



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: 'Cities like Timbuktu became busy and important places.' B: 'This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became.'"

➔*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.

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

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

The Writing Academy®, LLC

Grade 4 • Cluster 4 • 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: 'Cities like Timbuktu became busy and important places.' (This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became. / That part is already in the passage.)"

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

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

(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: "Cities like Timbuktu became busy and important places."

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: 'Cities like Timbuktu became busy and important places.'"

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

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

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

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

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

- (1) Cities like Timbuktu became busy and important places.
(2) This means a center of trade is a place where many people buy, sell, and learn, which is what Timbuktu became.

Which sentence explains the evidence with a definition?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Wealth of Mansa Musa”

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

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

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



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: 'His actions made many people notice how wealthy Mali was.' B: 'This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth.'"

➔*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.

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

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

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Grade 4 • 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: 'His actions made many people notice how wealthy Mali was.' (This shows one example of Mansa Musa's influence, because his choices made people along his route notice Mali's wealth. / That part is already in the passage.)"

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

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

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

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

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

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

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

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

▶*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 Mansa Musa's influence, because his choices made people along his route notice Mali's wealth." <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 Mansa Musa's influence, because his choices made people along his route notice Mali's wealth." 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 Mansa Musa's influence, because his choices made people along his route notice Mali's wealth." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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

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

Which sentence explains the evidence with an example?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 Wealth of Mansa Musa”

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

B: "This reminds me of a great school city, where students came from far away to study math, science, and religion."

I CAN I can recognize an explanation that uses story.



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: 'Timbuktu was known for learning, where people studied math, science, and religion.' B: 'This reminds me of a great school city, where students came from far away to study math, science, and religion.'"

➔*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.

"Timbuktu was known for learning, where people studied math, science, and religion." (This reminds me of a great school city, where students came from far away to study math, science, and religion. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

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Grade 4 • 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: 'Timbuktu was known for learning, where people studied math, science, and religion.' (This reminds me of a great school city, where students came from far away to study math, science, and religion. / That part is already in the passage.)"

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

ANSWER KEY: "This reminds me of a great school city, where students came from far away to study math, science, and religion." explains the evidence. The other choice only repeats it.

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

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

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

ANSWER KEY: Sample: "This reminds me of a great school city, where students came from far away to study math, science, and religion."

(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: "Mansa Musa made smart choices that helped his kingdom 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: 'Mansa Musa made smart choices that helped his kingdom 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 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 a great school city, where students came from far away to study math, science, and religion." <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 a great school city, where students came from far away to study math, science, and religion." 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 a great school city, where students came from far away to study math, science, and religion." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This reminds me of a great school city, where students came from far away to study math, science, and religion."



OWN
Thursday

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



DEFEND
Friday

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

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 great school city, where students came from far away to study math, science, and religion." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a great school city, where students came from far away to study math, science, and religion." 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 "The Wealth of Mansa Musa".

- (1) Timbuktu was known for learning, where people studied math, science, and religion.
(2) This reminds me of a great school city, where students came from far away to study math, science, and religion.

Which sentence explains the evidence with story?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Facts and Statistics

⌚ ~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 facts and statistics. 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 Facts and Statistics. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Facts and Statistics slide deck • student Explanation Tracking Sheets • the passage “The Wealth of Mansa Musa”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "Mansa Musa made smart choices that helped his kingdom grow."

B: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."

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



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 facts and statistics.*

"Read this with me: A: 'Mansa Musa made smart choices that helped his kingdom grow.' B: 'This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong.'"

➔*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 Facts and Statistics • 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 facts and statistics.

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

"Mansa Musa made smart choices that helped his kingdom grow." (This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong. / That part is already in the passage.)

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

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Grade 4 • 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 facts and statistics."

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

"Read this with me: 'Mansa Musa made smart choices that helped his kingdom grow.' (This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong. / That part is already in the passage.)"

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

ANSWER KEY: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

Evidence: "Mansa Musa made smart choices that helped his kingdom grow."

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



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 facts and statistics.*

"Read this with me: Evidence: 'Mansa Musa made smart choices that helped his kingdom grow.'"

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

ANSWER KEY: Sample: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word THIS.

Evidence: "Mansa Musa made smart choices that helped his kingdom grow."

I CAN I can write facts and statistics explanation myself.



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

"Read this with me: Evidence: 'Mansa Musa made smart choices that helped his kingdom grow.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your facts and statistics 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 facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Facts and Statistics 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 facts and statistics that starts with THIS.”

ANSWER KEY: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong."



OWN
Thursday

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



DEFEND
Friday

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

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 the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong." OWN: Sample: a facts and statistics explanation that begins with THIS and proves the point. DEFEND: A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

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

- (1) Mansa Musa made smart choices that helped his kingdom grow.
(2) This shows the facts: Mansa Musa ruled the empire of Mali in the 1300s, and his choices helped it grow rich and strong.

Which sentence explains the evidence with facts and statistics?

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

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 facts and statistics?"

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

(12)(B) · Explaining with Facts and Statistics · 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 facts and statistics, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 facts and statistics, 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 Facts and Statistics · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Explaining with Comparison and Contrast

🕒 ~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 comparison and contrast. 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 Comparison and Contrast. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Comparison and Contrast slide deck • student Explanation Tracking Sheets • the passage “Looking Back to Move Forward”

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

A: "During the Renaissance, some people believed that citizens should have a voice."

B: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."

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



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 comparison and contrast.*

"Read this with me: A: 'During the Renaissance, some people believed that citizens should have a voice.' B: 'This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice.'"

➔*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 Comparison and Contrast • 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 comparison and contrast.

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

"During the Renaissance, some people believed that citizens should have a voice." (This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice. / That part is already in the passage.)

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

The Writing Academy®, LLC

Grade 4 • 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 comparison and contrast."

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

"Read this with me: 'During the Renaissance, some people believed that citizens should have a voice.' (This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice. / That part is already in the passage.)"

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

ANSWER KEY: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

Evidence: "During the Renaissance, some people believed that citizens should have a voice."

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



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 comparison and contrast.*

"Read this with me: Evidence: 'During the Renaissance, some people believed that citizens should have a voice.'"

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

ANSWER KEY: Sample: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word THIS.

Evidence: "Some people began to think in new ways about government and fairness."

I CAN I can write comparison and contrast explanation myself.

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 comparison and contrast explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Some people began to think in new ways about government and fairness.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your comparison and contrast 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 comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Comparison and Contrast 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 comparison and contrast that starts with THIS.”

ANSWER KEY: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice."



OWN
Thursday

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



DEFEND
Friday

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

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 is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice." OWN: Sample: a comparison and contrast explanation that begins with THIS and proves the point. DEFEND: A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Comparison and Contrast · Sheet 21 of 36 · Cluster 5

Read this part of a student's response about "Looking Back to Move Forward".

- (1) During the Renaissance, some people believed that citizens should have a voice.
(2) This is different from earlier times, because Renaissance thinkers began to believe ordinary citizens should have a voice.

Which sentence explains the evidence with comparison and contrast?

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

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 comparison and contrast?"

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

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 comparison and contrast, 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 Comparison and Contrast · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Cause and Effect

⌚ ~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 cause and effect. 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 Cause and Effect. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Cause and Effect slide deck • student Explanation Tracking Sheets • the passage “Looking Back to Move Forward”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

A: "Some people began to think in new ways about government and fairness."

B: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights."

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

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 cause and effect.*

"Read this with me: A: 'Some people began to think in new ways about government and fairness.' B: 'This matters because these new ideas about freedom and fairness led to governments that gave people more rights.'"

➤*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 Cause and Effect • 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 cause and effect.

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

"Some people began to think in new ways about government and fairness." (This matters because these new ideas about freedom and fairness led to governments that gave people more rights. / That part is already in the passage.)

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

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 cause and effect."

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

"Read this with me: 'Some people began to think in new ways about government and fairness.' (This matters because these new ideas about freedom and fairness led to governments that gave people more rights. / That part is already in the passage.)"

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

ANSWER KEY: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

Evidence: "Some people began to think in new ways about government and fairness."

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

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 cause and effect.*

"Read this with me: Evidence: 'Some people began to think in new ways about government and fairness.'"

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

ANSWER KEY: Sample: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights."

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word **THIS**.

Evidence: "Some people began to think in new ways about government and fairness."

I CAN I can write cause and effect explanation myself.

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 cause and effect explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Some people began to think in new ways about government and fairness.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your cause and effect 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 cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Cause and Effect • 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because these new ideas about freedom and fairness led to governments that gave people more rights." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Cause and Effect 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 cause and effect that starts with THIS.”

ANSWER KEY: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because these new ideas about freedom and fairness led to governments that gave people more rights." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights."



OWN
Thursday

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



DEFEND
Friday

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

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 matters because these new ideas about freedom and fairness led to governments that gave people more rights." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because these new ideas about freedom and fairness led to governments that gave people more rights." OWN: Sample: a cause and effect explanation that begins with THIS and proves the point. DEFEND: A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Cause and Effect · Sheet 22 of 36 · Cluster 5

Read this part of a student's response about "Looking Back to Move Forward".

- (1) Some people began to think in new ways about government and fairness.
(2) This matters because these new ideas about freedom and fairness led to governments that gave people more rights.

Which sentence explains the evidence with cause and effect?

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

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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 cause and effect?"

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

(12)(B) · Explaining with Cause and Effect · 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 cause and effect, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 cause and effect, 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 Cause and Effect · 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 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 “Looking Back to Move Forward”

(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: "Some people began to think in new ways about government and fairness."

B: "This means fairness in government is treating people equally under the law, which these new ideas began to value."

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

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: 'Some people began to think in new ways about government and fairness.' B: 'This means fairness in government is treating people equally under the law, which these new ideas began to value.'"

►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.

"Some people began to think in new ways about government and fairness." (This means fairness in government is treating people equally under the law, which these new ideas began to value. / That part is already in the passage.)

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

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Grade 4 • 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: 'Some people began to think in new ways about government and fairness.' (This means fairness in government is treating people equally under the law, which these new ideas began to value. / That part is already in the passage.)"

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

ANSWER KEY: "This means fairness in government is treating people equally under the law, which these new ideas began to value." explains the evidence. The other choice only repeats it.

(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: "Some people began to think in new ways about government and fairness."

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: 'Some people began to think in new ways about government and fairness.'"

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

ANSWER KEY: Sample: "This means fairness in government is treating people equally under the law, which these new ideas began to value."

(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: "During the Renaissance, some people believed citizens should have a voice."

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: 'During the Renaissance, some people believed citizens should have a voice.'"

▶*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 fairness in government is treating people equally under the law, which these new ideas began to value." <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 fairness in government is treating people equally under the law, which these new ideas began to value." 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 fairness in government is treating people equally under the law, which these new ideas began to value." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This means fairness in government is treating people equally under the law, which these new ideas began to value."



OWN
Thursday

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



DEFEND
Friday

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

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 fairness in government is treating people equally under the law, which these new ideas began to value." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means fairness in government is treating people equally under the law, which these new ideas began to value." 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 "Looking Back to Move Forward".

- (1) Some people began to think in new ways about government and fairness.
(2) This means fairness in government is treating people equally under the law, which these new ideas began to value.

Which sentence explains the evidence with a definition?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

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

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

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 “Looking Back to Move Forward”

(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: "During the Renaissance, some people believed citizens should have a voice."

B: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."

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



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: 'During the Renaissance, some people believed citizens should have a voice.' B: 'This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard.'"

➔*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.

"During the Renaissance, some people believed citizens should have a voice." (This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard. / That part is already in the passage.)

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

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Grade 4 • 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: 'During the Renaissance, some people believed citizens should have a voice.' (This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard. / That part is already in the passage.)"

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

ANSWER KEY: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard." explains the evidence. The other choice only repeats it.

(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: "During the Renaissance, some people believed citizens should have a voice."

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: 'During the Renaissance, some people believed citizens should have a voice.'"

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

ANSWER KEY: Sample: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."

(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: "During the Renaissance, some people believed citizens should have a voice."

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: 'During the Renaissance, some people believed citizens should have a voice.'"

▶*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 new thinking, because people began to say that citizens, not just rulers, should be heard." <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 new thinking, because people began to say that citizens, not just rulers, should be heard." 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 new thinking, because people began to say that citizens, not just rulers, should be heard." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard."



OWN
Thursday

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



DEFEND
Friday

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

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 new thinking, because people began to say that citizens, not just rulers, should be heard." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard." 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 "Looking Back to Move Forward".

- (1) During the Renaissance, some people believed citizens should have a voice.
(2) This shows one example of new thinking, because people began to say that citizens, not just rulers, should be heard.

Which sentence explains the evidence with an example?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “A Day That Changed”, right after you give your evidence.

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

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 Day That Changed”

(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: "The wind grew stronger, and Jayden noticed gray clouds across the sky."

B: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."

I CAN I can recognize an explanation that uses story.



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: 'The wind grew stronger, and Jayden noticed gray clouds across the sky.' B: 'This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray.'"

➤*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.

"The wind grew stronger, and Jayden noticed gray clouds across the sky." (This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

The Writing Academy®, LLC

Grade 4 • 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: 'The wind grew stronger, and Jayden noticed gray clouds across the sky.' (This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray. / That part is already in the passage.)"

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

ANSWER KEY: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray." explains the evidence. The other choice only repeats it.

(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: "The wind grew stronger, and Jayden noticed gray clouds across the sky."

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: 'The wind grew stronger, and Jayden noticed gray clouds across the sky.'"

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

ANSWER KEY: Sample: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."

(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: "Our area is still known for having mostly hot summers."

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: 'Our area is still known for having mostly hot summers.'"

▶*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 the moment before a big storm, when the wind picks up and the sky turns gray." <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 the moment before a big storm, when the wind picks up and the sky turns gray." 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 the moment before a big storm, when the wind picks up and the sky turns gray." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray."



OWN
Thursday

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



DEFEND
Friday

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

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 moment before a big storm, when the wind picks up and the sky turns gray." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray." 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 "A Day That Changed".

- (1) The wind grew stronger, and Jayden noticed gray clouds across the sky.
(2) This reminds me of the moment before a big storm, when the wind picks up and the sky turns gray.

Which sentence explains the evidence with story?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “A Day That Changed”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Facts and Statistics

⌚ ~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 facts and statistics. 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 Facts and Statistics. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Facts and Statistics slide deck • student Explanation Tracking Sheets • the passage “A Day That Changed”

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

A: "Our area is still known for having mostly hot summers."

B: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."

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



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 facts and statistics.*

"Read this with me: A: 'Our area is still known for having mostly hot summers.' B: 'This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time.'"

➔*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 Facts and Statistics • 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 facts and statistics.

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

"Our area is still known for having mostly hot summers." (This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time. / That part is already in the passage.)

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

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 facts and statistics."

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

"Read this with me: 'Our area is still known for having mostly hot summers.' (This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time. / That part is already in the passage.)"

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

ANSWER KEY: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

Evidence: "Our area is still known for having mostly hot summers."

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



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 facts and statistics.*

"Read this with me: Evidence: 'Our area is still known for having mostly hot summers.'"

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

ANSWER KEY: Sample: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word THIS.

Evidence: "Climate describes the usual weather patterns of a place over a long period of time."

I CAN I can write facts and statistics explanation myself.



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 facts and statistics explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Climate describes the usual weather patterns of a place over a long period of time.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your facts and statistics 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 facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 26 of 36, and complete the (12)(B) row.

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 Facts and Statistics 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 facts and statistics that starts with THIS.”

ANSWER KEY: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time."



OWN
Thursday

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



DEFEND
Friday

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

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 the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time." OWN: Sample: a facts and statistics explanation that begins with THIS and proves the point. DEFEND: A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Day That Changed".

- (1) Our area is still known for having mostly hot summers.
(2) This shows the facts: our area has hot summers most years, a pattern you can measure by tracking the temperature over time.

Which sentence explains the evidence with facts and statistics?

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

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 facts and statistics?”

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

(12)(B) · Explaining with Facts and Statistics · 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 facts and statistics, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 facts and statistics, 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 Facts and Statistics · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “A Day That Changed”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Explaining with Comparison and Contrast

🕒 ~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 comparison and contrast. 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 Comparison and Contrast. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Comparison and Contrast slide deck • student Explanation Tracking Sheets • the passage “A Day That Changed”

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

A: "Climate describes the usual weather patterns of a place over a long period of time."

B: "This is different from weather, because climate is the usual pattern over many years while weather is a single day."

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



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 comparison and contrast.*

"Read this with me: A: 'Climate describes the usual weather patterns of a place over a long period of time.' B: 'This is different from weather, because climate is the usual pattern over many years while weather is a single day.'"

➔*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 Comparison and Contrast • 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 comparison and contrast.

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

"Climate describes the usual weather patterns of a place over a long period of time." (This is different from weather, because climate is the usual pattern over many years while weather is a single day. / That part is already in the passage.)

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

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Grade 4 • 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 comparison and contrast."

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

"Read this with me: 'Climate describes the usual weather patterns of a place over a long period of time.' (This is different from weather, because climate is the usual pattern over many years while weather is a single day. / That part is already in the passage.)"

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

ANSWER KEY: "This is different from weather, because climate is the usual pattern over many years while weather is a single day." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

Evidence: "Climate describes the usual weather patterns of a place over a long period of time."

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



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 comparison and contrast.*

"Read this with me: Evidence: 'Climate describes the usual weather patterns of a place over a long period of time.'"

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

ANSWER KEY: Sample: "This is different from weather, because climate is the usual pattern over many years while weather is a single day."

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word THIS.

Evidence: "Weather describes the condition of the atmosphere at a certain time and place."

I CAN I can write comparison and contrast explanation myself.



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

"Read this with me: Evidence: 'Weather describes the condition of the atmosphere at a certain time and place.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your comparison and contrast 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 comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from weather, because climate is the usual pattern over many years while weather is a single day." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

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

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 Comparison and Contrast 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 comparison and contrast that starts with THIS.”

ANSWER KEY: "This is different from weather, because climate is the usual pattern over many years while weather is a single day." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from weather, because climate is the usual pattern over many years while weather is a single day." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from weather, because climate is the usual pattern over many years while weather is a single day."



OWN
Thursday

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



DEFEND
Friday

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

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 is different from weather, because climate is the usual pattern over many years while weather is a single day." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from weather, because climate is the usual pattern over many years while weather is a single day." OWN: Sample: a comparison and contrast explanation that begins with THIS and proves the point. DEFEND: A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Comparison and Contrast · Sheet 27 of 36 · Cluster 6

Read this part of a student's response about "A Day That Changed".

- (1) Climate describes the usual weather patterns of a place over a long period of time.
(2) This is different from weather, because climate is the usual pattern over many years while weather is a single day.

Which sentence explains the evidence with comparison and contrast?

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

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 comparison and contrast?"

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

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 comparison and contrast, 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 Comparison and Contrast · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “A Day That Changed”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Cause and Effect

⌚ ~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 cause and effect. 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 Cause and Effect. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Cause and Effect slide deck • student Explanation Tracking Sheets • the passage “A Day That Changed”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

A: "Weather describes the condition of the atmosphere at a certain time and place."

B: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."

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



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 cause and effect.*

"Read this with me: A: 'Weather describes the condition of the atmosphere at a certain time and place.' B: 'This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day.'"

▶*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 Cause and Effect • 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 cause and effect.

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

"Weather describes the condition of the atmosphere at a certain time and place." (This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day. / That part is already in the passage.)

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

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Grade 4 • 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 cause and effect."

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

"Read this with me: 'Weather describes the condition of the atmosphere at a certain time and place.' (This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day. / That part is already in the passage.)"

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

ANSWER KEY: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

Evidence: "Weather describes the condition of the atmosphere at a certain time and place."

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



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 cause and effect.*

"Read this with me: Evidence: 'Weather describes the condition of the atmosphere at a certain time and place.'"

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

ANSWER KEY: Sample: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word *THIS*.

Evidence: "Weather describes the condition of the atmosphere at a certain time and place."

I CAN I can write cause and effect explanation myself.



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 cause and effect explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Weather describes the condition of the atmosphere at a certain time and place.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your cause and effect 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 cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Cause and Effect • 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 28 of 36, and complete the (12)(B) row.

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 Cause and Effect 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 cause and effect that starts with THIS.”

ANSWER KEY: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day."



OWN
Thursday

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



DEFEND
Friday

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

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 matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day." OWN: Sample: a cause and effect explanation that begins with THIS and proves the point. DEFEND: A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Cause and Effect · Sheet 28 of 36 · Cluster 6

Read this part of a student's response about "A Day That Changed".

- (1) Weather describes the condition of the atmosphere at a certain time and place.
(2) This matters because the condition of the atmosphere at one time and place is what causes the weather we feel that day.

Which sentence explains the evidence with cause and effect?

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

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 cause and effect?"

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

(12)(B) · Explaining with Cause and Effect · 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 cause and effect, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 cause and effect, 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 Cause and Effect · 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 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “The Roads Between Us”, right after you give your evidence.

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

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 Roads Between Us”

(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: "Across the desert, camels carry salt and precious gold."

B: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."

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



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: 'Across the desert, camels carry salt and precious gold.' B: 'This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold.'"

➔*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.

"Across the desert, camels carry salt and precious gold." (This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold. / That part is already in the passage.)

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

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Grade 4 • 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: 'Across the desert, camels carry salt and precious gold.' (This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold. / That part is already in the passage.)"

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

ANSWER KEY: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." explains the evidence. The other choice only repeats it.

(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: "Across the desert, camels carry salt and precious gold."

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: 'Across the desert, camels carry salt and precious gold.'"

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

ANSWER KEY: Sample: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."

(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: "For when two different pathways meet, new thoughts can travel with our feet."

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: 'For when two different pathways meet, new thoughts can travel with our feet.'"

➔*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 trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." <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 trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." 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 trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold."



OWN
Thursday

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



DEFEND
Friday

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

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 trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold." OWN: 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 "The Roads Between Us".

- (1) Across the desert, camels carry salt and precious gold.
(2) This means a trade route is a path people use to carry goods, like the desert road where camels carried salt and gold.

Which sentence explains the evidence with a definition?

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

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

This sheet practices the **Example** habit: I explain by giving a specific example.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “The Roads Between Us”, right after you give your evidence.

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

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 Roads Between Us”

(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: "For when two different pathways meet, new thoughts can travel with our feet."

B: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people."

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



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: 'For when two different pathways meet, new thoughts can travel with our feet.' B: 'This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people.'"

➔*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.

"For when two different pathways meet, new thoughts can travel with our feet." (This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people. / That part is already in the passage.)

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

The Writing Academy®, LLC

Grade 4 • 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: 'For when two different pathways meet, new thoughts can travel with our feet.' (This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people. / That part is already in the passage.)"

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

ANSWER KEY: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people." explains the evidence. The other choice only repeats it.

(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: "For when two different pathways meet, new thoughts can travel with our feet."

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: 'For when two different pathways meet, new thoughts can travel with our feet.'"

➔*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 trade spreads ideas, because where two roads meet, new thoughts travel with people."

(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: "Across the water, ships carry people, goods, and views."

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: 'Across the water, ships carry people, goods, and views.'"

▶*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 trade spreads ideas, because where two roads meet, new thoughts travel with 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, 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 trade spreads ideas, because where two roads meet, new thoughts travel with people." 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 trade spreads ideas, because where two roads meet, new thoughts travel with people." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people."



OWN
Thursday

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



DEFEND
Friday

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

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 trade spreads ideas, because where two roads meet, new thoughts travel with people." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with 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 30 of 36 · Cluster 7

Read this part of a student's response about "The Roads Between Us".

- (1) For when two different pathways meet, new thoughts can travel with our feet.
(2) This shows one example of how trade spreads ideas, because where two roads meet, new thoughts travel with people.

Which sentence explains the evidence with an example?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “The Roads Between Us”, right after you give your evidence.

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

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 Roads Between Us”

(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: "Across the water, ships carry people, goods, and views."

B: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."

I CAN I can recognize an explanation that uses story.



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: 'Across the water, ships carry people, goods, and views.' B: 'This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places.'"

➔*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.

"Across the water, ships carry people, goods, and views." (This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

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Grade 4 • 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: 'Across the water, ships carry people, goods, and views.' (This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places. / That part is already in the passage.)"

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

ANSWER KEY: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." explains the evidence. The other choice only repeats it.

(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: "Across the water, ships carry people, goods, and views."

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: 'Across the water, ships carry people, goods, and views.'"

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

ANSWER KEY: Sample: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."

(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: "Neighbors meet and goods are shared, and friendships grow because they cared."

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: 'Neighbors meet and goods are shared, and friendships grow because they cared.'"

▶*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 a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." <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 a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." 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 a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places."



OWN
Thursday

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



DEFEND
Friday

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

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 busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places." 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 "The Roads Between Us".

- (1) Across the water, ships carry people, goods, and views.
(2) This reminds me of a busy harbor, where ships arrive carrying people, goods, and new ideas from faraway places.

Which sentence explains the evidence with story?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “The Roads Between Us”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Facts and Statistics

⌚ ~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 facts and statistics. 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 Facts and Statistics. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Facts and Statistics slide deck • student Explanation Tracking Sheets • the passage “The Roads Between Us”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "Neighbors meet and goods are shared, and friendships grow because they cared."

B: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."

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



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 facts and statistics.

"Read this with me: A: 'Neighbors meet and goods are shared, and friendships grow because they cared.' B: 'This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances.'"

►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 Facts and Statistics • 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 facts and statistics.

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

"Neighbors meet and goods are shared, and friendships grow because they cared." (This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances. / That part is already in the passage.)

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

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Grade 4 • 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 facts and statistics."

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

"Read this with me: 'Neighbors meet and goods are shared, and friendships grow because they cared.' (This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances. / That part is already in the passage.)"

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

ANSWER KEY: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

Evidence: "Neighbors meet and goods are shared, and friendships grow because they cared."

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



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 facts and statistics.*

"Read this with me: Evidence: 'Neighbors meet and goods are shared, and friendships grow because they cared.'"

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

ANSWER KEY: Sample: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word **THIS**.

Evidence: "Neighbors meet and goods are shared, and friendships grow because they cared."

I CAN I can write facts and statistics explanation myself.



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 facts and statistics explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Neighbors meet and goods are shared, and friendships grow because they cared.'"

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

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

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your facts and statistics 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 facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Facts and Statistics • 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Facts and Statistics 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 facts and statistics that starts with THIS.”

ANSWER KEY: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances."



OWN
Thursday

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



DEFEND
Friday

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

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 the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances." OWN: Sample: a facts and statistics explanation that begins with THIS and proves the point. DEFEND: A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "The Roads Between Us".

- (1) Neighbors meet and goods are shared, and friendships grow because they cared.
(2) This shows the facts: trade routes connected distant towns, so goods and even friendships could travel great distances.

Which sentence explains the evidence with facts and statistics?

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

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 facts and statistics?"

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

(12)(B) · Explaining with Facts and Statistics · 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 facts and statistics, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 facts and statistics, 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 Facts and Statistics · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “What Shapes a Society?”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Comparison and Contrast

⌚ ~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 comparison and contrast. 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 Comparison and Contrast. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Comparison and Contrast slide deck · student Explanation Tracking Sheets · the passage “What Shapes a Society?”

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast.

A: "A community near a river may have water for farming and transportation."

B: "This is different from a community far from water, because a river gives people ways to farm and to travel."

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



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 comparison and contrast.*

"Read this with me: A: 'A community near a river may have water for farming and transportation.' B: 'This is different from a community far from water, because a river gives people ways to farm and to travel.'"

➔*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 Comparison and Contrast • 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 comparison and contrast.

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

"A community near a river may have water for farming and transportation." (This is different from a community far from water, because a river gives people ways to farm and to travel. / That part is already in the passage.)

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

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Grade 4 • 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 comparison and contrast."

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

"Read this with me: 'A community near a river may have water for farming and transportation.' (This is different from a community far from water, because a river gives people ways to farm and to travel. / That part is already in the passage.)"

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

ANSWER KEY: "This is different from a community far from water, because a river gives people ways to farm and to travel." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

Evidence: "A community near a river may have water for farming and transportation."

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



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 comparison and contrast.*

"Read this with me: Evidence: 'A community near a river may have water for farming and transportation.'"

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

ANSWER KEY: Sample: "This is different from a community far from water, because a river gives people ways to farm and to travel."

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word *THIS*.

Evidence: "Families grew crops such as corn, beans, and squash."

I CAN I can write comparison and contrast explanation myself.



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 comparison and contrast explanation for this evidence. Start with the word *THIS*.

"Read this with me: Evidence: 'Families grew crops such as corn, beans, and squash.'"

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

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

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your comparison and contrast 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 comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Comparison and Contrast • 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from a community far from water, because a river gives people ways to farm and to travel." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Comparison and Contrast 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 comparison and contrast that starts with THIS.”

ANSWER KEY: "This is different from a community far from water, because a river gives people ways to farm and to travel." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from a community far from water, because a river gives people ways to farm and to travel." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from a community far from water, because a river gives people ways to farm and to travel."



OWN
Thursday

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



DEFEND
Friday

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

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 is different from a community far from water, because a river gives people ways to farm and to travel." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from a community far from water, because a river gives people ways to farm and to travel." OWN: Sample: a comparison and contrast explanation that begins with THIS and proves the point. DEFEND: A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Comparison and Contrast · Sheet 33 of 36 · Cluster 8

Read this part of a student's response about "What Shapes a Society?".

- (1) A community near a river may have water for farming and transportation.
(2) This is different from a community far from water, because a river gives people ways to farm and to travel.

Which sentence explains the evidence with comparison and contrast?

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

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 comparison and contrast?”

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

(12)(B) · Explaining with Comparison and Contrast · 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 comparison and contrast, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 comparison and contrast, 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 Comparison and Contrast · 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 4 I add three more: **Facts and Statistics, Comparison, and Cause and Effect.**

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “What Shapes a Society?”, right after you give your evidence.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Cause and Effect

⌚ ~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 cause and effect. 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 Cause and Effect. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Cause and Effect slide deck • student Explanation Tracking Sheets • the passage “What Shapes a Society?”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

A: "Families grew crops such as corn, beans, and squash."

B: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow."

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



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 cause and effect.*

"Read this with me: A: 'Families grew crops such as corn, beans, and squash.' B: 'This matters because growing corn, beans, and squash gave families steady food, which let their community grow.'"

➔*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 Cause and Effect • 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 cause and effect.

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

"Families grew crops such as corn, beans, and squash." (This matters because growing corn, beans, and squash gave families steady food, which let their community grow. / That part is already in the passage.)

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

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Grade 4 • 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 cause and effect."

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

"Read this with me: 'Families grew crops such as corn, beans, and squash.' (This matters because growing corn, beans, and squash gave families steady food, which let their community grow. / That part is already in the passage.)"

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

ANSWER KEY: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

Evidence: "Families grew crops such as corn, beans, and squash."

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



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 cause and effect.*

"Read this with me: Evidence: 'Families grew crops such as corn, beans, and squash.'"

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

ANSWER KEY: Sample: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow."

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word **THIS**.

Evidence: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."

I CAN I can write cause and effect explanation myself.



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 cause and effect explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.'"

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

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

(12)(B) • Explaining with Cause and Effect • 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 cause and effect makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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

"Read this with me: Explain how your cause and effect 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 cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Cause and Effect • 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because growing corn, beans, and squash gave families steady food, which let their community grow." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 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 Cause and Effect 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 cause and effect that starts with THIS.”

ANSWER KEY: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because growing corn, beans, and squash gave families steady food, which let their community grow." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow."



OWN
Thursday

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



DEFEND
Friday

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

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 matters because growing corn, beans, and squash gave families steady food, which let their community grow." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because growing corn, beans, and squash gave families steady food, which let their community grow." OWN: Sample: a cause and effect explanation that begins with THIS and proves the point. DEFEND: A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Cause and Effect · Sheet 34 of 36 · Cluster 8

Read this part of a student's response about "What Shapes a Society?".

- (1) Families grew crops such as corn, beans, and squash.
(2) This matters because growing corn, beans, and squash gave families steady food, which let their community grow.

Which sentence explains the evidence with cause and effect?

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

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 cause and effect?"

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

(12)(B) · Explaining with Cause and Effect · 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 cause and effect, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 cause and effect, 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 Cause and Effect · 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 4 I add three more: **Facts and Statistics**, **Comparison**, and **Cause and Effect**.

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “What Shapes a Society?”, right after you give your evidence.

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

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 “What Shapes a Society?”

(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: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."

B: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."

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



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: 'Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.' B: 'This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals.'"

➤*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.

"Geography includes landforms, bodies of water, climate, plants, animals, and natural resources." (This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals. / That part is already in the passage.)

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

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Grade 4 • 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: 'Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.' (This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals. / That part is already in the passage.)"

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

ANSWER KEY: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." explains the evidence. The other choice only repeats it.

(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: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."

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: 'Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.'"

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

ANSWER KEY: Sample: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."

(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: "Different environments provide different possibilities."

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: 'Different environments provide different possibilities.'"

➔*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 geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." <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 geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." 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 geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals."



OWN
Thursday

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



DEFEND
Friday

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

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 geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals." 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 "What Shapes a Society?".

- (1) Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.
(2) This means geography is the natural features of a place, such as its landforms, water, climate, plants, and animals.

Which sentence explains the evidence with a definition?

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 4 holds **6** habits.

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

WHERE IT APPEARS: “What Shapes a Society?”, right after you give your evidence.

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

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 “What Shapes a Society?”

(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: "Different environments provide different possibilities."

B: "This shows one example of how place matters, because each different environment offers people different choices."

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



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: 'Different environments provide different possibilities.' B: 'This shows one example of how place matters, because each different environment offers people different choices.'"

➤*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.

"Different environments provide different possibilities." (This shows one example of how place matters, because each different environment offers people different choices. / That part is already in the passage.)

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

The Writing Academy®, LLC

Grade 4 • 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: 'Different environments provide different possibilities.' (This shows one example of how place matters, because each different environment offers people different choices. / That part is already in the passage.)"

▶*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 matters, because each different environment offers people different choices." 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: "Different environments provide different possibilities."

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: 'Different environments provide different possibilities.'"

➔*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 matters, because each different environment offers people different choices."

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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: "Different environments provide different possibilities."

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: 'Different environments provide different possibilities.'"

▶*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.

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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 matters, because each different environment offers people different choices." <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 matters, because each different environment offers people different choices." 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 matters, because each different environment offers people different choices." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows one example of how place matters, because each different environment offers people different choices."



OWN
Thursday

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



DEFEND
Friday

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

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 matters, because each different environment offers people different choices." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of how place matters, because each different environment offers people different choices." 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 "What Shapes a Society?".

- (1) Different environments provide different possibilities.
(2) This shows one example of how place matters, because each different environment offers people different choices.

Which sentence explains the evidence with an example?

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

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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