

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

KEY IDEA

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

WHERE IT APPEARS: “The Great Chocolate Chip Cookie Mystery”,
 right after you give your evidence.

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

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Great Chocolate Chip Cookie Mystery”

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

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

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



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

➤*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.

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

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

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: 'By 11:42 on Friday morning, fifth grade had a problem.' (This shows the problem started at a clear moment, which pulls the reader into the mystery right away. / That part is already in the passage.)"

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

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

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

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: 'By 11:42 on Friday morning, fifth grade had a problem.'"

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

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

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

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

▶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 problem started at a clear moment, which pulls the reader into the mystery right away." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

→ Now open your Standards Sweep Explanation Tracking Sheet, 1 of 36, and complete the (12)(B) row.

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 problem started at a clear moment, which pulls the reader into the mystery right away." explains the detail clearly. The other choice only repeats it. SHOW: Sample: "This shows the problem started at a clear moment, which pulls the reader into the mystery right away." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

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

Read this part of a student's response about "The Great Chocolate Chip Cookie Mystery".

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

Which sentence explains the detail by telling what it shows?

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

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

🕒 ~4 min

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

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

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

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

KEY IDEA

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

WHERE IT APPEARS: “The Great Chocolate Chip Cookie Mystery”, right after you give your evidence.

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

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Great Chocolate Chip Cookie Mystery”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "I heard sixth grade took two each," said Eli."

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

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



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

▶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 heard sixth grade took two each," said Eli." (This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked. / That part is already in the passage.)

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

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Grade 5 • Prepare • Module 2 • Tuesday

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

⌚ ~4 min

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

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

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

"Read this with me: 'I heard sixth grade took two each,' said Eli.' (This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked. / That part is already in the passage.)"

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

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

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

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

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

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

(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 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: "You surveyed students,' Principal Bennett corrected."

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: "You surveyed students,' Principal Bennett corrected."

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

Explain how your sentence helped the reader. Then try an explanation in your own writing.

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



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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

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 Eli is guessing without proof, which tells the reader this claim still needs to be checked." <i>The explanation tells what the detail shows and why it matters.</i>
MY OWN EXAMPLE: <i>Write a detail from the passage, then explain what it shows and why it matters.</i>	

→ Now open your Standards Sweep Explanation Tracking Sheet, 2 of 36, and complete the (12)(B) row.

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 Eli is guessing without proof, which tells the reader this claim still needs to be checked." explains the detail clearly. The other choice only repeats it. SHOW: Sample: "This shows Eli is guessing without proof, which tells the reader this claim still needs to be checked." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

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

Read this part of a student's response about "The Great Chocolate Chip Cookie Mystery".

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

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

Which sentence explains the detail by telling what it shows?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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

🕒 ~4 min

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

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

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

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

KEY IDEA

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

WHERE IT APPEARS: “The Fifth-Grade Cookie Commission”, right after you give your evidence.

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

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Fifth-Grade Cookie Commission”

(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: "You surveyed students,' Principal Bennett corrected."

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

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



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

▶*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.

"You surveyed students,' Principal Bennett corrected." (This shows the class used a survey to gather real information, which is a fair way to find the facts. / That part is already in the passage.)

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

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: 'You surveyed students,' Principal Bennett corrected.' (This shows the class used a survey to gather real information, which is a fair way to find the facts. / That part is already in the passage.)"

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

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

(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: "You surveyed students,' Principal Bennett corrected."

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: "You surveyed students,' Principal Bennett corrected.'"

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

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

(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: "Principal Bennett gave fifth grade a challenge."

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: 'Principal Bennett gave fifth grade a challenge.'"

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

Explain how your sentence helped the reader. Then try an explanation in your own writing.

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



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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

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

→ Now open your Standards Sweep Explanation Tracking Sheet, 3 of 36, and complete the (12)(B) row.

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 class used a survey to gather real information, which is a fair way to find the facts." The explanation tells what the detail shows and why it matters.

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

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 class used a survey to gather real information, which is a fair way to find the facts." explains the detail clearly. The other choice only repeats it. SHOW: Sample: "This shows the class used a survey to gather real information, which is a fair way to find the facts." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

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

Read this part of a student's response about "The Fifth-Grade Cookie Commission".

- (1) 'You surveyed students,' Principal Bennett corrected.
(2) This shows the class used a survey to gather real information, which is a fair way to find the facts.

Which sentence explains the detail by telling what it shows?

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

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

⌚ ~4 min

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

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

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

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the detail, it tells what the detail shows and why it matters.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

KEY IDEA

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

WHERE IT APPEARS: “The Fifth-Grade Cookie Commission”, right after you give your evidence.

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

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

⌚ ~5 min

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

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

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

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

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

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

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

PREP & MATERIALS: the How to Explain Your Thinking slide deck • student Explanation Tracking Sheets • the passage “The Fifth-Grade Cookie Commission”

(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: "Principal Bennett gave fifth grade a challenge."

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

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

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

▶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.

"Principal Bennett gave fifth grade a challenge." (This shows the class was trusted to solve the problem themselves, which sets up the work they will do next. / That part is already in the passage.)

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

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: 'Principal Bennett gave fifth grade a challenge.' (This shows the class was trusted to solve the problem themselves, which sets up the work they will do next. / That part is already in the passage.)"

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

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

(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: "Principal Bennett gave fifth grade a challenge."

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: 'Principal Bennett gave fifth grade a challenge.'"

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

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

(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: "Principal Bennett gave fifth grade a challenge."

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: 'Principal Bennett gave fifth grade a challenge.'"**▶*No word bank today. Students write their own explanation, then reread to check it explains the detail.***ANSWER KEY:** Sample: an explanation that tells what the detail shows and why it matters.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

Tell why your explanation is clear and complete. Then explain a detail from your own writing.

Explain how your sentence helped the reader. Then try an explanation in your own writing.

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



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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

Complete the **Explanation** row on your Standards Sweep Tracking Sheet.

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

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

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 class was trusted to solve the problem themselves, which sets up the work they will do next." The explanation tells what the detail shows and why it matters.

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

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 class was trusted to solve the problem themselves, which sets up the work they will do next." explains the detail clearly. The other choice only repeats it. SHOW: Sample: "This shows the class was trusted to solve the problem themselves, which sets up the work they will do next." OWN: Sample: an explanation that tells what the detail shows and why it matters. DEFEND: A clear, complete explanation makes the detail easy to understand, then students explain a detail from their own writing.

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

Read this part of a student's response about "The Fifth-Grade Cookie Commission".

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

Which sentence explains the detail by telling what it shows?

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Definition** = what it is.

WHERE IT APPEARS: “From Tension to Revolution”, right after you give your evidence.

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

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 “From Tension to Revolution”

(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 Boston Massacre increased anger and distrust toward Britain."

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

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



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

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

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

The Writing Academy®, LLC

Grade 5 • 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 Boston Massacre increased anger and distrust toward Britain.' (This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less. / That part is already in the passage.)"

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

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

(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 Boston Massacre increased anger and distrust toward Britain."

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 Boston Massacre increased anger and distrust toward Britain.'"

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

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

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

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

➔*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 distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 5 of 36, and complete the (12)(B) row.

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means distrust is a loss of faith in someone, and after the Boston Massacre the colonists trusted Britain far less." 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 "From Tension to Revolution".

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

Which sentence explains the evidence with a definition?

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Example** = a clear example.

WHERE IT APPEARS: “From Tension to Revolution”, right after you give your evidence.

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

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 “From Tension to Revolution”

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

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

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



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

➤*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.

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

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

The Writing Academy®, LLC

Grade 5 • 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: 'Instead of ending the conflict, these actions brought the colonies closer together.' (This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace. / That part is already in the passage.)"

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

ANSWER KEY: "This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." explains the evidence. The other choice only repeats it.

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

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

➤*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 plan backfiring, because Britain's actions pushed the colonies closer to war, not peace."

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

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

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

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



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

⌚ ~4 min

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 6 of 36, and complete the (12)(B) row.

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 plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." The explanation uses an example and begins with THIS.

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

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of a plan backfiring, because Britain's actions pushed the colonies closer to war, not peace." 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 "From Tension to Revolution".

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

Which sentence explains the evidence with an example?

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

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Story** = a short story.

WHERE IT APPEARS: “From Tension to Revolution”, right after you give your evidence.

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

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 “From Tension to Revolution”

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

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

I CAN I can recognize an explanation that uses story.



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

►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 American Revolution became a fight for independence, leading to the Declaration of Independence." (This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

The Writing Academy®, LLC

Grade 5 • 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 American Revolution became a fight for independence, leading to the Declaration of Independence.' (This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom. / That part is already in the passage.)"

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

ANSWER KEY: "This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom." explains the evidence. The other choice only repeats it.

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

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

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

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

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

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

▶*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 group finally standing up for itself, choosing to fight for independence and declare its freedom." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 7 of 36, and complete the (12)(B) row.

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 group finally standing up for itself, choosing to fight for independence and declare its freedom." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a group finally standing up for itself, choosing to fight for independence and declare its freedom." 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 "From Tension to Revolution".

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

Which sentence explains the evidence with story?

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

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Facts and Statistics** = a fact or number.

WHERE IT APPEARS: “From Tension to Revolution”, right after you give your evidence.

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

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 “From Tension to Revolution”

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

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

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



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

➔*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.

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

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

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Module 4 • Tuesday

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

⌚ ~4 min

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

"Today our thinking job is CHOOSE. Choose the explanation that uses 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: 'Colonists opposed the Stamp Act because they had no representation.' (This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament. / That part is already in the passage.)"

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

ANSWER KEY: "This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." explains the evidence. The other choice only repeats it.

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

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

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

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

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

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

▶*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 Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

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

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

**SHOW**
Wednesday

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

**OWN**
Thursday

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

**DEFEND**
Friday

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

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 Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: the Stamp Act of 1765 taxed the colonists, who had no representatives in Britain's Parliament." 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 "From Tension to Revolution".

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

Which sentence explains the evidence with facts and statistics?

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

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Comparison and Contrast** = compare or contrast.

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

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

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 “Spanish Rule in Early Texas”

(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: "Presidios were forts built by Spanish soldiers."

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

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



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

➔*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.

"Presidios were forts built by Spanish soldiers." (This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion. / That part is already in the passage.)

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

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Grade 5 • 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: 'Presidios were forts built by Spanish soldiers.' (This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion. / That part is already in the passage.)"

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

ANSWER KEY: "This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." explains the evidence. The other choice only repeats it.

(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: "Presidios were forts built by Spanish soldiers."

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: 'Presidios were forts built by Spanish soldiers.'"

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

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

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

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

▶*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 a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

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

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 mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." 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 a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion." 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 "Spanish Rule in Early Texas".

- (1) Presidios were forts built by Spanish soldiers.
(2) This is different from a mission, because a presidio was a fort built by soldiers for defense while a mission taught religion.

Which sentence explains the evidence with comparison and contrast?

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

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

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

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

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

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

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

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

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 “Spanish Rule in Early Texas”

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

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

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



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

►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.

"Missionaries helped transfer Spanish customs and skills such as farming." (This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas. / That part is already in the passage.)

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

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Grade 5 • 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: 'Missionaries helped transfer Spanish customs and skills such as farming.' (This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas. / That part is already in the passage.)"

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

ANSWER KEY: "This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." explains the evidence. The other choice only repeats it.

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

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

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

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

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

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

▶*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 missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

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

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because missionaries taught Spanish customs and farming, which is why those skills spread across early Texas." 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 "Spanish Rule in Early Texas".

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

Which sentence explains the evidence with cause and effect?

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

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

KEY IDEA

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

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

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

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

⌚ ~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 process. 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 Process. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Process slide deck • student Explanation Tracking Sheets • the passage “Spanish Rule in Early Texas”

(12)(B) • Explaining with Process • 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 process.

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

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

I CAN I can recognize an explanation that uses process.



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 process.*

**"Read this with me: A: 'Spanish rule had lasting effects on Texas.'
B: 'This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas.'"**

➤*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 Process • 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 process.

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

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

I CAN I can choose process explanation, with support.

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Grade 5 • 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 process."

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

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

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

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

(12)(B) • Explaining with Process • 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 process.

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

I CAN I can show an explanation using process.



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 process.*

"Read this with me: Evidence: 'Spanish rule had lasting effects on Texas.'"

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

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

(12)(B) • Explaining with Process • 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 process explanation for this evidence. Start with the word THIS.

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

I CAN I can write process explanation myself.



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

"Read this with me: Evidence: 'The Spanish language and Catholic religion became part of daily life in the region.'"

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

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

(12)(B) • Explaining with Process • 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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 process makes the evidence clear. Then explain a piece of evidence from your own reading.*

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

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

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 11 of 36, and complete the (12)(B) row.

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 Process 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 process that starts with THIS.”

ANSWER KEY: "This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." The explanation uses process and begins with THIS.

(12)(B) · Explaining with Process · 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 works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." explains the evidence. The other choice only repeats it. SHOW: Sample: "This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas." OWN: Sample: a process explanation that begins with THIS and proves the point. DEFEND: A clear process makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Process · Sheet 11 of 36 · Cluster 2

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

- (1) Spanish rule had lasting effects on Texas.
(2) This works step by step: Spain built missions, taught its language and religion, and over time those steps shaped Texas.

Which sentence explains the evidence with process?

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

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 process?"

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

(12)(B) · Explaining with Process · 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 process, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 process, 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 Process · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Analogy** = a familiar comparison.

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

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

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

⌚ ~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 analogy. 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 Analogy. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Analogy slide deck • student Explanation Tracking Sheets • the passage “Spanish Rule in Early Texas”

(12)(B) • Explaining with an Analogy • 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 analogy.

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

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

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



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 analogy.*

"Read this with me: A: 'The Spanish language and Catholic religion became part of daily life in the region.' B: 'This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today.'"

▶*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 Analogy • 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 analogy.

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

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

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

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Grade 5 • 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 analogy."

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

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

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

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

(12)(B) • Explaining with an Analogy • 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 analogy.

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

I CAN I can show an explanation using an analogy.



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 analogy.*

"Read this with me: Evidence: 'The Spanish language and Catholic religion became part of daily life in the region.'"

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

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

(12)(B) • Explaining with an Analogy • 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 analogy explanation for this evidence. Start with the word THIS.

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

I CAN I can write an analogy explanation myself.



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

"Read this with me: Evidence: 'The Spanish language and Catholic religion became part of daily life in the region.'"

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

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

(12)(B) • Explaining with an Analogy • 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.*

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

(12)(B) • Explaining with an Analogy • 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 **Analogy** row on your DEEP FACTS Tracking Sheet.

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

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

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 Analogy 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 analogy that starts with THIS.”

ANSWER KEY: "This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." The explanation uses an analogy and begins with THIS.

(12)(B) · Explaining with an Analogy · 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 is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is like seeds taking root, because Spanish language and religion were planted early and still grow in Texas today." OWN: Sample: a analogy explanation that begins with THIS and proves the point. DEFEND: A clear analogy makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Analogy · Sheet 12 of 36 · Cluster 2

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

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

Which sentence explains the evidence with an analogy?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 analogy?"

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

(12)(B) · Explaining with an Analogy · 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 analogy, and it starts with the signal word THIS.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 analogy, 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 Analogy · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Expert Testimony** = what an expert says.

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

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

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

⌚ ~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 expert testimony. 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 Expert Testimony. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Expert Testimony slide deck • student Explanation Tracking Sheets • the passage “Our Rights, Our Voices”

(12)(B) • Explaining with an Expert Testimony • 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 an expert testimony.

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

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

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

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 expert testimony.*

"Read this with me: A: 'The Third says soldiers cannot stay inside your home without your say.' B: 'This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home.'"

➤*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 Expert Testimony • 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 an expert testimony.

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

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

I CAN I can choose an expert testimony explanation, with support.

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 expert testimony."

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

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

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

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

(12)(B) • Explaining with an Expert Testimony • 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 an expert testimony.

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

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

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 expert testimony.

"Read this with me: Evidence: 'The Third says soldiers cannot stay inside your home without your say.'"

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

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

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony explanation for this evidence. Start with the word **THIS**.

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

I CAN I can write an expert testimony explanation myself.



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

"Read this with me: Evidence: 'They wrote down rights to make things fair.'"

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

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

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

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

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



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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

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

(12)(B) • Explaining with an Expert Testimony • 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 **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 13 of 36, and complete the (12)(B) row.

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 Expert Testimony 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 expert testimony that starts with THIS.”

ANSWER KEY: "This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." The explanation uses an expert testimony and begins with THIS.

(12)(B) · Explaining with an Expert Testimony · 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 is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home." OWN: Sample: a expert testimony explanation that begins with THIS and proves the point. DEFEND: A clear expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

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

- (1) The Third says soldiers cannot stay inside your home without your say.
(2) This is what an expert says: legal scholars explain that the Third Amendment keeps soldiers from being housed in your home.

Which sentence explains the evidence with an expert testimony?

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

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

🕒 ~4 min

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

“Show what you know. Which sentence explains the evidence with an expert testimony?”

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

(12)(B) · Explaining with an Expert Testimony · 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 an expert testimony, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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 expert testimony, 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 Expert Testimony · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Definition** habit: I explain by telling what something is.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Definition** = what it is.

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

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

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 “Our Rights, Our Voices”

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

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

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

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



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

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

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the explanation that uses a definition.

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

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

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

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Module 2 • Tuesday

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

⌚ ~4 min

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

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

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

"Read this with me: 'They wrote down rights to make things fair.' (This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair. / That part is already in the passage.)"

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

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

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

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

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

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

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

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

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

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

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

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

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



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

⌚ ~4 min

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

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

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

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

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

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

(12)(B) • Explaining with a Definition • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 14 of 36, and complete the (12)(B) row.

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 right is a freedom that is protected by law, and the writers listed rights to keep things fair." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

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



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 right is a freedom that is protected by law, and the writers listed rights to keep things fair." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means a right is a freedom that is protected by law, and the writers listed rights to keep things fair." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

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

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

Which sentence explains the evidence with a definition?

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

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

🕒 ~4 min

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

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

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

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

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

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

(12)(B) · Explaining with a Definition · Sheet 14 of 36 · Cluster 3

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Example** habit: I explain by giving a specific example.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Example** = a clear example.

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

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

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 “Our Rights, Our Voices”

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

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

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

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



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

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

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the explanation that uses an example.

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

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

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

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Grade 5 • Cluster 3 • Module 3 • Tuesday

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

⌚ ~4 min

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

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

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

"Read this with me: 'The First says you can speak your mind, practice religion, write your thoughts, and gather.' (This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas. / That part is already in the passage.)"

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

ANSWER KEY: "This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

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

I CAN I can show an explanation using an example.



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

➔*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 protected freedom, because the First Amendment lets you speak, worship, and write your ideas."

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

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

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

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

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

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

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

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



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

⌚ ~4 min

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

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

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

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

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

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

(12)(B) • Explaining with an Example • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 15 of 36, and complete the (12)(B) row.

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 protected freedom, because the First Amendment lets you speak, worship, and write your ideas." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

"This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 protected freedom, because the First Amendment lets you speak, worship, and write your ideas." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of a protected freedom, because the First Amendment lets you speak, worship, and write your ideas." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

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

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

Which sentence explains the evidence with an example?

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

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

🕒 ~4 min

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

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

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

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

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

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

(12)(B) · Explaining with an Example · Sheet 15 of 36 · Cluster 3

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Story** = a short story.

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

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

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 “Our Rights, Our Voices”

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

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

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

I CAN I can recognize an explanation that uses story.

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

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

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the explanation that uses story.

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

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

I CAN I can choose story explanation, with support.

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Grade 5 • Cluster 3 • Module 4 • Tuesday

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

⌚ ~4 min

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

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

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

"Read this with me: 'The Second says you have a right to keep and bear arms, day or night.' (This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person. / That part is already in the passage.)"

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

ANSWER KEY: "This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the explanation.

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

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

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

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

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

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

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

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

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend and transfer.

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

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

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



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

⌚ ~4 min

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

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

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

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

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

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

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 16 of 36, and complete the (12)(B) row.

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 family talking over the rules that keep them safe, the way the amendments protect each person." The explanation uses story and begins with THIS.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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



NOTICE
Monday

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



CHOOSE
Tuesday

"This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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 family talking over the rules that keep them safe, the way the amendments protect each person." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a family talking over the rules that keep them safe, the way the amendments protect each person." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 16 of 36 • Cluster 3

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

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

Which sentence explains the evidence with story?

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

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

🕒 ~4 min

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

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

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

(12)(B) · Explaining with Story · Sheet 16 of 36 · Cluster 3

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

Correct answer: B Sentence 2

WHY THIS IS CORRECT

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

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

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

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

⌚ ~3 min

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

“The correct answer is B, Sentence 2.”

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

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

(12)(B) · Explaining with Story · Sheet 16 of 36 · Cluster 3

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Facts and Statistics** = a fact or number.

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

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

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 Garden That Wouldn’t Grow”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which sentence is the explanation?

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

A: "Too much water can prevent roots from getting enough air."

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

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



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

➔*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 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 facts and statistics.

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

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

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

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Grade 5 • 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 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: 'Too much water can prevent roots from getting enough air.' (This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them. / That part is already in the passage.)"

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

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

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

Evidence: "Too much water can prevent roots from getting enough air."

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



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: 'Too much water can prevent roots from getting enough air.'"

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

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

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

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

I CAN I can write facts and statistics explanation myself.



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

▶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 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 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 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

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

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 17 of 36, and complete the (12)(B) row.

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: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

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



OWN
Thursday

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



DEFEND
Friday

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

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: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: roots need air as well as water, so soil that stays soaked keeps oxygen from reaching them." 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 Garden That Wouldn't Grow".

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

Which sentence explains the evidence with facts and statistics?

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

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 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 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 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Comparison and Contrast** = compare or contrast.

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

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

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 Garden That Wouldn’t Grow”

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

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

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

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



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

➔*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 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 comparison and contrast.

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

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

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

The Writing Academy®, LLC

Grade 5 • 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 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: 'Without proper air, the roots cannot function effectively.' (This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food. / That part is already in the passage.)"

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

ANSWER KEY: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

Evidence: "Without proper air, the roots cannot function effectively."

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: 'Without proper air, the roots cannot function effectively.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food."

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast explanation for this evidence. Start with the word THIS.

Evidence: "The soil became overly wet and muddy, and many leaves turned yellow."

I CAN I can write comparison and contrast explanation myself.



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: 'The soil became overly wet and muddy, and many leaves turned yellow.'"

▶*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 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 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 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 **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 18 of 36, and complete the (12)(B) row.

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 healthy roots, because roots without air cannot work well while roots with air take in water and food." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food."



OWN
Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

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 healthy roots, because roots without air cannot work well while roots with air take in water and food." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food." 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 18 of 36 · Cluster 4

Read this part of a student's response about "The Garden That Wouldn't Grow".

- (1) Without proper air, the roots cannot function effectively.
(2) This is different from healthy roots, because roots without air cannot work well while roots with air take in water and food.

Which sentence explains the evidence with comparison and contrast?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 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 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 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Cause and Effect** = cause and effect.

WHERE IT APPEARS: “The Garden That Wouldn’t Grow”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Garden That Wouldn’t Grow”

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

A: "The soil became overly wet and muddy, and many leaves turned yellow."

B: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow."

I CAN I can recognize an explanation that uses cause and effect.



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: 'The soil became overly wet and muddy, and many leaves turned yellow.' B: 'This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow.'"

►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 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 cause and effect.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"The soil became overly wet and muddy, and many leaves turned yellow." (This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow. / That part is already in the passage.)

I CAN I can choose cause and effect explanation, with support.

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Grade 5 • 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 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: 'The soil became overly wet and muddy, and many leaves turned yellow.' (This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow. / That part is already in the passage.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Cause and Effect • 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 cause and effect.

Evidence: "The soil became overly wet and muddy, and many leaves turned yellow."

I CAN I can show an explanation using cause and effect.



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: 'The soil became overly wet and muddy, and many leaves turned yellow.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow."

(12)(B) • Explaining with Cause and Effect • 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 cause and effect explanation for this evidence. Start with the word **THIS**.

Evidence: "Within several days, the plants began to recover."

I CAN I can write cause and effect explanation myself.



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: 'Within several days, the plants began to recover.'"

▶*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 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 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 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 **Cause and Effect** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with cause and effect	"This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 19 of 36, and complete the (12)(B) row.

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 soil stayed too wet, which choked the roots and caused the leaves to turn yellow." The explanation uses cause and effect and begins with THIS.

(12)(B) · Explaining with Cause and Effect · 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 matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow."



OWN
Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

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 soil stayed too wet, which choked the roots and caused the leaves to turn yellow." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow." 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 19 of 36 · Cluster 4

Read this part of a student's response about "The Garden That Wouldn't Grow".

- (1) The soil became overly wet and muddy, and many leaves turned yellow.
(2) This matters because the soil stayed too wet, which choked the roots and caused the leaves to turn yellow.

Which sentence explains the evidence with cause and effect?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 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 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 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Process** habit: I explain by walking through the steps.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Process** = the steps.

WHERE IT APPEARS: “The Garden That Wouldn’t Grow”, right after you give your evidence.

This deck teaches the **Process** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Process

⌚ ~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 process. 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 Process. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Process slide deck • student Explanation Tracking Sheets • the passage “The Garden That Wouldn’t Grow”

(12)(B) • Explaining with Process • Sheet 20 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with process.

A: "Within several days, the plants began to recover."

B: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered."

I CAN I can recognize an explanation that uses process.



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 process.*

"Read this with me: A: 'Within several days, the plants began to recover.' B: 'This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered.'"

➤*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 Process • 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 process.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"Within several days, the plants began to recover." (This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered. / That part is already in the passage.)

I CAN I can choose process explanation, with support.

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Grade 5 • 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 process."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'Within several days, the plants began to recover.' (This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Process • 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 process.

Evidence: "Within several days, the plants began to recover."

I CAN I can show an explanation using process.



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 process.*

"Read this with me: Evidence: 'Within several days, the plants began to recover.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered."

(12)(B) • Explaining with Process • 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 process explanation for this evidence. Start with the word THIS.

Evidence: "Within several days, the plants began to recover."

I CAN I can write process explanation myself.



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 process explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Within several days, the plants began to recover.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a process explanation that begins with THIS and proves the point.

(12)(B) • Explaining with Process • 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your process helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use process in my own writing.



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 process makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your process 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 process makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Process • 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 **Process** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with process	"This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." <i>The explanation uses process and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with process that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 20 of 36, and complete the (12)(B) row.

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 Process 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 process that starts with THIS.”

ANSWER KEY: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." The explanation uses process and begins with THIS.

(12)(B) · Explaining with Process · 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 works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered."



OWN
Thursday

Sample: a process explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear process makes the evidence easy to understand, then students explain their own evidence the same way.

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 works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." explains the evidence. The other choice only repeats it. SHOW: Sample: "This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered." OWN: Sample: a process explanation that begins with THIS and proves the point. DEFEND: A clear process makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Process · Sheet 20 of 36 · Cluster 4

Read this part of a student's response about "The Garden That Wouldn't Grow".

- (1) Within several days, the plants began to recover.
(2) This works step by step: the gardener let the soil dry, the roots reached air again, and within days the plants recovered.

Which sentence explains the evidence with process?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 process?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Process · 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 process, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 process, 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 Process · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Analogy** = a familiar comparison.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Analogy** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with an Analogy

⌚ ~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 analogy. 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 Analogy. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Analogy slide deck • student Explanation Tracking Sheets • the passage “A Difficult Compromise”

(12)(B) • Explaining with an Analogy • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an analogy.

A: "The debate went on for days, and voices were raised."

B: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground."

I CAN I can recognize an explanation that uses an analogy.



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 analogy.*

"Read this with me: A: 'The debate went on for days, and voices were raised.' B: 'This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground.'"

➔*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 Analogy • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Choose the explanation that uses an analogy.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"The debate went on for days, and voices were raised." (This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground. / That part is already in the passage.)

I CAN I can choose an analogy explanation, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ➔ = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses an analogy."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'The debate went on for days, and voices were raised.' (This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Analogy • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show the explanation.

Add an explanation after the evidence. Start with THIS and use an analogy.

Evidence: "The debate went on for days, and voices were raised."

I CAN I can show an explanation using an analogy.



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 analogy.*

"Read this with me: Evidence: 'The debate went on for days, and voices were raised.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground."

(12)(B) • Explaining with an Analogy • 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 analogy explanation for this evidence. Start with the word THIS.

Evidence: "Even after the meeting ended, people continued to question the decision."

I CAN I can write an analogy explanation myself.



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 analogy explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Even after the meeting ended, people continued to question the decision.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a analogy explanation that begins with THIS and proves the point.

(12)(B) • Explaining with an Analogy • 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your analogy helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an analogy in my own writing.



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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your analogy 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 analogy makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Analogy • 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 **Analogy** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an analogy	"This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." <i>The explanation uses an analogy and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an analogy that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 21 of 36, and complete the (12)(B) row.

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 Analogy 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 analogy that starts with THIS.”

ANSWER KEY: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." The explanation uses an analogy and begins with THIS.

(12)(B) · Explaining with an Analogy · 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 like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground."



OWN
Thursday

Sample: a analogy explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear analogy makes the evidence easy to understand, then students explain their own evidence the same way.

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 like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground." OWN: Sample: a analogy explanation that begins with THIS and proves the point. DEFEND: A clear analogy makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Analogy • Sheet 21 of 36 • Cluster 5

Read this part of a student's response about "A Difficult Compromise".

- (1) The debate went on for days, and voices were raised.
(2) This is like a long tug of war, because each side pulled hard for days before anyone was willing to give ground.

Which sentence explains the evidence with an analogy?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 analogy?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Analogy · Sheet 21 of 36 · Cluster 5

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the evidence with an analogy, and it starts with the signal word THIS.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 analogy, 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 Analogy · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Expert Testimony** = what an expert says.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Expert Testimony** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with an Expert Testimony

⌚ ~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 expert testimony. 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 Expert Testimony. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Expert Testimony slide deck • student Explanation Tracking Sheets • the passage “A Difficult Compromise”

(12)(B) • Explaining with an Expert Testimony • 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 an expert testimony.

A: "Even after the meeting ended, people continued to question the decision."

B: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended."

I CAN I can recognize an explanation that uses an expert testimony.



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 expert testimony.

"Read this with me: A: 'Even after the meeting ended, people continued to question the decision.' B: 'This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended.'"

▶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 Expert Testimony • 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 an expert testimony.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"Even after the meeting ended, people continued to question the decision." (This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended. / That part is already in the passage.)

I CAN I can choose an expert testimony explanation, with support.

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Grade 5 • Cluster 5 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ➔ = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses an expert testimony."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'Even after the meeting ended, people continued to question the decision.' (This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Expert Testimony • 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 an expert testimony.

Evidence: "Even after the meeting ended, people continued to question the decision."

I CAN I can show an explanation using an expert testimony.



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 expert testimony.*

"Read this with me: Evidence: 'Even after the meeting ended, people continued to question the decision.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended."

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony explanation for this evidence. Start with the word **THIS**.

Evidence: "If enslaved people were counted, Southern states would have more representatives."

I CAN I can write an expert testimony explanation myself.



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 expert testimony explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'If enslaved people were counted, Southern states would have more representatives.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a expert testimony explanation that begins with **THIS** and proves the point.

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your expert testimony helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an expert testimony in my own writing.



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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

"Read this with me: Explain how your expert testimony 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 expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Expert Testimony • 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 **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an expert testimony	"This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." <i>The explanation uses an expert testimony and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an expert testimony that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 22 of 36, and complete the (12)(B) row.

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 Expert Testimony 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 expert testimony that starts with THIS.”

ANSWER KEY: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." The explanation uses an expert testimony and begins with THIS.

(12)(B) · Explaining with an Expert Testimony · 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 is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended."



OWN
Thursday

Sample: a expert testimony explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

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 what an expert says: historians note that many people still questioned the compromise long after the meeting ended." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended." OWN: Sample: a expert testimony explanation that begins with THIS and proves the point. DEFEND: A clear expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "A Difficult Compromise".

- (1) Even after the meeting ended, people continued to question the decision.
(2) This is what an expert says: historians note that many people still questioned the compromise long after the meeting ended.

Which sentence explains the evidence with an expert testimony?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 expert testimony?”

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Expert Testimony · 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 an expert testimony, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 expert testimony, 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 Expert Testimony · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Definition** habit: I explain by telling what something is.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Definition** = what it is.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Difficult Compromise”

(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: "If enslaved people were counted, Southern states would have more representatives."

B: "This means representation is a share of power in government, and counting people changed how much each state would have."

I CAN I can recognize an explanation that uses a definition.



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: 'If enslaved people were counted, Southern states would have more representatives.' B: 'This means representation is a share of power in government, and counting people changed how much each state would have.'"

➔*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.

"If enslaved people were counted, Southern states would have more representatives." (This means representation is a share of power in government, and counting people changed how much each state would have. / That part is already in the passage.)

I CAN I can choose a definition explanation, with support.

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Grade 5 • 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: 'If enslaved people were counted, Southern states would have more representatives.' (This means representation is a share of power in government, and counting people changed how much each state would have. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This means representation is a share of power in government, and counting people changed how much each state would have." explains the evidence. The other choice only repeats it.

(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: "If enslaved people were counted, Southern states would have more representatives."

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: 'If enslaved people were counted, Southern states would have more representatives.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This means representation is a share of power in government, and counting people changed how much each state would have."

(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: "Some delegates agreed because they wanted the convention to succeed."

I CAN I can write a definition explanation myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • THURSDAY • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is OWN. Explain on your own."

▶*Read the task: Write your own definition explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'Some delegates agreed because they wanted the convention to succeed.'"

▶*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 representation is a share of power in government, and counting people changed how much each state would have." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 23 of 36, and complete the (12)(B) row.

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 representation is a share of power in government, and counting people changed how much each state would have." 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 representation is a share of power in government, and counting people changed how much each state would have." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This means representation is a share of power in government, and counting people changed how much each state would have."



OWN
Thursday

Sample: a definition explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

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 representation is a share of power in government, and counting people changed how much each state would have." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means representation is a share of power in government, and counting people changed how much each state would have." 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 "A Difficult Compromise".

- (1) If enslaved people were counted, Southern states would have more representatives.
(2) This means representation is a share of power in government, and counting people changed how much each state would have.

Which sentence explains the evidence with a definition?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Example** habit: I explain by giving a specific example.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Example** = a clear example.

WHERE IT APPEARS: “A Difficult Compromise”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Difficult Compromise”

(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: "Some delegates agreed because they wanted the convention to succeed."

B: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed."

I CAN I can recognize an explanation that uses an example.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • MONDAY •
Foundational (Beginning)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today our thinking job is NOTICE. Which sentence is the explanation?"

►Read the task: Read the two sentences. One just repeats the evidence. One explains it with an example.

"Read this with me: A: 'Some delegates agreed because they wanted the convention to succeed.' B: 'This shows one example of compromise, because some delegates gave in on this point so the convention could succeed.'"

►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.

"Some delegates agreed because they wanted the convention to succeed." (This shows one example of compromise, because some delegates gave in on this point so the convention could succeed. / That part is already in the passage.)

I CAN I can choose an example explanation, with support.

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Grade 5 • 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: 'Some delegates agreed because they wanted the convention to succeed.' (This shows one example of compromise, because some delegates gave in on this point so the convention could succeed. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed." explains the evidence. The other choice only repeats it.

(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: "Some delegates agreed because they wanted the convention to succeed."

I CAN I can show an explanation using an example.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • WEDNESDAY •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ➤ = teacher direction (do not read aloud)

"Today our thinking job is SHOW. Show the explanation."

➤*Read the task: Add an explanation after the evidence. Start with THIS and use an example.*

"Read this with me: Evidence: 'Some delegates agreed because they wanted the convention to succeed.'"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed."

(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: "Some delegates agreed because they wanted the convention to succeed."

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: 'Some delegates agreed because they wanted the convention to succeed.'"

▶*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 compromise, because some delegates gave in on this point so the convention could succeed." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 24 of 36, and complete the (12)(B) row.

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 compromise, because some delegates gave in on this point so the convention could succeed." 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 compromise, because some delegates gave in on this point so the convention could succeed." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed."



OWN
Thursday

Sample: a example explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

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 compromise, because some delegates gave in on this point so the convention could succeed." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of compromise, because some delegates gave in on this point so the convention could succeed." 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 "A Difficult Compromise".

- (1) Some delegates agreed because they wanted the convention to succeed.
(2) This shows one example of compromise, because some delegates gave in on this point so the convention could succeed.

Which sentence explains the evidence with an example?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Story** = a short story.

WHERE IT APPEARS: “A Voice in the Community”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Voice in the Community”

(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: "By voting or speaking up, people can have a say."

B: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next."

I CAN I can recognize an explanation that uses story.



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: 'By voting or speaking up, people can have a say.' B: 'This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next.'"

➔*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.

"By voting or speaking up, people can have a say." (This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

The Writing Academy®, LLC

Grade 5 • 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: 'By voting or speaking up, people can have a say.' (This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next." explains the evidence. The other choice only repeats it.

(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: "By voting or speaking up, people can have a say."

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: 'By voting or speaking up, people can have a say.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next."

(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: "Communities are shaped by the people who live in them."

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: 'Communities are shaped by the people who live in them.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a story explanation that begins with THIS and proves the point.

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your story helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use story in my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

ANSWER KEY: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

Complete the **Story** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 25 of 36, and complete the (12)(B) row.

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 town meeting where neighbors raise their hands, each voice helping to decide what happens next." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



NOTICE
Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



CHOOSE
Tuesday

"This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next."



OWN
Thursday

Sample: a story explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

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 town meeting where neighbors raise their hands, each voice helping to decide what happens next." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 25 of 36 · Cluster 6

Read this part of a student's response about "A Voice in the Community".

- (1) By voting or speaking up, people can have a say.
(2) This reminds me of a town meeting where neighbors raise their hands, each voice helping to decide what happens next.

Which sentence explains the evidence with story?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Facts and Statistics** = a fact or number.

WHERE IT APPEARS: “A Voice in the Community”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Voice in the Community”

(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: "Communities are shaped by the people who live in them."

B: "This shows the facts: when more residents vote, communities better reflect the people who live in them."

I CAN I can recognize an explanation that uses facts and statistics.



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: 'Communities are shaped by the people who live in them.' B: 'This shows the facts: when more residents vote, communities better reflect the people who live in them.'"

➔*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.

"Communities are shaped by the people who live in them." (This shows the facts: when more residents vote, communities better reflect the people who live in them. / That part is already in the passage.)

I CAN I can choose facts and statistics explanation, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses 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: 'Communities are shaped by the people who live in them.' (This shows the facts: when more residents vote, communities better reflect the people who live in them. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This shows the facts: when more residents vote, communities better reflect the people who live in them." explains the evidence. The other choice only repeats it.

(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: "Communities are shaped by the people who live in them."

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: 'Communities are shaped by the people who live in them.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This shows the facts: when more residents vote, communities better reflect the people who live in them."

(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: "Some people are busy with work or family and choose not to get involved."

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: 'Some people are busy with work or family and choose not to get involved.'"

▶*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: when more residents vote, communities better reflect the people who live in them." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 26 of 36, and complete the (12)(B) row.

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: when more residents vote, communities better reflect the people who live in them." 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: when more residents vote, communities better reflect the people who live in them." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows the facts: when more residents vote, communities better reflect the people who live in them."



OWN
Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

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: when more residents vote, communities better reflect the people who live in them." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: when more residents vote, communities better reflect the people who live in them." 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 26 of 36 · Cluster 6

Read this part of a student's response about "A Voice in the Community".

- (1) Communities are shaped by the people who live in them.
(2) This shows the facts: when more residents vote, communities better reflect the people who live in them.

Which sentence explains the evidence with facts and statistics?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Comparison and Contrast** = compare or contrast.

WHERE IT APPEARS: “A Voice in the Community”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Voice in the Community”

(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: "Some people are busy with work or family and choose not to get involved."

B: "This is different from active members, because some people are too busy to take part while others make time to help."

I CAN I can recognize an explanation that uses comparison and contrast.



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: 'Some people are busy with work or family and choose not to get involved.' B: 'This is different from active members, because some people are too busy to take part while others make time to help.'"

➔*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.

"Some people are busy with work or family and choose not to get involved." (This is different from active members, because some people are too busy to take part while others make time to help. / That part is already in the passage.)

I CAN I can choose comparison and contrast explanation, with support.

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Grade 5 • 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: 'Some people are busy with work or family and choose not to get involved.' (This is different from active members, because some people are too busy to take part while others make time to help. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is different from active members, because some people are too busy to take part while others make time to help." explains the evidence. The other choice only repeats it.

(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: "Some people are busy with work or family and choose not to get involved."

I CAN I can show an explanation using comparison and contrast.



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: 'Some people are busy with work or family and choose not to get involved.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is different from active members, because some people are too busy to take part while others make time to help."

(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: "Others feel that taking part is not always necessary."

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: 'Others feel that taking part is not always necessary.'"

▶*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 active members, because some people are too busy to take part while others make time to help." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 27 of 36, and complete the (12)(B) row.

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 active members, because some people are too busy to take part while others make time to help." 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 active members, because some people are too busy to take part while others make time to help." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from active members, because some people are too busy to take part while others make time to help."



OWN
Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

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 active members, because some people are too busy to take part while others make time to help." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from active members, because some people are too busy to take part while others make time to help." 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 Voice in the Community".

- (1) Some people are busy with work or family and choose not to get involved.
- (2) This is different from active members, because some people are too busy to take part while others make time to help.

Which sentence explains the evidence with comparison and contrast?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.

This sheet practices the **Cause and Effect** habit: I explain by telling what it caused or why it happened.

I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.

Grade 5 holds **9** habits.

Today: **Cause and Effect** = cause and effect.

WHERE IT APPEARS: “A Voice in the Community”, right after you give your evidence.

This deck teaches the **Cause and Effect** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 Voice in the Community”

(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: "Others feel that taking part is not always necessary."

B: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down."

I CAN I can recognize an explanation that uses cause and effect.



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: 'Others feel that taking part is not always necessary.' B: 'This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down.'"

►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.

"Others feel that taking part is not always necessary." (This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down. / That part is already in the passage.)

I CAN I can choose cause and effect explanation, with support.

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Grade 5 • 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: 'Others feel that taking part is not always necessary.' (This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down." explains the evidence. The other choice only repeats it.

(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: "Others feel that taking part is not always necessary."

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: 'Others feel that taking part is not always necessary.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down."

(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: "Others feel that taking part is not always necessary."

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: 'Others feel that taking part is not always necessary.'"

▶*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 when people believe taking part is not necessary, fewer voices are heard and change slows down." <i>The explanation uses cause and effect and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with cause and effect that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 28 of 36, and complete the (12)(B) row.

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 when people believe taking part is not necessary, fewer voices are heard and change slows down." 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 when people believe taking part is not necessary, fewer voices are heard and change slows down." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down."



OWN
Thursday

Sample: a cause and effect explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear cause and effect makes the evidence easy to understand, then students explain their own evidence the same way.

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 when people believe taking part is not necessary, fewer voices are heard and change slows down." explains the evidence. The other choice only repeats it. SHOW: Sample: "This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down." 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 Voice in the Community".

- (1) Others feel that taking part is not always necessary.
(2) This matters because when people believe taking part is not necessary, fewer voices are heard and change slows down.

Which sentence explains the evidence with cause and effect?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Process** habit: I explain by walking through the steps.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Process** = the steps.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Process** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with Process

⌚ ~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 process. 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 Process. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with Process slide deck • student Explanation Tracking Sheets • the passage “One Voice Can Start a Wave”

(12)(B) • Explaining with Process • 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 process.

A: "People can gather, write, and speak to help protect the change they seek."

B: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek."

I CAN I can recognize an explanation that uses process.



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 process.*

"Read this with me: A: 'People can gather, write, and speak to help protect the change they seek.' B: 'This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek.'"

▶*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 Process • 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 process.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"People can gather, write, and speak to help protect the change they seek." (This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek. / That part is already in the passage.)

I CAN I can choose process explanation, with support.

The Writing Academy®, LLC

Grade 5 • 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 process."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'People can gather, write, and speak to help protect the change they seek.' (This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Process • 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 process.

Evidence: "People can gather, write, and speak to help protect the change they seek."

I CAN I can show an explanation using process.



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 process.*

"Read this with me: Evidence: 'People can gather, write, and speak to help protect the change they seek.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek."

(12)(B) • Explaining with Process • 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 process explanation for this evidence. Start with the word THIS.

Evidence: "One person asks, 'Is this thing fair?' and another stops to listen."

I CAN I can write process explanation myself.



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 process explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'One person asks, 'Is this thing fair?' and another stops to listen.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a process explanation that begins with THIS and proves the point.

(12)(B) • Explaining with Process • 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 process makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your process helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use process in my own writing.



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 process makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your process 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 process makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Process • 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 **Process** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with process	"This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." <i>The explanation uses process and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with process that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 29 of 36, and complete the (12)(B) row.

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 Process 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 process that starts with THIS.”

ANSWER KEY: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." The explanation uses process and begins with THIS.

(12)(B) · Explaining with Process · 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 works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek."



OWN
Thursday

Sample: a process explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear process makes the evidence easy to understand, then students explain their own evidence the same way.

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 works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." explains the evidence. The other choice only repeats it. SHOW: Sample: "This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek." OWN: Sample: a process explanation that begins with THIS and proves the point. DEFEND: A clear process makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Process · Sheet 29 of 36 · Cluster 7

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) People can gather, write, and speak to help protect the change they seek.
(2) This works step by step: people gather, then write, then speak out, and each action helps protect the change they seek.

Which sentence explains the evidence with process?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 process?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Process · 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 process, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 process, 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 Process · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Analogy** habit: I explain by comparing it to something familiar.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Analogy** = a familiar comparison.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Analogy** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with an Analogy

⌚ ~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 analogy. 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 Analogy. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Analogy slide deck • student Explanation Tracking Sheets • the passage “One Voice Can Start a Wave”

(12)(B) • Explaining with an Analogy • 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 analogy.

A: "One person asks, 'Is this thing fair?' and another stops to listen."

B: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen."

I CAN I can recognize an explanation that uses an analogy.



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 analogy.

"Read this with me: A: 'One person asks, 'Is this thing fair?' and another stops to listen.' B: 'This is like one pebble making ripples, because a single fair question can spread as more people stop to listen.'"

►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 Analogy • 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 analogy.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"One person asks, 'Is this thing fair?' and another stops to listen." (This is like one pebble making ripples, because a single fair question can spread as more people stop to listen. / That part is already in the passage.)

I CAN I can choose an analogy explanation, with support.

The Writing Academy®, LLC

Grade 5 • 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 analogy."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'One person asks, 'Is this thing fair?' and another stops to listen.' (This is like one pebble making ripples, because a single fair question can spread as more people stop to listen. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Analogy • 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 analogy.

Evidence: "One person asks, 'Is this thing fair?' and another stops to listen."

I CAN I can show an explanation using an analogy.



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 analogy.*

"Read this with me: Evidence: 'One person asks, 'Is this thing fair?' and another stops to listen.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen."

(12)(B) • Explaining with an Analogy • 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 analogy explanation for this evidence. Start with the word THIS.

Evidence: "A thought once spoken all alone can quickly find a stronger tone."

I CAN I can write an analogy explanation myself.



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 analogy explanation for this evidence. Start with the word THIS.*

"Read this with me: Evidence: 'A thought once spoken all alone can quickly find a stronger tone.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a analogy explanation that begins with THIS and proves the point.

(12)(B) • Explaining with an Analogy • 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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your analogy helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an analogy in my own writing.



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 analogy makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your analogy 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 analogy makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Analogy • 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 **Analogy** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an analogy	"This is like one pebble making ripples, because a single fair question can spread as more people stop to listen." <i>The explanation uses an analogy and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an analogy that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 30 of 36, and complete the (12)(B) row.

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 Analogy 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 analogy that starts with THIS.”

ANSWER KEY: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen." The explanation uses an analogy and begins with THIS.

(12)(B) · Explaining with an Analogy · 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 is like one pebble making ripples, because a single fair question can spread as more people stop to listen." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen."



OWN
Thursday

Sample: a analogy explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear analogy makes the evidence easy to understand, then students explain their own evidence the same way.

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 like one pebble making ripples, because a single fair question can spread as more people stop to listen." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is like one pebble making ripples, because a single fair question can spread as more people stop to listen." OWN: Sample: a analogy explanation that begins with THIS and proves the point. DEFEND: A clear analogy makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Analogy · Sheet 30 of 36 · Cluster 7

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) One person asks, 'Is this thing fair?' and another stops to listen.
(2) This is like one pebble making ripples, because a single fair question can spread as more people stop to listen.

Which sentence explains the evidence with an analogy?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 analogy?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Analogy · 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 analogy, and it starts with the signal word THIS.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 analogy, 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 Analogy · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Expert Testimony** habit: I explain by adding what an expert or the author says.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Expert Testimony** = what an expert says.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Expert Testimony** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Explaining with an Expert Testimony

⌚ ~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 expert testimony. 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 Expert Testimony. Use the standard and the five day roadmap above.

PREP & MATERIALS: the Explaining with an Expert Testimony slide deck • student Explanation Tracking Sheets • the passage “One Voice Can Start a Wave”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an expert testimony.

A: "A thought once spoken all alone can quickly find a stronger tone."

B: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement."

I CAN I can recognize an explanation that uses an expert testimony.



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 expert testimony.*

"Read this with me: A: 'A thought once spoken all alone can quickly find a stronger tone.' B: 'This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement.'"

➔*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 Expert Testimony • 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 an expert testimony.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"A thought once spoken all alone can quickly find a stronger tone." (This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement. / That part is already in the passage.)

I CAN I can choose an expert testimony explanation, with support.

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 expert testimony."

▶*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'A thought once spoken all alone can quickly find a stronger tone.' (This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Expert Testimony • 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 an expert testimony.

Evidence: "A thought once spoken all alone can quickly find a stronger tone."

I CAN I can show an explanation using an expert testimony.



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 expert testimony.*

"Read this with me: Evidence: 'A thought once spoken all alone can quickly find a stronger tone.'"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement."

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony explanation for this evidence. Start with the word THIS.

Evidence: "They share their thoughts and make them known, so leaders hear more than their own."

I CAN I can write an expert testimony explanation myself.



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 expert testimony explanation for this evidence. Start with the word THIS.

"Read this with me: Evidence: 'They share their thoughts and make them known, so leaders hear more than their own.'"

▶No word bank today. Students write their own explanation, then reread to check it explains the evidence.

ANSWER KEY: Sample: a expert testimony explanation that begins with THIS and proves the point.

(12)(B) • Explaining with an Expert Testimony • 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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your expert testimony helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an expert testimony in my own writing.



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 expert testimony makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your expert testimony 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 expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Expert Testimony • 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 **Expert Testimony** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an expert testimony	"This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." <i>The explanation uses an expert testimony and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an expert testimony that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 31 of 36, and complete the (12)(B) row.

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 Expert Testimony 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 expert testimony that starts with THIS.”

ANSWER KEY: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." The explanation uses an expert testimony and begins with THIS.

(12)(B) · Explaining with an Expert Testimony · 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 is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement."



OWN
Thursday

Sample: a expert testimony explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

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 what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement." OWN: Sample: a expert testimony explanation that begins with THIS and proves the point. DEFEND: A clear expert testimony makes the evidence easy to understand, then students explain their own evidence the same way.

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) A thought once spoken all alone can quickly find a stronger tone.
(2) This is what an expert says: community leaders explain that one voice, once shared, often grows into a stronger movement.

Which sentence explains the evidence with an expert testimony?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 expert testimony?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Expert Testimony · 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 an expert testimony, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

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 expert testimony, 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 Expert Testimony · 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Definition** habit: I explain by telling what something is.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Definition** = what it is.

WHERE IT APPEARS: “One Voice Can Start a Wave”, right after you give your evidence.

This deck teaches the **Definition** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 “One Voice Can Start a Wave”

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with a definition.

A: "They share their thoughts and make them known, so leaders hear more than their own."

B: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion."

I CAN I can recognize an explanation that uses a definition.



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: 'They share their thoughts and make them known, so leaders hear more than their own.' B: 'This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

ANSWER KEY: B is the explanation. It explains what the evidence means. A only repeats the evidence.

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Choose the explanation that uses a definition.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"They share their thoughts and make them known, so leaders hear more than their own." (This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion. / That part is already in the passage.)

I CAN I can choose a definition explanation, with support.

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Grade 5 • Cluster 7 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses a definition."

▶*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'They share their thoughts and make them known, so leaders hear more than their own.' (This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show the explanation.

Add an explanation after the evidence. Start with THIS and use a definition.

Evidence: "They share their thoughts and make them known, so leaders hear more than their own."

I CAN I can show an explanation using a definition.



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: 'They share their thoughts and make them known, so leaders hear more than their own.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion."

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Explain on your own.

Write your own definition explanation for this evidence. Start with the word THIS.

Evidence: "They share their thoughts and make them known, so leaders hear more than their own."

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: 'They share their thoughts and make them known, so leaders hear more than their own.'"

➔*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a definition explanation that begins with THIS and proves the point.

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend and transfer.

Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your definition helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use a definition in my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your definition makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your definition helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

ANSWER KEY: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with a Definition • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

Complete the **Definition** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with a definition	"This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." <i>The explanation uses a definition and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with a definition that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 32 of 36, and complete the (12)(B) row.

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 make thoughts known is to share them openly, so that leaders hear more than just a single opinion." The explanation uses a definition and begins with THIS.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



NOTICE
Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



CHOOSE
Tuesday

"This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion."



OWN
Thursday

Sample: a definition explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

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 make thoughts known is to share them openly, so that leaders hear more than just a single opinion." explains the evidence. The other choice only repeats it. SHOW: Sample: "This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion." OWN: Sample: a definition explanation that begins with THIS and proves the point. DEFEND: A clear definition makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

Read this part of a student's response about "One Voice Can Start a Wave".

- (1) They share their thoughts and make them known, so leaders hear more than their own.
(2) This means to make thoughts known is to share them openly, so that leaders hear more than just a single opinion.

Which sentence explains the evidence with a definition?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with a definition?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶ *Explain why: Sentence 2 explains the evidence with a definition, and it starts with the signal word THIS.*

ANSWER KEY: Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

(12)(B) · Explaining with a Definition · Sheet 32 of 36 · Cluster 7

EXACT TEKS WORDING (from TEA)

“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Example** habit: I explain by giving a specific example.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Example** = a clear example.

WHERE IT APPEARS: “From Protest to Participation”, right after you give your evidence.

This deck teaches the **Example** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 “From Protest to Participation”

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with an example.

A: "Laws can be written, challenged, or replaced."

B: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later."

I CAN I can recognize an explanation that uses an example.



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: 'Laws can be written, challenged, or replaced.' B: 'This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later.'"

➔*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

ANSWER KEY: B is the explanation. It explains what the evidence means. A only repeats the evidence.

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Choose the explanation that uses an example.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"Laws can be written, challenged, or replaced." (This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later. / That part is already in the passage.)

I CAN I can choose an example explanation, with support.

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Grade 5 • Cluster 8 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY •
Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ➔ = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses an example."

➤*Read the task: With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'Laws can be written, challenged, or replaced.' (This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show the explanation.

Add an explanation after the evidence. Start with THIS and use an example.

Evidence: "Laws can be written, challenged, or replaced."

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: 'Laws can be written, challenged, or replaced.'"

➔*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 laws can change, because a law can be written, then challenged, and even replaced later."

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Explain on your own.

Write your own example explanation for this evidence. Start with the word THIS.

Evidence: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

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: 'Sometimes they led to documents, laws, compromises, elections, or new amendments.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a example explanation that begins with THIS and proves the point.

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend and transfer.

Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your example helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use an example in my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY • Reflective (Highly Independent)

⌚ ~4 min

" " = say word-for-word • ➤ = teacher direction (do not read aloud)

"Today our thinking job is DEFEND. Defend and transfer."

➤*Read the task: Tell why your example makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your example helped the reader. Then try one in your own writing."

➤*Students defend why their explanation is clear, then transfer the move to their own writing.*

ANSWER KEY: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with an Example • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

Complete the **Example** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with an example	"This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later." <i>The explanation uses an example and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with an example that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 33 of 36, and complete the (12)(B) row.

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 laws can change, because a law can be written, then challenged, and even replaced later." The explanation uses an example and begins with THIS.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



NOTICE
Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



CHOOSE
Tuesday

"This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later."



OWN
Thursday

Sample: a example explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

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 laws can change, because a law can be written, then challenged, and even replaced later." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later." OWN: Sample: a example explanation that begins with THIS and proves the point. DEFEND: A clear example makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

Read this part of a student's response about "From Protest to Participation".

- (1) Laws can be written, challenged, or replaced.
- (2) This shows one example of how laws can change, because a law can be written, then challenged, and even replaced later.

Which sentence explains the evidence with an example?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with an example?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the evidence with an example, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with an example, and it starts with the signal word THIS.*

ANSWER KEY: Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

(12)(B) · Explaining with an Example · Sheet 33 of 36 · Cluster 8

EXACT TEKS WORDING (from TEA)

“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Story** habit: I explain by telling a short story or moment that connects.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Story** = a short story.

WHERE IT APPEARS: “From Protest to Participation”, right after you give your evidence.

This deck teaches the **Story** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 “From Protest to Participation”

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with story.

A: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

B: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law."

I CAN I can recognize an explanation that uses story.



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: 'Sometimes they led to documents, laws, compromises, elections, or new amendments.' B: 'This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law.'"

➤*Have students point to the sentence that explains the evidence, not the one that only repeats it.*

ANSWER KEY: B is the explanation. It explains what the evidence means. A only repeats the evidence.

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can notice today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to choose the explanation instead of stopping at notice.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Choose the explanation that uses story.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"Sometimes they led to documents, laws, compromises, elections, or new amendments." (This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law. / That part is already in the passage.)

I CAN I can choose story explanation, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • TUESDAY • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today our thinking job is CHOOSE. Choose the explanation that uses story."

►Read the task: *With support, choose the sentence that explains the evidence, not the one that repeats it.*

"Read this with me: 'Sometimes they led to documents, laws, compromises, elections, or new amendments.' (This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law. / That part is already in the passage.)"

►Give quiet think time, then guide students to the explanation using the standard as the reason.

ANSWER KEY: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can choose today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to show the explanation instead of stopping at choose.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show the explanation.

Add an explanation after the evidence. Start with THIS and use story.

Evidence: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

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: 'Sometimes they led to documents, laws, compromises, elections, or new amendments.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law."

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Explain on your own.

Write your own story explanation for this evidence. Start with the word THIS.

Evidence: "The history of the United States contains many examples of people asking these questions."

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 history of the United States contains many examples of people asking these questions.'"

▶*No word bank today. Students write their own explanation, then reread to check it explains the evidence.*

ANSWER KEY: Sample: a story explanation that begins with THIS and proves the point.

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can own today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to defend the explanation instead of stopping at own.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend and transfer.

Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.

Explain how your story helped the reader. Then try one in your own writing.

I CAN I can judge my explanation and use story in my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • FRIDAY •
Reflective (Highly Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today our thinking job is DEFEND. Defend and transfer."

▶*Read the task: Tell why your story makes the evidence clear. Then explain a piece of evidence from your own reading.*

"Read this with me: Explain how your story helped the reader. Then try one in your own writing."

▶*Students defend why their explanation is clear, then transfer the move to their own writing.*

ANSWER KEY: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) • Explaining with Story • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

Complete the **Story** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with story	"This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law." <i>The explanation uses story and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with story that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 34 of 36, and complete the (12)(B) row.

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 long chain of choices, where one question leads to a document, a vote, and then a new law." The explanation uses story and begins with THIS.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Circulate and confirm each student's sentence explains the evidence, not just repeats it.

RPLD EVIDENCE & ADVICE

Students who finish early can explain a second piece of evidence from the same passage.



NOTICE
Monday

B is the explanation. It explains what the evidence means. A only repeats the evidence.



CHOOSE
Tuesday

"This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law."



OWN
Thursday

Sample: a story explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

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 long chain of choices, where one question leads to a document, a vote, and then a new law." explains the evidence. The other choice only repeats it. SHOW: Sample: "This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law." OWN: Sample: a story explanation that begins with THIS and proves the point. DEFEND: A clear story makes the evidence easy to understand, then students explain their own evidence the same way.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

Read this part of a student's response about "From Protest to Participation".

- (1) Sometimes they led to documents, laws, compromises, elections, or new amendments.
(2) This reminds me of a long chain of choices, where one question leads to a document, a vote, and then a new law.

Which sentence explains the evidence with story?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Show what you know. Which sentence explains the evidence with story?"

▶Read the passage and the four choices aloud, then give quiet think time before taking answers.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

COMMON MISCONCEPTION

Some students pick the sentence that only repeats the detail. Remind them an explanation tells what it means.

POSSIBLE STUDENT QUESTION

'Could both be right?' Only one sentence actually explains the evidence.

Correct answer: B Sentence 2

WHY THIS IS CORRECT

Sentence 2 explains the evidence with story, and it starts with the signal word *THIS*.

WHY THE OTHER CHOICES ARE EXPLANATION TRAPS

Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B, Sentence 2.”

▶*Explain why: Sentence 2 explains the evidence with story, and it starts with the signal word THIS.*

ANSWER KEY: Sentence 1 gives the detail but does not explain it, "Both sentences" is wrong because only sentence 2 explains, and "Neither sentence" is wrong because sentence 2 clearly explains.

(12)(B) · Explaining with Story · Sheet 34 of 36 · Cluster 8

EXACT TEKS WORDING (from TEA)

“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

DEEP FACTS gives me **nine habits** for explaining my evidence.
In Grade 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Facts and Statistics** habit: I explain by adding a fact or number.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Facts and Statistics** = a fact or number.

WHERE IT APPEARS: “From Protest to Participation”, right after you give your evidence.

This deck teaches the **Facts and Statistics** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 “From Protest to Participation”



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Which sentence is the explanation?

Read the two sentences. One just repeats the evidence. One explains it with facts and statistics.

A: "The history of the United States contains many examples of people asking these questions."

B: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change."

I CAN I can recognize an explanation that uses facts and statistics.



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 history of the United States contains many examples of people asking these questions.' B: 'This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change.'"

➔*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 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 facts and statistics.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"The history of the United States contains many examples of people asking these questions." (This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change. / That part is already in the passage.)

I CAN I can choose facts and statistics explanation, with support.

The Writing Academy®, LLC

Grade 5 • 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 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 history of the United States contains many examples of people asking these questions.' (This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change. / That part is already in the passage.)"

➤*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics.

Evidence: "The history of the United States contains many examples of people asking these questions."

I CAN I can show an explanation using facts and statistics.



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 history of the United States contains many examples of people asking these questions.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change."

(12)(B) • Explaining with Facts and Statistics • 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 facts and statistics explanation for this evidence. Start with the word THIS.

Evidence: "Some of the most important changes begin with a question."

I CAN I can write facts and statistics explanation myself.



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: 'Some of the most important changes begin with a question.'"

▶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 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 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 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 **Facts and Statistics** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with facts and statistics	"This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change." <i>The explanation uses facts and statistics and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with facts and statistics that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 35 of 36, and complete the (12)(B) row.

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: across more than 200 years, Americans have repeatedly asked questions that led to real change." The explanation uses facts and statistics and begins with THIS.

(12)(B) · Explaining with Facts and Statistics · 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 shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change."



OWN
Thursday

Sample: a facts and statistics explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear facts and statistics makes the evidence easy to understand, then students explain their own evidence the same way.

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: across more than 200 years, Americans have repeatedly asked questions that led to real change." explains the evidence. The other choice only repeats it. SHOW: Sample: "This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change." 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 "From Protest to Participation".

- (1) The history of the United States contains many examples of people asking these questions.
(2) This shows the facts: across more than 200 years, Americans have repeatedly asked questions that led to real change.

Which sentence explains the evidence with facts and statistics?

- A Sentence 1
- B Sentence 2
- C Both sentences
- D Neither sentence

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 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 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 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 5 I can use all nine, adding **Process, Analogy, and Expert Testimony**.
This sheet practices the **Comparison and Contrast** habit: I explain by comparing or contrasting two things.
I explain my evidence so it proves my point, using the signal **THIS**.

KEY IDEA

DEEP FACTS = 9 ways to explain.
Grade 5 holds **9** habits.
Today: **Comparison and Contrast** = compare or contrast.

WHERE IT APPEARS: “From Protest to Participation”, right after you give your evidence.

This deck teaches the **Comparison and Contrast** habit from **DEEP FACTS** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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 “From Protest to Participation”

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

A: "Some of the most important changes begin with a question."

B: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same."

I CAN I can recognize an explanation that uses comparison and contrast.



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: 'Some of the most important changes begin with a question.' B: 'This is different from staying silent, because asking a question can begin a big change while silence keeps things the same.'"

➔*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 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 comparison and contrast.

With support, choose the sentence that explains the evidence, not the one that repeats it.

"Some of the most important changes begin with a question." (This is different from staying silent, because asking a question can begin a big change while silence keeps things the same. / That part is already in the passage.)

I CAN I can choose comparison and contrast explanation, with support.

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Grade 5 • 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 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: 'Some of the most important changes begin with a question.' (This is different from staying silent, because asking a question can begin a big change while silence keeps things the same. / That part is already in the passage.)"

▶*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same." explains the evidence. The other choice only repeats it.

(12)(B) • Explaining with Comparison and Contrast • 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 comparison and contrast.

Evidence: "Some of the most important changes begin with a question."

I CAN I can show an explanation using comparison and contrast.



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: 'Some of the most important changes begin with a question.'"

➔*Give quiet think time, then guide students to the explanation using the standard as the reason.*

ANSWER KEY: Sample: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same."

(12)(B) • Explaining with Comparison and Contrast • Sheet 36 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can show today; they are ready for the next thinking job tomorrow.

RAISE THE THINKING → (move one level to the right)

Ask students to own the explanation instead of stopping at show.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Explain on your own.

Write your own comparison and contrast explanation for this evidence. Start with the word *THIS*.

Evidence: "Some of the most important changes begin with a question."

I CAN I can write comparison and contrast explanation myself.



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 of the most important changes begin with a question.'"

▶*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 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 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 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask: does the explanation tell what the evidence means and why it matters? Can you point to the signal?

COMMON MISCONCEPTION

Students often just repeat the evidence. Push them to add what it shows and why it matters.

POSSIBLE STUDENT QUESTION

'Isn't the quote enough?' No, the reader needs you to explain what it proves.

RPLD EVIDENCE & ADVICE

Watch for students who can defend today; they are ready for the next thinking job tomorrow.

Complete the **Comparison and Contrast** row on your DEEP FACTS Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(12)(B) compose informational writing with a clear central idea by explaining evidence with comparison and contrast	"This is different from staying silent, because asking a question can begin a big change while silence keeps things the same." <i>The explanation uses comparison and contrast and begins with THIS.</i>
MY OWN EXAMPLE: <i>Write a piece of evidence from the passage, then explain it with comparison and contrast that starts with THIS.</i>	

→ Now open your Standards Sweep DEEP FACTS Tracking Sheet, 36 of 36, and complete the (12)(B) row.

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 staying silent, because asking a question can begin a big change while silence keeps things the same." The explanation uses comparison and contrast and begins with THIS.

(12)(B) · Explaining with Comparison and Contrast · 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 is different from staying silent, because asking a question can begin a big change while silence keeps things the same." explains the evidence. The other choice only repeats it.



SHOW
Wednesday

Sample: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same."



OWN
Thursday

Sample: a comparison and contrast explanation that begins with THIS and proves the point.



DEFEND
Friday

A clear comparison and contrast makes the evidence easy to understand, then students explain their own evidence the same way.

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 staying silent, because asking a question can begin a big change while silence keeps things the same." explains the evidence. The other choice only repeats it. SHOW: Sample: "This is different from staying silent, because asking a question can begin a big change while silence keeps things the same." 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 36 of 36 · Cluster 8

Read this part of a student's response about "From Protest to Participation".

- (1) Some of the most important changes begin with a question.
- (2) This is different from staying silent, because asking a question can begin a big change while silence keeps things the same.

Which sentence explains the evidence with comparison and contrast?

A Sentence 1

B Sentence 2

C Both sentences

D Neither sentence

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 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 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 36 of 36 · Cluster 8