



SHELL  
EDUCATION

Levels

3-5

# Prove It!

## Using Textual Evidence

Name \_\_\_\_\_ Date \_\_\_\_\_ LESSON 4

### "The Key"

**Directions:** Read the question at the bottom of the page. Then, read the passage. Annotate and highlight while reading to help you answer the question. Include a cited quotation to support your answer.

#### The Key—Adapted from *The Secret Garden* by Frances Hodgson Burnett

Mary looked at the key a long time. She wondered if it was the key to the closed garden. If she could find out where the door was, perhaps she could open it and see what was inside the walls. It was because it had been shut up so long that she wanted to see it. It seemed as if it must be different from other places and that something strange must have happened there over the years.

She put the key in her pocket and began to walk. No one seemed to come there. She could walk slowly and look at the walls and the ivy growing on it. The ivy was the baffling thing. However carefully she looked, she only saw thickly growing, glossy, dark-green leaves. She was very much disappointed. Something of her contrary nature came out. She would not walk and look over it at the treetops in the garden. She would not go to be near it and not be able to get in. She went back to the house. And she made up her mind to go back when she went out. If she ever found the hidden door, she would go in.

1. Why can't Mary use the key to get into the closed garden?

**Tip:** Be sure your answer has three parts: a question, a quotation and in-text citation, and a connection or explanation.

Introduction

Body of  
Content

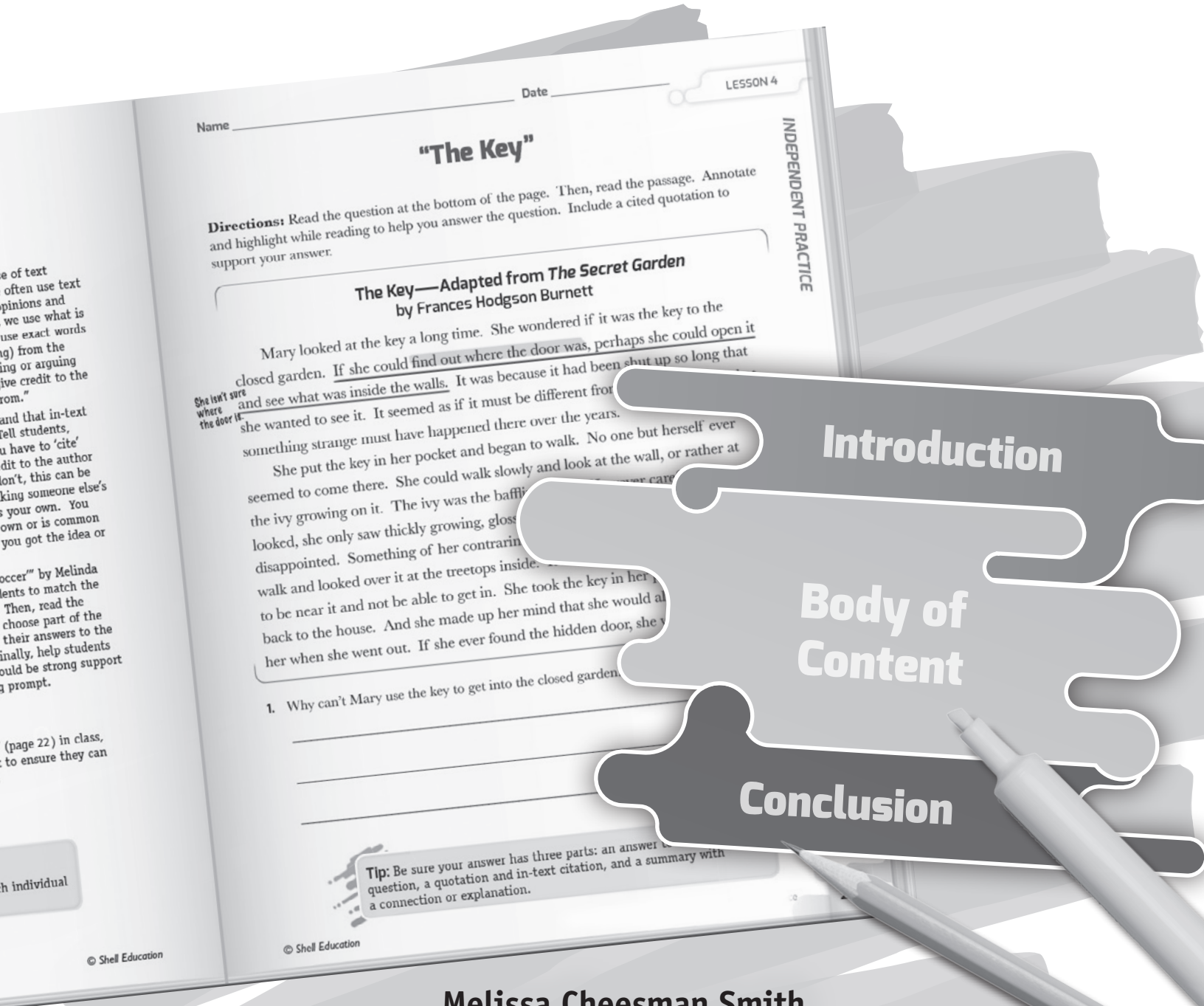
Conclusion

Melissa Cheesman Smith  
Terri Schilling

# Prove It!

## Using Textual Evidence

Levels 3–5



Melissa Cheesman Smith  
Terri Schilling  
Foreword by Alan Sitomer

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## Standards

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# From the Authors

## Dedication

I dedicate this book to Deb Junkes for being my cheerleader in publication before I even knew I could play.—M.C.S.

I dedicate this book to Michael Schilling for always believing in me and giving me guidance and reassurance when I needed it most.—T.S

## About Us

**Terri Schilling, M.Ed.**, has a master's degree in educational leadership along with a reading specialist endorsement. She has been teaching for 15 years and presents at literacy professional development workshops.

**Melissa Cheesman Smith, M.Ed.**, holds a master's degree in curriculum and instruction and has been teaching for 10 years. She teaches literacy classes for a university, presents at literacy conferences, and facilitates professional development workshops.

## Acknowledgments

We would like to thank our editors and production team at Teacher Created Materials, namely Emily Smith and Stephanie Bernard, for taking our simple idea and crafting it into an easy-to-use resource for teachers. We'd also like to acknowledge Courtney Roberson for the beautiful cover and interior design of the book.

We'd like to thank Teacher Created Materials for believing that the teachers in the trenches are the root and heart of curriculum design, allowing resources to be produced from the ground up to create material that works for teachers to teach and students to learn.

From Melissa: I would like to thank my husband, David, and family for the extra time it took out of our family time to work on the book and for allowing me the time to develop trainings for teachers around the ideas based in this resource. I would especially like to thank my coauthor, Terri. As a friend and colleague, I have both love and respect for Terri as a friend and as a lifelong learner who inspires me to be a better teacher and push myself. "A friend is someone who knows all about you and still loves you."—Elbert Hubbard

From Terri: Thank you to Kete, Lisa, Dillon, and Autry for always bringing out the best in me; without all of you, I never could have followed my dreams. I am particularly appreciative to Melissa for asking me to partner with her in writing this book. It has been a rewarding experience following the process and learning from Melissa along the way. We have spent many years together growing as teachers and friends, of which I am truly grateful.





# The Importance of Evidence

We live in a world where evidence is more important than ever. With people asserting all sorts of claims (i.e., “Believe me!”, “No, believe me!”, “No, don’t believe either of those ding-dongs... BELIEVE ME!”) in all sorts of formats (i.e., print, online, social media, television), the student who does not own the skill of cool, detached, reasoned, discernment is a student ill-prepared to face the demands of modern life.

Quite simply, the ability to understand and critically analyze evidence is the foremost key to avoid being duped (in a world filled with dupers). This is why I am such a fan of the Prove It! series. Melissa Cheesman Smith and Terri Schilling do not want students passively accepting assertions; they insist today’s learners develop investigative eyes when it comes to analyzing contentions. Their work focuses on asking students to probe deeper, think critically, and get to the core of WHY a claim ought to be believed. Their work promotes meritocracy—the best ideas supported by the most convincing evidence wins. Forget the cult of personality. Throw away the unsupportable, inflammatory claims. Simply provide concrete, logical evidence to support your points, and the rest will take care of itself. In order to sustain a well-informed democracy, this is no small matter.

All in all, I love how this series rests on the foundation of knowing that reading requires students not to just form opinions about the text, but rather USE the text to form educated responses. That’s a BIG WIN! From the embedded academic vocabulary instruction, to teaching students what credible and reliable sources are (so they can learn how to critically think and make informed decisions), to text structure and inferences, and on and on, there are many wonderful resources made available. And with such a well-organized progression of instruction, it’s hard not to smile when you take a gander at all the goodies being offered.

As we all know, there is a sea change afoot in education. Evidence-based analysis is no longer something left for college-level instruction as students as young as seven years old are being asked to cite evidence to support their claims. To that end, materials that make weighty concepts accessible to young learners are essential. Do yourself a favor and allow expert educators to help connect the dots from assertions to evidence through a user-friendly set of instructional tools built specifically for the modern classroom. This Prove It! series rocks!

—Alan Lawrence Sitomer  
California Teacher of the Year Award Winner  
Author: *Mastering Short Response:  
Claim It! Cite It! Cement It!* by Scholastic





# Using Textual Evidence and Citations

Instructionally, reading and writing change as they parallel the technological demands of the generation. Today, students must be able to write for purpose and with intent when conveying information on a topic, whether informational or argumentative, and they must be able to use printed text with an Internet technology base to back up that information. Providing purpose is essential for students because “sometimes our students’ purposes don’t match up with the purposes set for them to achieve in school” (Atkins 2011). We have to help set the purpose of success. To have purpose and intent, research on a topic is essential. The purpose of using text evidence is to teach students habits of argument. As Douglas Fisher and Nancy Frey point out, “students have to develop habits that allow them to mine texts for details, ideas, and deeper meanings” (2014, 4).

When finding evidence, students must learn how to cite textual evidence not only as a basic matter of research, but also as a way to validate their own statements and thinking through evidence-based arguments. When using textual evidence, a quotation or paraphrased text with an in-text citation is essential. While students may not need to formally conform to one specific style (*MLA or APA*), a basic in-text citation is required when quoting or paraphrasing text. This book will introduce students to best practices in citation formatting that can be used throughout elementary and middle school until they are required to learn certain styles in high school and college. For our purposes, *MLA* style will be used, as elementary and middle school students are more likely to be engaged in using page numbers from a given text rather than finding their own research.

Using textual evidence and citations is imperative for advancing through college and career readiness standards and also for college itself. Students will need this skill most directly for high-stakes testing, as much of the literacy testing (both reading and writing) today revolves around text-based evidence or document-based questions (*DBQs*). There is a direct connection between reading and writing when using text evidence and students having the ability to analyze text. Research shows that having students write an extended analytical response supported with text evidence and explanation has a positive impact on reading comprehension (Graham and Hebert 2010). Students will be required to use this skill for authoring papers in high school, in college, and possibly in their careers.

Students must learn how to read critically in literary and informational texts, looking for central ideas to comprehend and research further. So much of what we, as adults, process and read each day falls under the writing genres of informational or argumentative. We have to be critical to take in the information, sort it, and use what is credible to make informed decisions and create educated opinions. Douglas Fisher and Nancy Frey note that “understanding the purpose of and how others use evidence, reading closely looking for evidence, and annotating and sourcing texts are important aspects students must learn if they are going to be proficient composers who integrate evidence and respond to complex tasks” (2014, 5).

# Using Textual Evidence and Citations *(cont.)*

## Writing Genres

Three commonly used nonfiction writing genres today are informational, persuasive, and argumentative. While persuasive and argumentative may at first seem synonymous, as they each state claims, give reasons, and provide evidence, the differences between the two are significant:

- **Persuasive writing** aims to prove a claim through opinion, often through an emotional appeal, followed by personal anecdotes and reasons that may be effective but do not completely verify the claim.
- **Argumentative writing** aims to prove a claim through a series of logical statements, followed by facts, examples, and evidence that is verifiable.

Educators must teach students a unique skill set to help write within these genres using technological demands now required to present information. These skills require students today to be able to do the following skills.

## Locate Resources

- Question what is found on the Internet, and filter through what is and is not related to the specific topic.
- Know not only how to locate information but how to determine what a credible and reliable source looks like. Know the reason behind why these sources are imperative to use when doing research.
- Understand how to find credible and reliable sources.

## Gather Resources

- Use a variety of multimodal sources to thoroughly encompass the totality of the topic researched. Writing is now created in a multimodal fashion. This means that students are no longer simply looking up facts in encyclopedias and regurgitating the information in their own words. The main source of information today is the Internet. Within the Internet, there are videos, news reports, websites, and infographics that provide a variety of ways to research, organize, and write about various topics.
- Find enough evidence to support a solid understanding of the topic, allowing it to be reorganized in a way that will be presentable for the intended audience.

## Select and Organize Evidence

- Interpret the text. Read to determine which evidence correlates to the specific reasons, intent, and purpose of the topic.
- Find short, purposeful sections of the text that relate directly to a topic, whether through information or reason.

## Write with Purpose and Intent

- Show critical thinking by analyzing the resources found and using in-text citations.
- Cite using paraphrasing.
- Cite using exact quotations.
- Understand the definition and ramifications of plagiarism.

# Using Textual Evidence and Citations *(cont.)*

In addition to understanding how to locate sources and gather reliable information, learning how to cite textual evidence is a key component in reading and writing education today.

## Textual Evidence Vocabulary

Use text-evidence vocabulary (*citation vs. quotation*) when teaching. Helping students understand the vocabulary will support the content of the lessons and ensure student success in the activities. It may be helpful to review words and phrases specific to textual evidence before beginning the lessons. For easy reference, a text evidence vocabulary chart is included on page 126.

## In-Text Citations in Reading

Students must learn how to read critically in literary and informational texts through close reading, looking for central ideas to comprehend and research further. Students must be aware that sometimes they “need to read because they will be asked to synthesize information or produce ideas based on evidence” (Fisher and Frey 2014, 2). Students have to be critical to take in information, sort it, and use what is credible to make informed decisions or to create educated opinions. In this product, students will practice such skills by reading pieces of informational text on similar topics. They will closely read and annotate the passages. They will also focus on specific skills within the close reading to enhance their annotation skills. Students will answer comprehension questions and cite textual evidence in their answers. A rubric for close-reading annotations is provided on page 129.

## In-Text Citations in Writing

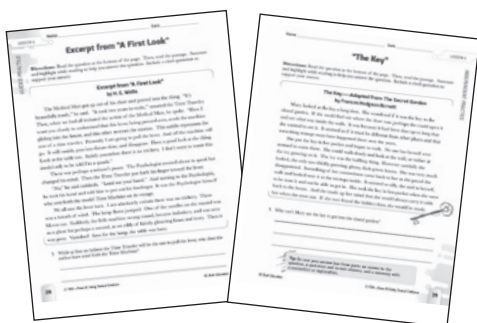
It is critical for students to learn to write using more than their opinions as support. Students should also learn to determine their intended audience as well as decide on the purpose of their writing, because we “organize events, ideas, and arguments in a coherent fashion for a purpose and to meet the needs of an audience” (Fisher and Frey 2014, 10). Students must learn to find relevant and credible sources, decipher what information is relevant to their topic, and use evidence from the text to support their explanations. In this resource, the reading passages are designed to be informational while the writing passages are designed to be argumentative, so students can logically use textual evidence in their writing. Students will be prompted to cite textual evidence to support their responses. A rubric for citing textual evidence in writing is provided on page 130.

# How to Use This Book

It is imperative that students receive direct instruction on all the elements for using textual evidence. This resource includes everything needed for students to learn basic textual evidence skills in reading and writing. There are four main sections of the book for students to practice all facets of using textual evidence in reading and writing.

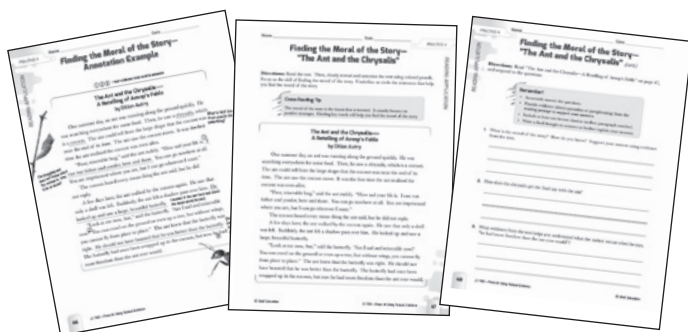
## Textual Evidence in Reading

Students will answer comprehension questions based on narrative, informative, or argumentative texts. They will paraphrase and use direct quotations, and then cite these resources to support their claims.



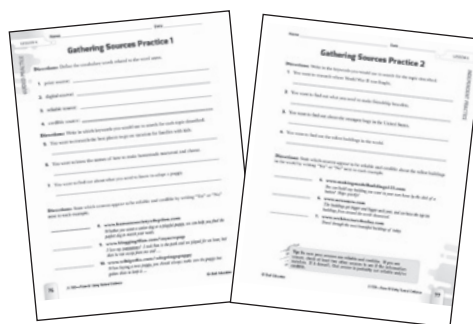
## Reading Application Practice

Students will practice close reading passages using annotation strategies, answer questions related to the texts, and practically apply textual evidence with skills learned in the reading lessons.



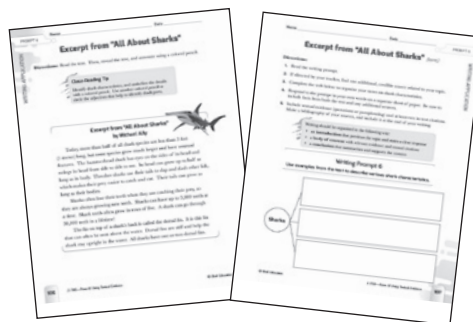
## Textual Evidence in Writing

Students will practice gathering and organizing sources and supporting claims with evidence found in the text.



## Writing Application Prompts

Students will read passages and will be given writing prompts. If directed by the teacher, they can then use the Internet to research the topics further and find additional evidence related to the prompts. Students are asked to use basic writing organization practices of including an introduction, body content, and a conclusion for each written response. Within the prompts, students practically apply their textual evidence skills learned in the lessons to complete the prompt.



# Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. In this effort, all products are correlated to the academic standards of all 50 United States, the District of Columbia, the Department of Defense Dependent Schools, and all Canadian provinces.

## How to Find Standards Correlations

The general standards are provided in the Digital Resources (standards.pdf). Or, to print a customized correlation report of this product for your state, visit our website at **[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)** and follow the on-screen directions. If you require assistance in printing correlation reports, please contact Customer Service at 1-800-777-3450.

## Purpose and Intent of Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states had already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Teachers are required to demonstrate how their lessons meet state standards. State standards are used in development of all of our products, so educators can be assured they meet the academic requirements of each state.

## College and Career Readiness Standards

Today's College and Career Readiness (CCR) standards offer guidelines for preparing K–12 students with the knowledge and skills that are necessary to succeed in postsecondary job training and education. CCR standards include the Common Core State Standards (CCSS) as well as other state-adopted standards such as the Texas Essential Knowledge and Skills (TEKS) and the Virginia Standards of Learning (SOL). The CCR standards listed on page 14 support the objectives presented throughout the lessons.

## McREL Compendium

Each year, McREL analyzes state standards and revises the compendium to produce a general compilation of national standards. The standards listed on page 14 support the objectives presented throughout the lessons.

## TESOL and WIDA Standards

The lessons in this book promote English language development for English language learners.

## ISTE Standards

The International Society for Technology in Education (ISTE) standards provide guidelines for the knowledge and skills needed to succeed in the twenty-first century.