Prove It Twice With Text Clues

Teacher		**Class**	Grade 7
Subject	ELA	**Topic**	Reading comprehension: citing evidence
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to cite several clues for explicit meaning and inferences. They practice finding proof and then solve a text mystery as detectives.

Curriculum links

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [1]

Learning objectives

- Students will cite two or more clues for what text says directly.
- Students will cite two or more clues to support an inference.
- Students will explain how each clue supports the analysis in writing.

Success criteria

- I can point to two quotes for an explicit detail.
- I can use two clues to prove an inference.
- I can explain how my evidence supports my idea.

What students already know

Ask: When you make a claim about a story, how do you prove you are right? Listen for pointing back to exact words or clues.

Key words

evidence	clues from the words that prove an idea is true [1]
explicit	said clearly and directly by the author
inference	a smart guess made by combining clues and what you know
quote	exact words copied from the text [5]
paraphrase	saying the author's idea again using your own words [5]

Materials

- Slides 1-7, 9-12
- Video clip 1 on slide 6
- Worksheet pages 2-3 After-School Practice paragraphs 1-4
- Short mystery paragraph copies (half page)
- Detective evidence log handout
- Pencils

Before the lesson

- Print worksheet pages 2-3 for each pair and one mystery paragraph plus evidence log per student
- Test Video clip 1 Citing evidence in literary texts (0:00-4:02) on slide 6 with sound
- Write slide 9 text and sentence starters on board for modeling

Lesson outline

0–8 min **Starter** 8 min · Whole class

To hook students on needing several clues and recall explicit versus inference.

YOU DO

1. Show Slide 1 Prove It: Citing Evidence and read title Show what you know and how you know.
2. Show Slide 2 mystery: A detective says 'I solved it, but I have no clues.' Would you believe them? Say hook: The trash can tipped over in the hall. I know who did it, but I can't prove it unless you find me two clues from the report.
3. Show Slide 5 question and read it aloud for think, pair, share.
4. Lead Worksheet Task A talk with no writing about evidence and inferences.

STUDENTS DO

1. Listen to hook and discuss Slide 5 with a partner.
2. Complete Worksheet Task A by explaining thinking aloud with no writing.

Say: Good readers do not just give ideas. They point back to several pieces of text evidence. Today you are evidence detectives. You must prove it twice, once for what is said directly and once for what you figure out.

Ask: The student slammed the locker, sighed loudly, and walked away from two friends. What can you infer? (The student is upset or angry and avoiding friends.) · Which words prove it and are they explicit or clues for inference? (Slammed the locker, sighed loudly, walked away; they are clues combined to infer feeling.)

Check understanding: Use thumbs up for explicit versus inference; if confused, reteach Slide 4 bullets with hand signals.

Support: Give sentence frame: I think ___ because the text says ___. **Stretch:** Ask students to name a second clue that makes the inference stronger.

Use: Slides 1-2, 5, Worksheet Task A

8–20 min **Teaching** 12 min · Whole class

To model how to pick two to three short clues and explain the link.

YOU DO

1. Show Slide 3 photo and Slide 4 bullets: Explicit: the author says it directly. Inference: you combine clues + what you know. Both kinds need proof from the words.
2. Play Video clip 1 Citing evidence in literary texts (0:00-4:02) on Slide 6 and pause to note pointing to exact words.
3. Model with Slide 9 text using think-aloud and stack-up steps, considering a wider range of textual evidence [1].
4. Show Slide 7 bullets and model starter According to the text with quote and paraphrase as forms of evidence [5].

STUDENTS DO

1. Watch video and point to exact words the reader uses.
2. Copy model claim with Evidence 1, Evidence 2 and explanation.

Say: Strong readers pick two to three short, strong clues. You can quote exact words or paraphrase in your own words. Then you explain how each clue supports your idea.

Worked example: Text: The student stared out at pouring rain, zipped a jacket, and tapped the clock at 3 p.m. The teacher said, "Bring flashlights for tonight's camping trip." Explicit claim: It was a rainy afternoon. Evidence 1: quote pouring rain. Evidence 2: paraphrase it was 3 p.m. Explanation: Both show weather and time said directly. Inference: The student is getting ready for a night camping trip. Evidence 1: zipped a jacket. Evidence 2: Bring flashlights for tonight's camping trip. Explanation: Jacket plus flashlights plus tonight point to camping after school.

Ask: Why is one clue not enough? (One clue can be weak; several pieces make proof convincing.) · What is the difference between quote and paraphrase? (Quote copies exact words; paraphrase keeps the idea in your own words.)

Check understanding: Mini whiteboards: write Q for quote or P for paraphrase for two examples; reteach if mixed up.

Support: Highlight the two clue phrases in the Slide 9 text before explaining. **Stretch:** Ask which clue is strongest and why one strong clue beats a weak one.

Use: Slides 3-4, 6-7, 9, Video clip 1 (0:00–4:02)

20–32 min **Guided practice** 12 min · Pairs

To practice together finding several quotes with paragraph numbers in a story.

YOU DO

1. Hand out After-School Practice paragraphs 1-4 and read paragraph 1 aloud while students follow.
2. Guide Worksheet Task B: fill the wide column with quotes and short paraphrases plus paragraph numbers, drawing upon evidence from literary text [1].
3. Model paragraph 4 inference about nervousness with two clues, building comprehension alongside vocabulary use [3].
4. Lead Worksheet Task E to compare which quote gives strongest support for the same claim.

STUDENTS DO

1. Read paragraphs 1-4 with partner and underline short clues.
2. Complete Task B with quotes, paraphrases and paragraph numbers, then do Task E comparison.

Say: We do this together. Find short clues, write the paragraph number, and keep them short, three to seven words. Then we will argue which proof is strongest.

Worked example: Claim: The student stayed late even though practice was over. Evidence 1 paragraph 1: Practice had ended an hour earlier. Evidence 2 paragraph 1: buses had already left. Explanation: Both prove the gym should be empty but the student is still there. Inference claim: The student is nervous but determined. Evidence 1 paragraph 4: I get too nervous at the line. Evidence 2 paragraph 3: kept going / wrote something and tried again. Explanation: Words show nerves plus repeated effort.

Ask: What explicit detail shows practice was over? (Practice had ended an hour earlier and buses had already left, paragraph 1.) · What two clues prove the student is nervous but keeps trying? (I get too nervous at the line and wrote something and tried again / kept going.)

Check understanding: Cold-call pairs to read one quote with paragraph number; if missing numbers, stop and add them together.

Support: Provide the inference in advance so students only hunt for the two supporting clues. **Stretch:** Have students cut one interesting detail that does not support the claim and explain why.

Use: Worksheet Task B, Worksheet Task E

32–52 min **Main activity** 20 min · Pairs

To cite two pieces of evidence each for an explicit point and an inference.

YOU DO

1. Hand out short mystery paragraph and detective evidence log handout with pencils.
2. Read paragraph aloud once, then have pairs reread and underline explicit and inference clues using quotes and paraphrases [5].
3. Direct pairs to complete log: claim, Evidence 1, Evidence 2, and one sentence explaining how the evidence supports it.
4. Circulate to check for two separate quotes and push for wider range of evidence [1].

STUDENTS DO

1. Read paragraph, underline what text says explicitly then write one inference.
2. Record two separate quotes or paraphrases for each and write explanation sentence.

Say: Read the witness report. For your explicit point, prove it twice. For your inference, prove it twice. Log the exact words or a close paraphrase and write how each clue proves your idea.

Worked example: Mystery paragraph: Second period had just ended when a witness saw the hall trash can on its side near Room 12. Paper towels and apple cores were spread across the wet floor, and a mop was still leaning against the wall. A student with a dripping water bottle stood nearby holding a stack of dry posters, saying, "It slipped right out of my hands." The witness also noticed wet footprints leading from the water fountain to the can, and the 2:15 p.m. bell ringing as the student grabbed the mop. Worked log: Explicit claim: The trash can tipped over and spilled. Evidence 1: trash can on its side. Evidence 2: Paper towels and apple cores were spread. Explanation: Both are stated directly and show the mess. Inference: The spill was an accident while carrying water. Evidence 1: dripping water bottle / It slipped right out of my hands. Evidence 2: wet footprints leading from the water fountain to the can. Explanation: The quotes link water, slipping, and movement to an accident, not a prank.

Ask: What explicit mess do you see in the report? (Can on side, paper towels and apple cores spread, wet floor.) · What inference can you prove twice about how it happened? (Accident with water bottle, proved by dripping bottle, slipped quote and wet footprints.)

Check understanding: Collect logs and check each has Evidence 1, Evidence 2 plus explanation; send back incomplete logs to add second clue.

Support: Give a version with three key sentences already underlined so students choose from those. **Stretch:** Ask students to add a third piece of evidence that argues against a different inference and explain why theirs is stronger.

52–60 min **Plenary** 8 min · On their own

To review convincing evidence and check citing for explicit and inference.

YOU DO

1. Show Slide 10 fact and remind class each grade expects more connections and more evidence [1].
2. Run Slide 11 vote: Which kind of evidence is most convincing to you as a reader? Exact quotes, paraphrasing, summary, mix.
3. Hand out Slide 12 exit ticket for independent writing.
4. Preview that strong writers draw upon and write about evidence from literary and informational texts [1].

STUDENTS DO

1. Vote and defend choice in one sentence.
2. Complete exit ticket on their own with explicit detail, inference with two clues, and a question.

Say: In middle school you must juggle more clues than ever. Vote for what convinces you, then show me you can prove it twice on your exit ticket.

Ask: Why does a mix of quotes often convince readers? (Exact words prove accuracy and paraphrase shows understanding.) · What makes a clue strong versus weak? (Strong clue links directly to claim; weak detail is off-topic.)

Check understanding: Read three exit tickets aloud; if explanations are missing, model one more sandwich of claim plus link.

Support: Provide sentence starters: My evidence is ___ which shows ___. **Stretch:** Have students star a weak use and rewrite it with a more precise quote.

Use: Slides 10-12

Common mistakes

Mistake	How to spot it	How to fix it
Using only one piece of evidence for a claim	Log shows Evidence 2 blank or same quote repeated	Require a different line or paragraph and remind to consider a wider range of textual evidence [1]
Confusing what is stated directly with an inference	Student labels a guess as explicit even though words do not say it	Ask: Does the author say it directly or did you combine clues? Sort into Said It or Hinted It
Copying long or unrelated details instead of short proof	Evidence is a whole paragraph or off-topic detail like the robin	Limit to three to seven words and ask how it proves the idea using quotes and paraphrases [5]

Support

- Give a version with three key sentences already underlined so students choose from those.
- Provide sentence starters and paragraph numbers for hunting clues.

Stretch

- Ask students to add a third piece of evidence that argues against a different inference and explain why theirs is stronger.
- Require ranking three pieces from strongest to weakest and defending the order.

For the LSE or teaching assistant

Sit with target pairs in guided and main activity; prompt paragraph numbers, check for two separate clues, scribe explanation if needed.

Check for understanding

Question	Answer
Give one explicit detail from After-School Practice and the words that prove it.	Practice had ended an hour earlier / buses had already left, paragraph 1.
Make one inference about the student and give two clues that prove it.	Student is nervous but determined; I get too nervous at the line and kept going / wrote and tried again.
Why do you need several pieces of evidence and how do you show the link?	Several clues make analysis convincing; quote or paraphrase then explain how each supports the idea.

Homework

In your independent book, write one inference plus two short quotes with page numbers that prove it.

Sources

1. How to Read the Standards · thecorestandards.org · https://www.thecorestandards.org/ELA-Literacy/introduction/how-to-read-the-standards/
2. Foundational Skills (K-5) · cps.edu · https://www.cps.edu/sites/skyline/curriculum/ela/foundational-skills/
3. Reading - Wikipedia · en.m.wikipedia.org · https://en.m.wikipedia.org/wiki/Reading
4. Reading, Berkshire - Wikipedia · en.m.wikipedia.org · https://en.m.wikipedia.org/wiki/Reading,_Berkshire
5. Citing Evidence From the Text Worksheets: Building Evidence ... · worksheetzone.org · https://worksheetzone.org/worksheets/english-language-arts/reading/citing-evidence-from-the-text

Created with LessonDino.com · AI lesson planner with checkable sources