Name & Surname: _____ Class: _____ Date: _____

PROVE IT WITH EVIDENCE



Cite several pieces to support your analysis

About 60 minutes Level ★★★☆☆

CITING TEXTUAL EVIDENCE

Good readers prove ideas with **evidence** from the text. **Explicit** meaning is stated directly, while an **inference** is figured out from clues plus reasoning.

- Cite **several** pieces of evidence, not just one, to support analysis.
- Copy a short **quote** or write a paraphrase in your own words.
- Add the **paragraph** number to show where you found it.
- Explain how each piece **supports** your explicit point or inference.



KEY WORDS

evidence: words or details from the text that prove a point

explicit: clearly stated in the text

inference: a smart guess using clues plus what you know

cite: to quote or name where you found proof

quote: exact words copied from the text

analysis: explaining what the text means and why

TASK A

Talk with a partner about evidence and inferences. No writing, just explain your thinking.

- **What is the difference between explicit meaning and an inference?**
- **Why does strong analysis need several pieces of evidence?**
- **How can a quote plus the paragraph number make your answer stronger?**

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READ AND RECORD

Take Cornell notes on a practice story.

AFTER-SCHOOL PRACTICE

1. After school on Thursday, the gym was dark except for one row of lights over the bleachers. A seventh-grader stood near the door with a flashlight, a duffel bag, and a taped-up ankle. Practice had ended an hour earlier, and the buses had already left. Rain hit the windows, and the student's jacket was still damp from the walk from the bus loop.
2. The student walked slowly to center court, set down the bag, and pulled out a notebook. The page read, 'Free throws: 10 in a row.' The student took a shot and missed. Then the student took a deep breath, bounced the ball three times, and made the next shot. A water bottle rolled under the bench, and the student left it there to keep practicing.
3. Over the next twenty minutes, the student made seven shots and missed six. After each miss, the student wrote something in the notebook and tried again. Sweat soaked the student's shirt, and the taped ankle was clearly sore, but the student kept going. The gym echoed with each bounce, and the student whispered, 'Focus,' before the last three attempts.
4. When the coach returned with the forgotten keys, the coach said, 'You didn't have to stay.' The student smiled and answered, 'I want to be ready for Tuesday's game. I get too nervous at the line.' The coach nodded and offered to rebound for ten more minutes. Together they counted each make out loud, and the student's shoulders finally relaxed.

TASK B

Read paragraphs 1-4 of After-School Practice. Fill the wide column with quotes and short paraphrases plus paragraph numbers.

Questions and key words	My notes
What is explicit in paragraphs 1-2?	
What inference can you make in paragraph 3?	
What does paragraph 4 show about feelings?	
List several pieces of evidence for determination.	

Summary

Sum up the main idea in 2-3 sentences using evidence.

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CLOCK YOUR KNOWLEDGE

Review twelve key ideas about citing evidence.

TASK C

Fill each wedge with one short quote or example. Use paragraphs 1-4 from page 2 if you need ideas.



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EVIDENCE BINGO TIME

Play bingo with key reading terms.

⊙ TASK D

Listen for each reading term. Mark your board. First to get three in a row or a full board wins.

BINGO 1

cite	claim	inference
evidence	conclusion	quote
analysis	explicit	paraphrase

BINGO 2

conclusion	cite	evidence
detail	claim	support
analysis	paragraph	explicit

BINGO 3

conclusion	claim	detail
analysis	cite	paraphrase
evidence	inference	explicit

BINGO 4

quote	cite	detail
inference	claim	evidence
analysis	explicit	paragraph

Caller: evidence · explicit · inference · quote · paraphrase · cite · paragraph · analysis · support · claim · detail · conclusion

Did you know?

Strong analysis often uses **several** pieces of **evidence**, not just one, to prove an **inference**.

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CHOOSE STRONG PROOF

Compare evidence and link ideas in a chain.

THE SATURDAY CLEANUP

1. On Saturday morning at 9 a.m., twelve volunteers met at the park with trash bags and rakes. A sixth-grader arrived last, wearing boots caked with mud and pulling a red wagon full of gloves. The sky was gray, and the grass was still wet from overnight rain. A thermometer at the gate read 48°F.
2. The group leader assigned the sixth-grader to the creek path, which was covered with fallen branches and plastic bottles. The student sighed, then dragged the wagon down the slope without complaining. Within an hour, the student had filled three bags, more than anyone else on the team. A robin watched from a low branch as the student worked.
3. At 10:30 a.m., the rain started again. Most volunteers ran for the shelter, but the student stayed on the path, pulling up the hood of a yellow raincoat. The student's hands were red and cold, and the wagon wheel was stuck in mud, yet the student kept working. Water splashed over the boots with every step.
4. When the sun came out at noon, the creek path was clear. The gloves were torn, and the student's shoulders ached from pulling the wagon. The group leader held up the three full bags and said, 'This part of the park looks brand new.' The student grinned and said, 'I didn't want to stop until it was done.' The other volunteers clapped.

⚖ TASK E

/8

Read paragraphs 1-4. Compare which quote gives the strongest support for the claim.

A student claims the sixth-grader was determined and hardworking. Which quote is the strongest evidence for that analysis?

had filled three bags, more than anyone else on the team

Advantage

.....

.....

Disadvantage

.....

.....

but the student stayed on the path

Advantage

.....

.....

Disadvantage

.....

.....

I didn't want to stop until it was done.

Advantage

.....

.....

Disadvantage

.....

.....

Which is the most suitable? Justify your choice.

.....

.....

.....

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PROVE IT WITH EVIDENCE

TASK F

Build a chain from the start word. Each new word must link to the one before with a short reason.

evidence → because… _____ quote -> paragraph: a quote needs its paragraph number

→ because… _____ [ ] → because… _____ [ ] → because… _____ [ ]

HOW DID I DO?

Circle a face for each line.

I can cite several pieces of textual evidence. ☹ 😐 ☺

I can support explicit meaning and inferences. ☹ 😐 ☺

I can explain how evidence supports my analysis. ☹ 😐 ☺

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Answer sheet: Prove It With Evidence

Task A

Answers will vary.

Task B

Answers will vary.

Task C

Answers will vary.

Task D

A game: no written answers.

Task E

had filled three bags, more than anyone else on the team: + Gives a counted result that shows hard work; − Does not show how the student acted in the rain

but the student stayed on the path: + Shows choice to keep working when others left; − Short detail, needs another piece to prove effort

I didn't want to stop until it was done: + States determination in the student's own words; − Needs action proof from paragraphs 2-3 to support it

Option 1 — "had filled three bags, more than anyone else on the team" (paragraph 2) is strongest because it gives a counted result that proves hard work compared to others. A strong analysis would still add staying on the path in the rain to prove determination.

Task F

Answers will vary, e.g. evidence -> quote: a quote is one kind of evidence → quote -> paragraph: a quote needs its paragraph number → paragraph -> inference: details in paragraphs support an inference → inference -> analysis: inferences build your analysis

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