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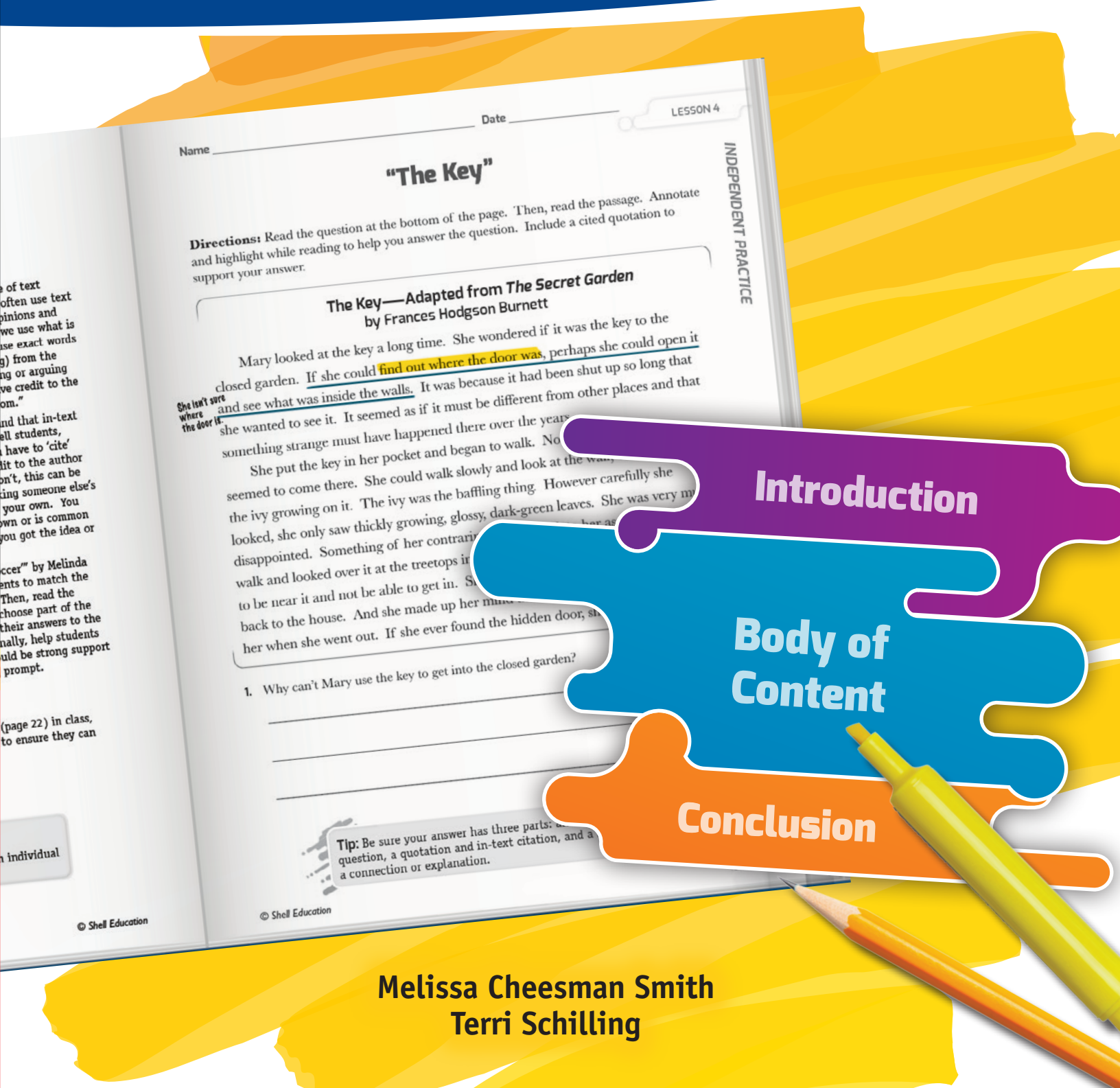


SHELL
EDUCATION

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.

INDEPENDENT PRACTICE

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 made her want to walk and look over it at the treetops in order 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 there 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

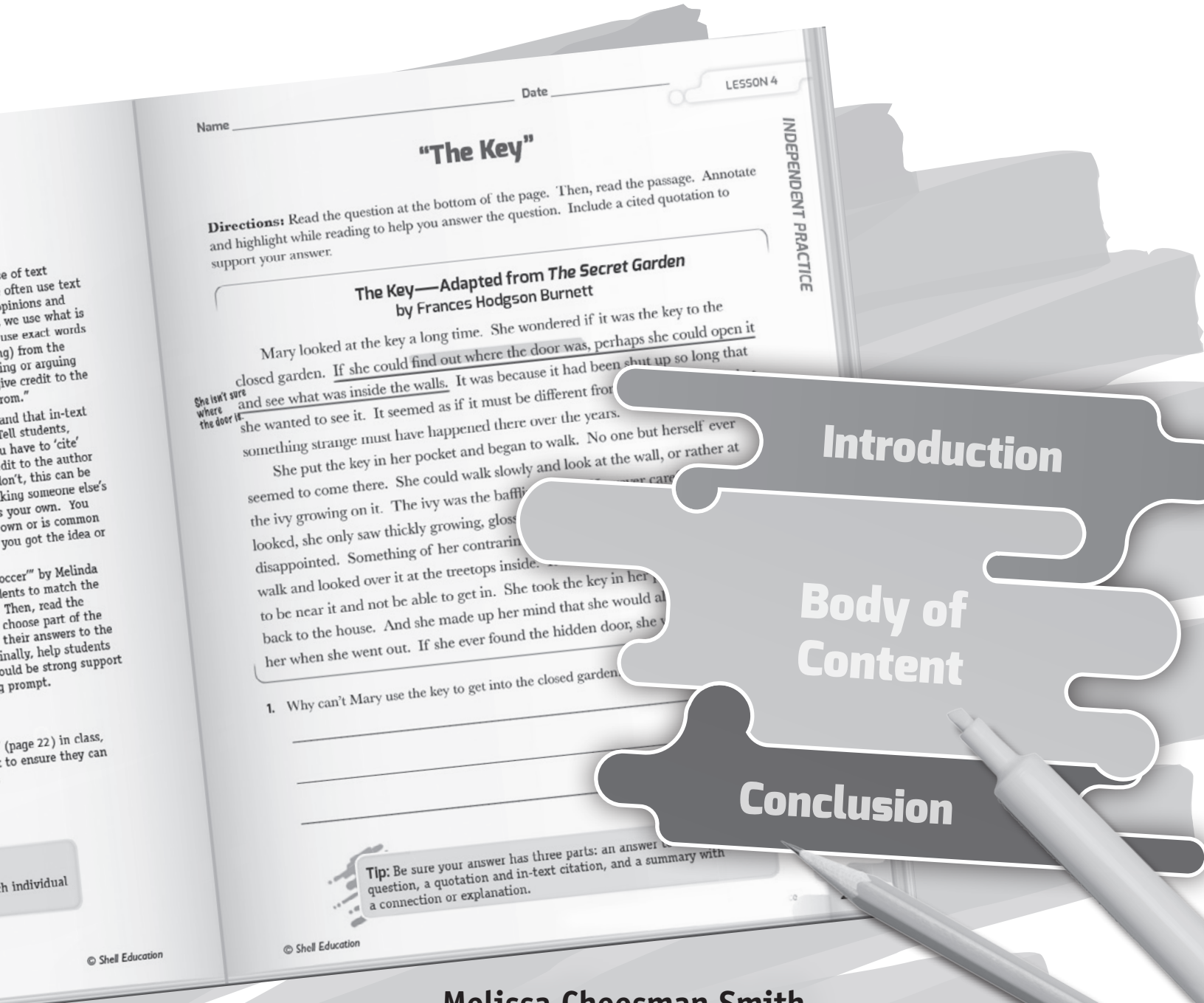


Melissa Cheesman Smith
Terri Schilling

Prove It!

Using Textual Evidence

Levels 3–5



Name _____ Date _____ LESSON 4

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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 something strange must have happened there over the years.

She put the key in her pocket and began to walk. No one but herself ever seemed to come there. She could walk slowly and look at the wall, or rather at the ivy growing on it. The ivy was the baffling thing. When she had looked, she only saw thickly growing, glossy green leaves. She was disappointed. Something of her contrariness came out. She walked and looked over it at the treetops inside. She tried to be near it and not be able to get in. She took the key in her pocket and went back to the house. And she made up her mind that she would ask her when she went out. If she ever found the hidden door, she would try the key.

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

Tip: Be sure your answer has three parts: an answer to the question, a quotation and in-text citation, and a summary with a connection or explanation.

Introduction

Body of Content

Conclusion

Melissa Cheesman Smith
Terri Schilling
Foreword by Alan Sitomer

Table of Contents

From the Authors	5	Textual Evidence in Writing	
Foreword	7	Lesson 6: Gathering Sources	75
Introduction	9	Lesson 7: Supporting a Claim	78
Using Textual Evidence and Citations	9	Lesson 8: Organizing Evidence	81
How to Use This Book	12	Lesson 9: Writing an Analysis	84
Standards Correlations.....	13	Lesson 10: Listing Sources.....	87
Textual Evidence in Reading		Writing Application Prompts	
Lesson 1: Introduction to Textual Evidence...16		Prompt 1: Description Text Structure	90
Lesson 2: Citing with Direct Quotations.....21		Prompt 2: Sequence Text Structure	93
Lesson 3: Citing with Paraphrasing.....24		Prompt 3: Compare-and-Contrast Text Structure	96
Lesson 4: In-Text Citations with Right-in-the-Text Answers	27	Prompt 4: Compare-and-Contrast Text Structure	99
Lesson 5: In-Text Citations with Inferential Answers	30	Prompt 5: Cause-and-Effect Text Structure	102
Reading Application Practice		Prompt 6: Description Text Structure	105
Practice 1: Asking Questions	33	Prompt 7: Problem-and-Solution Text Structure	108
Practice 2: Identifying Key Details.....37		Prompt 8: Chronological Text Structure.....111	
Practice 3: Making Inferences	41	Prompt 9: Classification Text Structure	114
Practice 4: Finding the Moral of the Story	45	Prompt 10: Sequence Text Structure	117
Practice 5: Determining Figurative Language.....	49	Appendices	
Practice 6: Analyzing Character	53	Appendix A: Answer Key.....	122
Practice 7: Determining Main Idea	57	Appendix B: Additional Resources.....	126
Practice 8: Identifying Author’s Purpose.....61		Appendix C: Contents of the Digital Resources	136
Practice 9: Studying Text Structure	65	Appendix D: References Cited.....	136
Practice 10: Comparing and Contrasting	69		

Citing with Direct Quotations

Objective

Students will find and use direct quotations and correctly cite them.

Materials

- copies of “*Take to the Sky*” (page 22; page22.pdf)
- copies of “*Underwater Architect*” (page 23; page23.pdf)
- highlighters

Essential Question

How do I find a direct quotation related to a question and correctly cite it?

Guided Practice

1. Begin by explaining to students that when proving a point based on an idea in the text, using the exact words from the text as support helps to “prove” the point. Tell students there is a way to write so the reader knows when words are used from an outside source.
2. Distribute “*Take to the Sky*” (page 22). Read aloud the excerpt, and have students follow along. After reading, ask students, “What is the difference between hang gliding and parasailing?” Give students time to locate and highlight the answer.
3. Once students have found the sentence(s) that prove the answer, they should formulate their written responses. Remind students that they must put exact text inside quotation marks. Tell students that they don’t have to quote an entire sentence; they can pick only the key words that best provide the answer.
4. Show students how to create in-text citations or parenthetical references. Write several examples on the board following MLA format, such as (Shale 1), (Roberts 24), (Jackson par. 3), or (McDonald par. 7). For more information, see *MLA Citing Source Reference* on page 131.
5. Have students practice with the second question, “Why was zip-lining first created?” Guide students in answering with a direct quotation and a citation. Redirect as needed to be sure formatting of the citation is correct. Students may choose to share their answers with the class.

Independent Practice

- Have students complete “*Underwater Architect*” (page 23) in class, as homework, or as an assessment to ensure they can complete the skill independently.

Additional Support

Have students circle or highlight the words in the text, so they correctly quote the passage.

“Take to the Sky”

Directions: Answer each question using a direct quotation and an in-text citation.



Take to the Sky by Jeff Shale

Have you ever wanted to feel as free as a bird? People have dreamed of flying for thousands of years. For many, the invention of airplanes was a dream come true. Since then, dreamers have found several other ways to feel as though they were flying.

Parasailing is one way people can experience the feeling of soaring like a kite. A parasailer wears a parachute and sits on a boat. The boat drives quickly through the water. The parachute catches the breeze. And then, liftoff! Hang gliding is similar to parasailing. The difference is that hang gliding is done over land and not over water. Hang gliders don't rely on boats to pull them. They jump off cliffs to achieve liftoff.

Zip-lining is another way to fly. People needed a way to quickly get from one place to another, so zip-lining was created. People strung a thick cable between two tall peaks. Then, they tied a cable around themselves. They could use the cable to zip back and forth. Today, you can zip-line for sport. You can even zip-line across an entire mountain range!

For those who dream of taking to the sky, there are many ways to explore the art of flying—if you dare!

page 1



1. What is the difference between parasailing and hang gliding?

2. Why was zip-lining first created?

“Underwater Architect”

Directions: Answer each question using a direct quotation and in-text citation.

Underwater Architect by Beatrice Shell

The chambered nautilus is related to the octopus and squid. Like its relatives, it has a lot of arms—up to 90! But the nautilus has something the others don’t have. It has a beautiful shell that protects it from predators. The shell offers camouflage. The top of the shell is dark. It blends in with the dark sea. It is light on the bottom. This blends in with the light coming from above the water. The shell is divided inside. New rooms, or chambers, are added to the shell as the animal grows.

The nautilus can pull itself inside the shell if it feels threatened. Its hard shell offers protection from the sharp teeth of predators. Snails and hermit crabs also use shells for protection. In this same way, humans once built walls around castles. These tall rock walls protected the people inside the castle from arrows and cannons.

page 1



1. Why is the bottom of the nautilus shell lightly colored?

2. What other two animals besides the nautilus use shells for protection?

Tip: Be sure that you use quotation marks (“ ”) around the exact words used in your answer. Then, format the citation correctly (Author ____).

Finding the Moral of the Story

Materials

- *Finding the Moral of the Story—Annotation Example* (page 46; page46.pdf) (optional)
- copies of *Finding the Moral of the Story—“The Ant and the Chrysalis”* (pages 47–48; page47.pdf)
- colored pencils

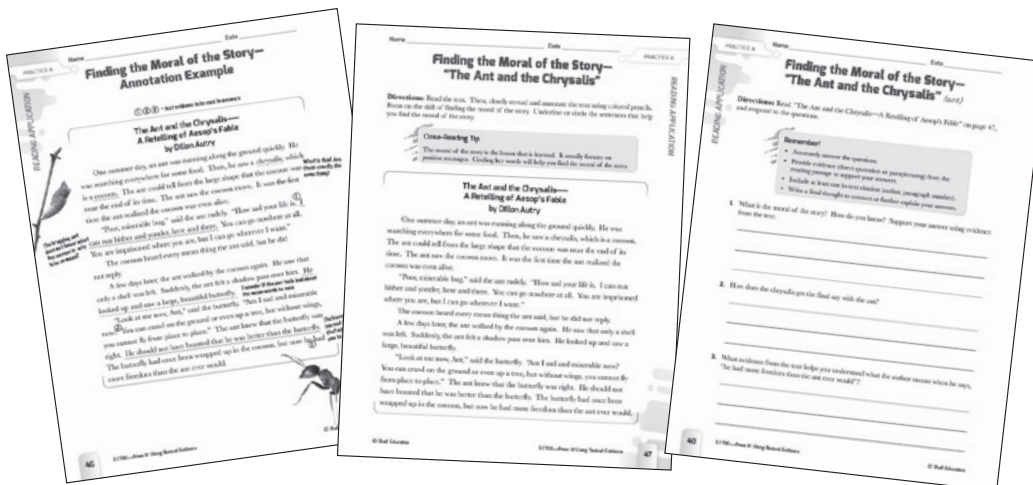
Procedure

1. Distribute *Finding the Moral of the Story—“The Ant and the Chrysalis”* (pages 47–48). Have students read the passage independently.
2. Have students reread and complete a close reading and annotation of the text, using colored pencils. Students should focus specifically on the close-reading skill of finding the moral of a story. Have students circle or underline the evidence in the text that helps them figure out the moral of the story.
 - *Finding the Moral of the Story—Annotation Example* (page 46) can be used as reference, to model annotating for students, or as an individual scaffold for students as necessary.

Close-Reading Skill—Finding the Moral of the Story

Explain to students that the moral of the story is the lesson that is learned. It often focuses on positive messages. Have students use colored pencils to underline words that help them identify the moral of the story.

3. Assign the text-dependent questions on page 48. Explain to students that their responses should accurately answer the questions, provide evidence (direct quotations or paraphrasing) from the reading passage to support the answers, include in-text citations, and conclude with final thoughts that connect or further explain the answers.



Finding the Moral of the Story— Annotation Example

① ② ③ = text evidence to be used in answers

The Ant and the Chrysalis— A Retelling of Aesop's Fable by Dillon Autry

One summer day, an ant was running along the ground quickly. He was searching everywhere for some food. Then, he saw a chrysalis, which is a cocoon. The ant could tell from the large shape that the cocoon was near the end of its time. The ant saw the cocoon move. It was the first time the ant realized the cocoon was even alive.

What is this?
Are these
exactly the
same thing?

“Poor, miserable bug,” said the ant rudely. “How sad your life is. ^① I can run hither and yonder, here and there. You can go nowhere at all. You are imprisoned where you are, but I can go wherever I want.”

The cocoon heard every mean thing the ant said, but he did not reply.

A few days later, the ant walked by the cocoon again. He saw that only a shell was left. Suddenly, the ant felt a shadow pass over him. He looked up and saw a large, beautiful butterfly. ^{I wonder if the ant feels bad about the mean words he used.}

“Look at me now, Ant,” said the butterfly. “Am I sad and miserable now? ^② You can crawl on the ground or even up a tree, but without wings, you cannot fly from place to place.” The ant knew that the butterfly was right. He should not have boasted that he was better than the butterfly. The butterfly had once been wrapped up in the cocoon, but now he ^③ had more freedom than the ant ever would.

The lesson
learned
here is that
appearances can
be deceptive.

page 1



The bragging ant does not know what the cocoon is— why is he so mean?

Finding the Moral of the Story— “The Ant and the Chrysalis”

Directions: Read the text. Then, closely reread and annotate the text using colored pencils. Focus on the skill of finding the moral of the story. Underline or circle the sentences that help you find the moral of the story.

Close-Reading Tip

The moral of the story is the lesson that is learned. It usually focuses on positive messages. Circling key words will help you find the moral of the story.

The Ant and the Chrysalis— A Retelling of Aesop’s Fable by Dillon Autry

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The cocoon heard every mean thing the ant said, but he did not reply.

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“Look at me now, Ant,” said the butterfly. “Am I sad and miserable now? You can crawl on the ground or even up a tree, but without wings, you cannot fly from place to place.” The ant knew that the butterfly was right. He should not have boasted that he was better than the butterfly. The butterfly had once been wrapped up in the cocoon, but now he had more freedom than the ant ever would.

page 1

Classification Text Structure

Materials

- copies of *Excerpt from “Food Groups”* (pages 115–116; page115.pdf)
- colored pencils

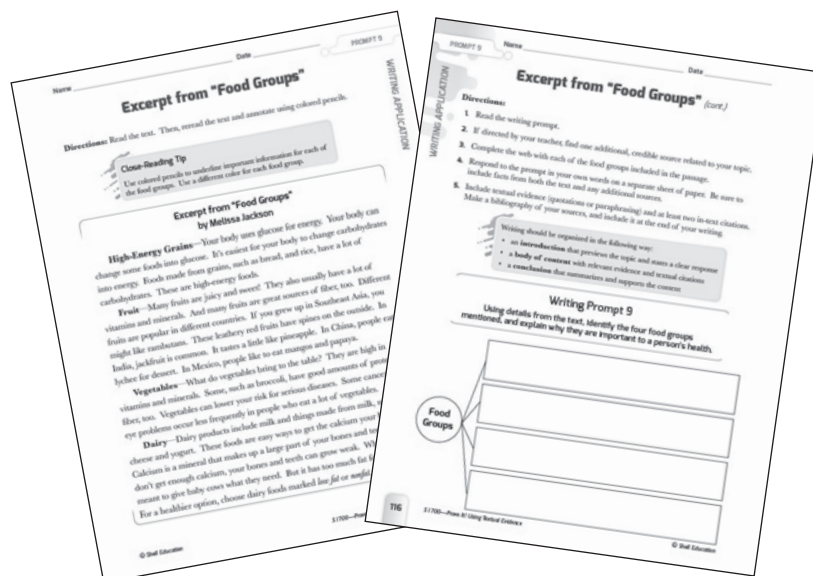
Procedure

1. Distribute *Excerpt from “Food Groups”* (pages 115–116). Have students read the prompt related to the passage. The prompt is: *Using details from the text, identify the four food groups mentioned, and explain why they are important to a person’s health.*
2. Have students read the text independently and think about how they will answer the prompt.

Student Annotation Focus

While students read, have them use different colored pencils to underline the important information for each category.

3. Assign the writing prompt on page 116.
4. Have students use the information from the text to respond to the prompt. You may choose to allow each student to use one additional credible source.
5. Remind students to follow the directions and to use textual evidence and citations.



Excerpt from “Food Groups”

Directions: Read the text. Then, reread the text and annotate using colored pencils.

Close-Reading Tip

Use colored pencils to underline important information for each of the food groups. Use a different color for each food group.

Excerpt from “Food Groups” by Melissa Jackson

High-Energy Grains—Your body uses glucose for energy. Your body can change some foods into glucose. It’s easiest for your body to change carbohydrates into energy. Foods made from grains, such as bread and rice, have a lot of carbohydrates. These are high-energy foods.

Fruit—Many fruits are juicy and sweet! They also usually have a lot of vitamins and minerals. And many fruits are great sources of fiber, too. Different fruits are popular in different countries. If you grew up in Southeast Asia, you might like rambutans. These leathery red fruits have spines on the outside. In India, jackfruit is common. It tastes a little like pineapple. In China, people eat lychee for dessert. In Mexico, people like to eat mangos and papaya.

Vegetables—What do vegetables bring to the table? They are high in vitamins and minerals. Some, such as broccoli, have good amounts of protein and fiber, too. Vegetables can lower your risk for serious diseases. Some cancers and eye problems occur less frequently in people who eat a lot of vegetables.

Dairy—Dairy products include milk and things made from milk, such as cheese and yogurt. These foods are easy ways to get the calcium your body needs. Calcium is a mineral that makes up a large part of your bones and teeth. If you don’t get enough calcium, your bones and teeth can grow weak. Whole milk is meant to give baby cows what they need. But it has too much fat for many people. For a healthier option, choose dairy foods marked *low fat* or *nonfat*.

page 1

Excerpt from "Food Groups" *(cont.)*

Directions

1. Read the writing prompt.
2. If directed by your teacher, find one additional, credible source related to your topic.
3. Complete the web with each of the food groups included in the passage.
4. Respond to the prompt in your own words on a separate sheet of paper. Be sure to include facts from both the text and any additional sources.
5. Include textual evidence (quotations or paraphrasing) and at least two in-text citations. Make a bibliography of your sources, and include it at the end of your writing.

Writing should be organized in the following way:

- an **introduction** that previews the topic and states a clear response
- a **body of content** with relevant evidence and textual citations
- a **conclusion** that summarizes and supports the content

Writing Prompt 9

Using details from the text, identify the four food groups mentioned, and explain why they are important to a person's health.

**Food
Groups**