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SHELL EDUCATION

Prove It!

Using Textual Evidence

Name _____ Date _____ LESSON 1

"Should Fidget Spinners Be Banned from Schools?"

Directions: Read the passage. Then, answer the questions.

Should Fidget Spinners Be Banned from Schools? by Jay Heller

Fidget spinners are toys created by Catherine Hettinger that experts claim to help students at school. They have a bearing in the middle, the central axis, then spin with anywhere from three to six prongs that stick out from the center by relying on equal weight distribution. Kids love to "spin" these, but should they be allowed in schools or not? This toy has been advertised as a way to provide many **therapeutic benefits by helping students increase focus and concentration and also reducing stress and fidgeting at school**, and many students testify that these claims are true, stating that school was easier when they could spin a fidget spinner in class. **Fidget spinners claim to help kids with ADHD, autism, and anxiety by providing soothing sensory stimulation.** But many teachers and principals say they are just "toys" that are not allowed at school and they are no different than any other toy, therefore they are nothing more than a distraction. Students counter this argument, stating that they are quiet, and can be used inconspicuously at their desks. However, who would be the one to school? There's no way to tell, so many schools have just banned them.



1. Underline the text that would be best to use as text evidence for the following question: What type of kids do fidget spinner claim to help?
2. Highlight the text that would be best to use as paper reasons fidget spinners should be allowed.

Directions: Write True or False next to each statement.

- _____ 1. Text evidence can be used to help support a writing topic.
- _____ 2. In-text citations are required every time you write.
- _____ 3. Paraphrasing means that you write someone else's idea by their own words.
- _____ 4. Direct quotations are exact words used as support.
- _____ 5. An example of plagiarism would be copying two paragraphs from a website you wrote on the Internet and making it seem like you were the author by not having an in-text citation.

Tip: Text evidence should prove exactly what it is. Choose carefully chosen words that match your question or topic.

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Introduction

Body of Content

Conclusion

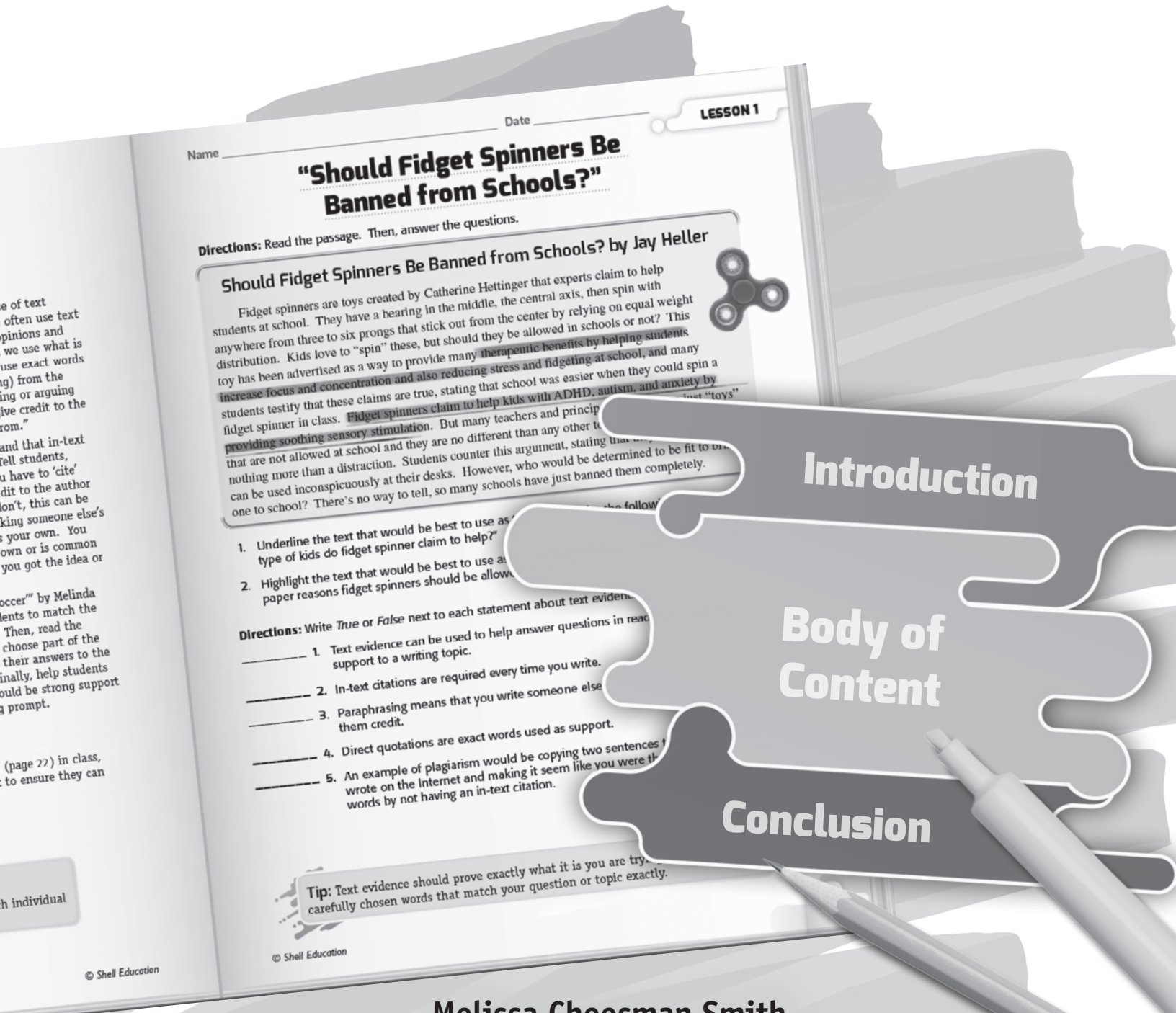
Melissa Cheesman Smith
Terri Schilling



Prove It!

Using Textual Evidence

Levels 6–8



Name _____ Date _____ LESSON 1

"Should Fidget Spinners Be Banned from Schools?"

Directions: Read the passage. Then, answer the questions.

Should Fidget Spinners Be Banned from Schools? by Jay Heller

Fidget spinners are toys created by Catherine Hettinger that experts claim to help students at school. They have a bearing in the middle, the central axis, then spin with anywhere from three to six prongs that stick out from the center by relying on equal weight distribution. Kids love to "spin" these, but should they be allowed in schools or not? This toy has been advertised as a way to provide many therapeutic benefits by helping students increase focus and concentration and also reducing stress and fidgeting at school, and many students testify that these claims are true, stating that school was easier when they could spin a fidget spinner in class. Fidget spinners claim to help kids with ADHD, autism, and anxiety by providing soothing sensory stimulation. But many teachers and principals think that are not allowed at school and they are no different than any other toy that is nothing more than a distraction. Students counter this argument, stating that fidget spinners can be used inconspicuously at their desks. However, who would be determined to be fit to bring one to school? There's no way to tell, so many schools have just banned them completely.

1. Underline the text that would be best to use as evidence to answer the question: "What type of kids do fidget spinner claim to help?"
2. Highlight the text that would be best to use as evidence to answer the question: "What paper reasons fidget spinners should be allowed in schools?"

Directions: Write *True* or *False* next to each statement about text evidence.

- _____ 1. Text evidence can be used to help answer questions in reading.
- _____ 2. In-text citations are required every time you write.
- _____ 3. Paraphrasing means that you write someone else's words in your own words.
- _____ 4. Direct quotations are exact words used as support.
- _____ 5. An example of plagiarism would be copying two sentences from a website, pasting them into a document, and making it seem like you wrote the words by not having an in-text citation.

Tip: Text evidence should prove exactly what it is you are trying to prove. Use carefully chosen words that match your question or topic exactly.

Introduction

Body of Content

Conclusion

Melissa Cheesman Smith
Terri Schilling
Foreword by Alan Sitomer

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Writing Application Prompts			

Citing with Direct Quotations

Objective

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

Materials

- copies of “*Namesake*” (page 22; page22.pdf)
- copies of “*A Long Lost Hero*” (page 23; page23.pdf)
- highlighters

Essential Question

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

Guided Practice

1. Explain to students that when proving a point based on something the text says, using 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 from a different text.
2. Distribute “*Namesake*” (page 22). Have students take turns reading aloud. Then, ask students, “*How is Alex different from the stereotype of most other girls?*” Give students time to locate and highlight the answer.
3. Once students have located the sentence(s) that proves the answer, they must formulate their written responses. This includes accurately answering the question, providing evidence, including an in-text citation, and writing a final thought to elaborate or connect the evidence to the answer. 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. Remind students to use in-text citations or parenthetical references. Write several examples on the board following MLA format, such as (Button 1), (Roberts 15), (Jackson 24), (Smith par. 3), or (McDonald par. 15).
5. Have students practice with the second question, “*How do you know Jackie Mitchell was a successful baseball player?*” Guide each student 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 “*A Long Lost Hero*” (page 23) in class, as homework, or as an assessment to ensure they can complete the skill independently.

Additional Support

Have students annotate each individual sentence, indicating which text relates to each question.

“Namesake”

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



Namesake by Greg Button

My dad named me Alex, after Alex Rodriguez, the baseball player—never mind that I’m a girl. My dad always says I can do whatever I want, whether that’s playing ball or playing with dolls. But I have to admit—I really do love baseball.

Want to know who my favorite player is? If you guessed A-Rod, you backed the wrong horse. It’s actually Jackie Mitchell. She played for a men’s AA squad—the minor leagues—when she was only 17. If that doesn’t knock your socks off, maybe I ought to tell you that after Mitchell joined the Chattanooga Lookouts, they played none other than the New York Yankees.

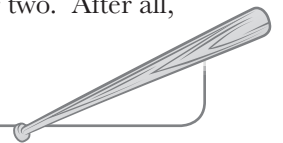
Oh, I forgot to tell you the year was 1931! Know what that means? Babe Ruth and Lou Gehrig were on the Yankees. See where I’m going with this? This little 5'5", 130-pound missy took the mound in front of 4,000 fans. (Did I mention she was a left-handed pitcher? That’s right! She was a southpaw.)

She proved good things come in small packages by delivering one, two, three strikes to Babe Ruth! Then, a really remarkable thing happened. She does the same thing with Lou Gehrig! After that, her arm starts aching, so she rests.

You can’t blame Mitchell for that. The owner of the Lookouts was this crazy marketing genius who was always pulling wild stunts to attract crowds and make money. Anyway, he decided last minute to have a teenage girl play against the Yankees for the exhibition game to make it a red-letter day. So Mitchell—who was in Dallas playing in a basketball tournament—was bused back up to Tennessee. Then, she had only five days to train before playing the Yankees. Of course her arm was sore!

Unfortunately, her team ended up losing. The weird thing is that afterward, Mitchell didn’t play for the Lookouts anymore. Who knows why, but she started playing for the owner’s lower-level teams instead. I look at it this way: A teenage girl got paid to play men’s baseball for six years. Someday, I’d like to throw like a girl, so I can be just like Jackie Mitchell. I think I could learn to strike out a Yankee or two. After all, my dad says I can do whatever I want to—even if that’s playing ball in the men’s league.

page 1



1. How does Alex feel about her name?

2. How do you know Jackie Mitchell was a successful baseball player?

“A Long Lost Hero”

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

A Long Lost Hero by T. Robert Hall

Lately, my dad and I have been looking into our family’s genealogy. Rooting around in our past began as a hobby for my dad, and it wasn’t interesting to me. Our family tree was just a lot of boring names and dates on paper. My dad began seeking public records that revealed where our relatives lived and what they did to earn money. Then, things got kind of exciting. My dad found enlistment papers.

It turns out that we have a genuine Civil War soldier among our kin. The records say my ancestor was 18 years old when he enrolled to fight. But all these years later, my dad and I caught my ancestor in a lie. His birth record shows he was only 12!

The Confederates had assigned my cousin to the role of drummer boy. I thought drummer boys were mascots, but I found out they did a whole lot more. Some of them carried the injured away from the battlefields on stretchers. Others were messengers or orderlies. They drummed communications on the battlefield when it was too loud to hear shouts. Their drum rolls could indicate “meet here,” “retreat,” or even “charge.”

Knowing that my rebel cousin lied about his age made him seem a lot more real. And the more I learned about him, the more I wanted to learn about our other ancestors. So now I help my dad with his hobby, which has become *our* hobby. The names and dates still aren’t of much interest to me, but I keep riffling through documents in hopes of finding the next great story!

page 1



1. How did drummer boys help injured soldiers?

2. What other important way did drummers help in the war?

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

Identifying Literary Devices— Annotation Example

① ② ③ = text evidence to be used in answers

Race the Wind

by Jesse Aaron

Personification, indicates
the wind is increasing

Connection:
I can picture
the wall of
clouds— have
experienced
similar sky

When the ^① sand began kicking up and lashing our faces, I started to worry that maybe we should have left the beach. That afternoon, my dad had stood on the deck of our home and laughed as our neighbors packed up their cars and headed inland, out of range of the approaching summer storm. Challenging the weather to dampen our spirits, my sister, my mom, and I lit a fire on the beach while Dad roasted marshmallows.

not a good
idea to
endanger
family

Now, it was 6:30 PM. And all laughter had evaporated. Our eyes were drawn to the sky, where a dark wall of clouds marched toward us. The red sunset bled through the storm clouds, turning the sky into a swirling torrent of dark fire. Below, the black waves of Lake Michigan grappled and slammed ^{v- meaning?} against each other as they sent icy tendrils toward the sky.

My sister, Kim, spotted it first. It was a waterspout—a tornado with a funnel made of water—and it was heading straight for us. The wind started screaming, and in a flash, we were running toward the cottage. My mom stopped next to the front door of the tiny clapboard beach cottage. “Where can we go?” She shouted the question at my dad. ^{v- meaning?}

liquid sister
is the water
spout

^③ I turned to look at the sky. Now, instead of beautiful, it looked deadly. This liquid sister of the tornado wouldn’t wait for us to get in the car and drive to safety.

“Under the deck!” my dad yelled. We scrambled beneath the deck, pressing ourselves against the foundation of the cottage, and then watched the approaching storm in silent terror. The 200-foot-high waterspout shot toward us, as if it had been fired from a cannon the size of the sun.

Personification,
but also a
metaphor—
comparing
“waterspout”
to an “animal”

My dad shouted, “Hold on!” and something else I couldn’t hear over the screaming wind. ^② The spout sprinted over the final stretch of water, an animal eager to make the kill. It lunged over the crashing waves, twisted through the blood-red sky, and then hit the beach. And then, like a monster of the night that is exposed to the sun, the waterspout began to disintegrate when it hit land. By the time it reached our cottage, it was nothing more than a strong gust of water-colored wind that pelted our bodies. The rest of the storm raged for an hour and then simply blew away.

The author
using fig. lan.
to paint a
picture for the
readers.

“Next time, we’ll stay inland at Grandma’s. Okay?” my dad said, tears of relief in his eyes. We all agreed that would be a good idea.

This could have been avoided if
the family would have gone to
Grandma’s in the first place.



Identifying Literary Devices—“Race the Wind”

Directions: Read the text. Then, closely reread and annotate the text. Underline similes, circle metaphors, and place boxes around examples of personification.



Close-Reading Tip

Look for connecting words that help you identify examples of figurative language. For similes, look for the words *as* and *like*. For metaphors, look for the word *is*. Look for personification by identifying when an inanimate object has human characteristics.

Race the Wind

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“Next time, we’ll stay inland at Grandma’s. Okay?” my dad said, tears of relief in his eyes. We all agreed that would be a good idea.

Identifying Literary Devices— “Race the Wind” *(cont.)*

Directions: Read “Race the Wind” on page 47, and respond to the questions.

Remember!

- Accurately answer the questions by stating your claim.
- Provide evidence (direct quotation, block quotation, or paraphrasing) from the reading passage to support your answer.
- Include one in-text citation for each piece of evidence (author, paragraph number).
- Write a final thought to connect to or further elaborate on your answer.

1. Use examples to show how the author uses figurative language to describe the events occurring in the story.

2. Choose one line of figurative language used in the text, and define the type of literary device and its meaning. Use evidence from the text to support the answer.

3. Explain how figurative language is used to describe the storm, and use several examples in your response.

Cause-and-Effect Text Structure

Materials

- copies of “Win or Lose?” (pages 100–101; page100.pdf)

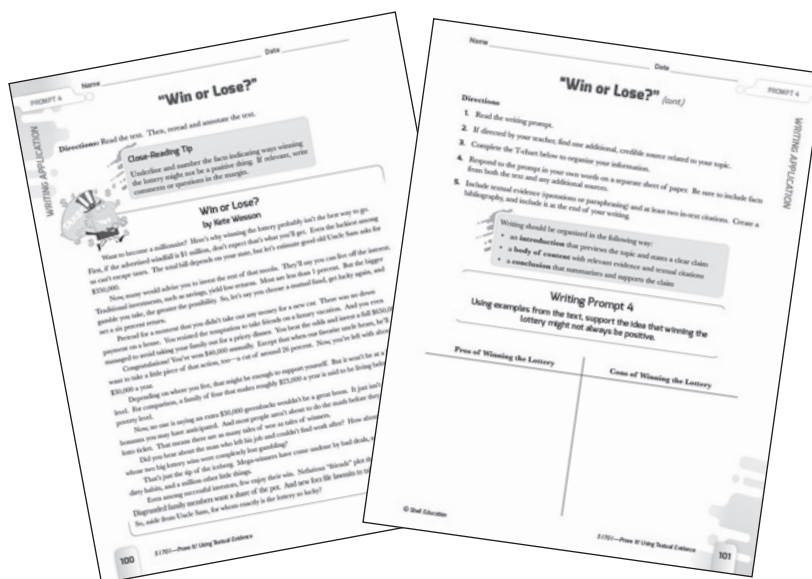
Procedure

1. Distribute “Win or Lose?” (pages 100–101). Have students read the prompt related to the passage. The prompt is: *Using examples from the text, support the idea that winning the lottery might not always be positive.*
2. Have students read the text independently and think about how they will need to respond to the prompt.

Student Annotation Focus

While each student reads, have them underline and number the facts indicating ways in which winning the lottery might not be a positive thing.

3. Assign the writing prompt on page 101.
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. Remind students that a citation is needed directly following a quotation. In this case, the abbreviation *par.* is used to reference a specific paragraph.



“Win or Lose?”

Directions: Read the text. Then, reread and annotate the text.

Close-Reading Tip

Underline and number the facts indicating ways winning the lottery might not be a positive thing. If relevant, write comments or questions in the margin.



Win or Lose?

by Kete Wesson

Want to become a millionaire? Here’s why winning the lottery probably isn’t the best way to go. First, if the advertised windfall is \$1 million, don’t expect that’s what you’ll get. Even the luckiest among us can’t escape taxes. The total bill depends on your state, but let’s estimate good old Uncle Sam asks for \$350,000.

Now, many would advise you to invest the rest of that moola. They’ll say you can live off the interest. Traditional investments, such as savings, yield low returns. Most are less than 1 percent. But the bigger gamble you take, the greater the possibility. So, let’s say you choose a mutual fund, get lucky again, and net a six percent return.

Pretend for a moment that you didn’t take out any money for a new car. There was no down payment on a house. You resisted the temptation to take friends on a luxury vacation. And you even managed to avoid taking your family out for a pricey dinner. You beat the odds and invest a full \$650,000.

Congratulations! You’ve won \$40,000 annually. Except that when our favorite uncle hears, he’ll want to take a little piece of that action, too—a cut of around 26 percent. Now, you’re left with about \$30,000 a year.

Depending on where you live, that might be enough to support yourself. But it won’t be at a high level. For comparison, a family of four that makes roughly \$23,000 a year is said to be living below the poverty level.

Now, no one is saying an extra \$30,000 greenbacks wouldn’t be a great boon. It just isn’t the big bonanza you may have anticipated. And most people aren’t about to do the math before they cash in that lotto ticket. That means there are as many tales of woe as tales of winners.

Did you hear about the man who left his job and couldn’t find work after? How about the woman whose two big lottery wins were completely lost gambling?

That’s just the tip of the iceberg. Mega-winners have come undone by bad deals, sour investments, dirty habits, and a million other little things.

Even among successful investors, few enjoy their win. Nefarious “friends” plot their murder. Disgruntled family members want a share of the pot. And new foes file lawsuits to take a piece of the pie. So, aside from Uncle Sam, for whom exactly is the lottery so lucky?

“Win or Lose?” *(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 T-chart below to organize your information.
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. Create a bibliography, 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 claim
- a **body of content** with relevant evidence and textual citations
- a **conclusion** that summarizes and supports the claim

Writing Prompt 4

Using examples from the text, support the idea that winning the lottery might not always be positive.

Pros of Winning the Lottery	Cons of Winning the Lottery