Using Text Evidence

The Library Plan

High school ELA student lesson

Name _____ Date _____

Your goal: Make a claim about a story, choose relevant details, and explain how those details support your thinking.

A three step routine

1. Claim: Answer the question in your own words.

2. Evidence: Choose a short quotation or an accurate paraphrase. Give the paragraph number.

3. Reasoning: Explain how the detail supports your claim. Go beyond repeating what happened.

Words to know

Word	Meaning in this story	Example
proposal	a plan offered for others to consider	a proposal for a new schedule
access	the ability to reach or use something	access to a quiet place to study
obstacle	something that makes a goal harder to reach	a bus schedule that limits study time
pilot	a small trial before a longer plan	a two-week pilot of new hours
revise	to change something after reviewing it	revise a plan after feedback

Try the vocabulary

A club tests a new meeting time for two weeks. Is that a pilot or an obstacle? Explain your choice.

How to use the packet: Read on page 2. Study the model on page 3. Practice on pages 4 and 5. If typing, replace the response lines with your text.

The Library Plan

Original short fiction | Read once for the situation. Reread for evidence.

1 Lena arrived at the student council meeting with a proposal: keep the school library open until five on Tuesdays, one hour later than usual. She had drawn a bright poster and collected twenty signatures. More time meant more access, she thought. She set the poster where everyone could see it and waited for agreement.

2 The librarian, Ms. Ortiz, studied the plan. "A quiet place to work matters," she said. "Before we choose a schedule, let's hear who could use it." Lena gripped the edge of her poster. She had expected the group to discuss how soon her plan could start.

3 Kai raised his hand. "My last bus leaves at four ten. If I stay until five, I have no way home." Lena began to say that he could finish some work before the bus came. Then she noticed the bus timetable folded beside his notebook. She wrote transportation under a new heading: Obstacles.

4 "I pick up my brother after school," Amira added. "I can use the library before classes, but I can't stay late." Lena looked at the signatures again. They showed that students wanted study space. They did not tell her when those students were free to use it.

5 Lena turned her poster over. "What times would actually work?" she asked. As classmates spoke, she made a second list. Ms. Ortiz explained that the school could not add a bus for this project. The library already had staff available before classes and during lunch, though the study room was usually closed then.

6 Together they drafted a two-week pilot: one morning session and one lunch session each week. Lena offered to make a short survey for students who had missed the meeting. "We should ask what still gets in the way," she said. "If the room is open and people still can't use it, we need to revise the plan."

7 At the end of the meeting, Lena folded her original poster. She would make a new one after the group checked the survey responses. Her first plan had been easy to explain. The new one had questions in the margins. She left those questions there.

After reading: In one sentence, tell a partner what Lena wants and what complicates her plan. You may point to the text as you explain.

Study a worked model

This example uses a different story. Notice how the writer connects a detail to an idea about the character.

The Rehearsal

1 At rehearsal, Noah held the microphone close and sang over the other voices. When the director asked the group to listen to a recording, Noah reached for his phone. Then he heard how the melody disappeared beneath his solo.

2 For the next run, Noah lowered the microphone and watched the other singers. "Can we try that last part together?" he asked. This time, he waited for the group before beginning.

Model question

How does Noah change during rehearsal?

Think through the response

Claim: Noah shifts from focusing on his solo to cooperating with the group.

Evidence: At first, he "sang over the other voices" (paragraph 1). Later, he "waited for the group before beginning" (paragraph 2).

Reasoning: Singing over the others makes his voice the center of attention. Waiting for the group shows that he is now adjusting his actions so the singers can work together.

Put the parts together

Noah shifts from focusing on his solo to cooperating with the group. At first, he "sang over the other voices" (paragraph 1), which makes his own voice the center of attention. Later, he "waited for the group before beginning" (paragraph 2). Waiting shows that he now adjusts his actions so the singers can work together.

Check the model

Underline one sentence that explains evidence. Why is "Noah reached for his phone" less useful than the two chosen details for showing this change?

Quotation = the exact words, inside quotation marks.
Paraphrase = the idea in your own words, without quotation marks.
Both need a paragraph number in this lesson.

Practice with support

Return to The Library Plan on page 2. Work with a partner or your teacher, then record your own thinking.

Question: Why would later library hours not fully meet every student's needs?

Reread paragraphs 3 and 4. You may quote or paraphrase. For each detail, explain the connection to access.

1 Make a claim

A later closing time may not fully help every student because ...

2 Select and explain the first detail

Evidence and paragraph number

This limits access because ...

3 Select and explain a second detail

Evidence and paragraph number

This is a different obstacle because ...

Check before moving on

Did each detail answer the question? Did you explain the obstacle instead of only naming it? Revise one connection if needed.

Write with fewer supports

Question: How does Lena change her approach to planning from the beginning to the end of The Library Plan?

Write one paragraph. State a claim about the change. Use one relevant detail from the beginning and one from the end. Give paragraph numbers and explain how each detail supports your claim. Use more paper if needed.

Plan briefly: At first, Lena ... Later, she ...

Your response

Review your work

Check each item: [ ] I explain a change. [ ] I use two accurate details.
[ ] I include paragraph numbers. [ ] I explain what each detail shows.

Optional extension: The pilot has not happened yet. On another page, explain why the ending still matters. Use the final paragraph as evidence.