Using Text Evidence

Teacher Guide and Answer Key

The Library Plan

Teach students to support an interpretation with relevant textual details and explain the connection. This original fiction lesson is intended for high school ELA and includes language supports that teachers can adjust.

Teacher review: Preview all material and adapt it for your students, curriculum, and any required accommodations. This is a supplemental lesson, not an assessment of disability or a substitute for individualized instruction. No school or district endorsement is implied.

Lesson at a glance

Suggested time: 45 to 60 minutes, or two shorter sessions.
Materials: Student pages 1 to 5, writing or typing tools, and access to the story while responding.
Learning target: Students make a defensible claim, select two relevant details, cite paragraph numbers, and explain what each detail shows.

Suggested teaching sequence

Phase	Time	Teacher action
Prepare Page 1	5 min	Introduce the goal and vocabulary. Ask students to explain pilot in their own words. Model saying proposal and revise, then invite rehearsal.
Read Page 2	8 to 10 min	Read the story aloud or let students read silently. Pause after paragraph 4 to summarize the obstacles. Reread as needed; keep the text available.
Model Page 3	8 to 10 min	Read the separate example. Think aloud about why the two details show change. Distinguish evidence from the writer's explanation.
Guide Page 4	10 to 12 min	Have pairs locate evidence before writing. Ask: How does that schedule affect access? Accept a quotation or accurate paraphrase.
Apply Page 5	10 to 15 min	Students answer the new question with fewer prompts. Keep necessary accommodations. Ask students to review the four checks.
Close	4 to 8 min	Invite a brief explanation of one evidence choice. Use the review guide on teacher page 3 to decide what to reteach.

Adjust the support

Offer oral rehearsal, text-to-speech or read-aloud access, extra processing time, or speech-to-text where appropriate. Present one question at a time. If locating evidence is the barrier, point to paragraph ranges before providing an answer. Fade optional prompts as students are ready; retain required accommodations.

Answer key

These are sample responses. Accept different interpretations when they fit the text and are explained. A paraphrase should preserve the original meaning; exact wording is not required.

Student page 1 Vocabulary

Pilot. The club is trying a schedule for a short period before deciding whether to continue or change it. An obstacle is something that makes the goal harder to reach.

Student page 2 Oral summary

Lena wants more students to have a place to study. She proposes later library hours, but transportation and family schedules may keep some students from using them. Students can give a shorter summary that includes the goal and at least one obstacle.

Student page 3 Model check

Possible explanation to underline: "Waiting shows that he now adjusts his actions so the singers can work together." The sentence about his voice being the center of attention also explains evidence.

The phone detail may suggest that Noah is distracted or reluctant to listen, but by itself it does not show the move from singing over the group to coordinating with it. The selected pair directly compares his actions before and after the recording.

Student page 4 Guided practice

Sample claim: Later library hours would not fully meet every student’s needs because some students must leave school at a set time.

First detail: Kai says, "My last bus leaves at four ten" and explains that staying until five would leave him without a way home (paragraph 3).

Connection: Kai cannot use the full extra hour if doing so means missing his only ride home. A library schedule must work with transportation for him to use it.

Second detail: Amira picks up her brother after school and says she cannot stay late (paragraph 4).

Connection: Amira has a responsibility after school. Her obstacle is a time commitment rather than the bus schedule, so a later closing time does not make her available.

Watch for these misunderstandings

If a student writes that Kai or Amira does not want to study, ask where the text says that. The story describes obstacles, not a lack of interest. If a student lists a detail without explaining it, ask: What would this prevent the student from doing?

Independent response and review

Student page 5 Sample response

Lena changes from expecting approval for her own idea to building a plan around other students' needs. At the beginning, she has already made a poster and "waited for agreement" (paragraph 1). This shows that she arrives ready to promote her solution before checking whether it will work for everyone. Later, she offers to survey students who missed the meeting and says they may need to "revise the plan" (paragraph 6). She is now seeking more information and treating the plan as something that can change. Her goal of providing study space remains, but her planning becomes more responsive to the people who will use it.

Other valid evidence: Paragraph 2 shows Lena expecting a start date. Paragraph 4 shows her recognizing that signatures do not reveal availability. Paragraphs 5 and 7 show her asking questions and delaying a new poster until she has feedback. Students need only two well-chosen details, not all of these.

Optional extension

The unresolved ending matters because it shows a change in how Lena thinks, even though it does not prove the pilot will succeed. Leaving questions in the margins suggests she is willing to keep learning. A response may connect her folded original poster to her willingness to revise. Do not require the word theme.

Use the response to plan the next lesson

Look for	If it is missing or unclear
A claim that identifies a change	Ask the student to complete: At first she ____. By the end she ____. Then combine the ideas.
Two relevant, accurate details	Reread paragraphs 1 and 6. Have the student select one detail from each and explain the choice orally.
Paragraph numbers and accurate quotation or paraphrase	Ask the student to return to each source. Check quotation wording or the meaning of the paraphrase.
Reasoning connected to both details	Ask: What does this action show about how Lena plans? Have the student add a sentence after each detail.

Review meaning separately from spelling and handwriting when the target is evidence and reasoning. Record which prompts were needed; one response is not enough to establish independent mastery.

Original classroom resource prepared for Inclusive Teaching Solutions.
Questions or feedback: info@inclusiveteachingsolutions.com