### Writing Mini-Lesson: Introducing Evidence

#### Before the Lesson

1. To be ready for this lesson, make sure you have the following materials:
   - The Introducing Evidence [slide deck](#)
   - Introducing Evidence [student handout](#) (paper/digital)
   - Teacher Copy

#### Step by Step

1. **(5 mins.)** Launch today’s lesson by naming the skills students have already learned that will support them in today’s writing activity:
   - Read “Sweet, Difficult Sounds”
   - Outlined an Evidence-Based Response for “Laura’s Key”

2. **(7 mins.)** Have students complete the [Discovery](#) portion of the lesson on their handouts.

3. **(8 mins.)** Review the [notes for Introducing Evidence](#).

4. **(20 mins.)** Model introducing evidence with [Practice 1 and Practice 2](#) (whole class).

5. **(15 mins.)** Have students complete [Practice 3 and 4](#) with partners.
   - Review Practice 3 and 4 as a class.

6. **(15 mins.)** Have students complete [Practice 5 and 6](#) independently.
   - Review Practice 5 and 6 as a class.

7. **(7 mins.)** Review the [notes for Punctuating and Citing Evidence](#).
   - Have students complete the partner practice for punctuating and citing evidence.
   - Review the answers for the punctuating and citing evidence partner practice.

8. **(15 mins.)** **NOTE TO TEACHERS:** For timing purposes, this piece may need to be assigned for homework or students may need to complete the following day in class: Instruct students to [Revise](#) their most recently drafted evidence-based response by introducing evidence correctly.
   - Circulate while students revise to check for understanding.
**Introducing Evidence Student Handout**

Name: __________________________      Class: _________________________     Date:  _________________________

**Discovery**

Directions: Read the paragraphs below. Then, determine which response reads more smoothly.

<table>
<thead>
<tr>
<th>Response A</th>
<th>Response B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothukula felt uncomfortable on her first day of school in America. “It</td>
<td>Nothukula felt uncomfortable on her first day of school in America. When</td>
</tr>
<tr>
<td>made Nothukula nervous, stiffening her tongue” (9). Because Nothukula</td>
<td>trying to introduce herself to her peers, their stares and way of speaking</td>
</tr>
<tr>
<td>felt embarrassed by her accent, she decided to stay silent. She would</td>
<td>to her caused her to freeze up: “It made Nothukula nervous, stiffening her</td>
</tr>
<tr>
<td>rather be invisible than laughed at.</td>
<td>tongue” (9). Because Nothukula felt embarrassed by her accent, she decided</td>
</tr>
<tr>
<td></td>
<td>to stay silent. She would rather be invisible than laughed at.</td>
</tr>
</tbody>
</table>

1. Which response reads more smoothly: A or B?

2. Explain why you selected that response.
**Introducing Evidence Practice**

Help your readers understand your evidence by _______________________________ it!

When you **INTRODUCE** your evidence, include:

1. __________________________ in the story the evidence takes place
   - At the beginning of the story,
   - After X happens,
   - When so-and-so does Y,
   - By the end of the story,

2. __________________________ is going on
   - X is feeling...
   - Y has just...

3. __________________________ is speaking
   - X says,
   - Y wonders,
   - The text states,

---

**Follow along** with your teacher for **Practice 1 and 2**

**PRACTICE 1: Whole Class**

<table>
<thead>
<tr>
<th>WHEN does this take place?</th>
<th>WHAT is going on?</th>
<th>WHO is speaking?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“She didn’t say another word all day; as teachers asked questions in class, Nothukula said nothing, even when she knew the answer” (9).</td>
</tr>
</tbody>
</table>

Put it all together: ________________________________________________________________

“She didn’t say another word all day; as teachers asked questions in class, Nothukula said nothing, even when she knew the answer” (9).
### PRACTICE 2: Whole Class

<table>
<thead>
<tr>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“They look at me as if I am funny” (16).</td>
</tr>
</tbody>
</table>

Put it all together: ____________________________________________________

________________________________________________________________________

Complete Practice 3 and 4 with your PARTNER

### PRACTICE 3: Partner

<table>
<thead>
<tr>
<th>WHEN does this take place?</th>
<th>WHAT is going on?</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Nothukula wished that her words sounded like theirs, flowing so freely, without even having to think about it” (27).</td>
</tr>
</tbody>
</table>

Put it all together: ____________________________________________________

________________________________________________________________________

“Nothukula wished that her words sounded like theirs, flowing so freely, without even having to think about it” (27).
## PRACTICE 4: Partner

<table>
<thead>
<tr>
<th>WHEN does this take place?</th>
<th>WHAT is going on?</th>
<th>WHO is speaking?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“They all stare at me. They’re so cold, and unfeeling, as if I am invisible” (59).</td>
</tr>
</tbody>
</table>

Put it all together:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“They all stare at me. They’re so cold, and unfeeling, as if I am invisible” (59).

## Complete Practice 5 and 6 INDEPENDENTLY

## PRACTICE 5: Independent

<table>
<thead>
<tr>
<th>WHEN does this take place?</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Standing tall in her kitchen, Nothukula proceeded to recite the poem, proudly and imperfectly, entirely in her own voice” (83).</td>
</tr>
</tbody>
</table>

Put it all together:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“Standing tall in her kitchen, Nothukula proceeded to recite the poem, proudly and imperfectly, entirely in her own voice” (83).
### PRACTICE 6: Independent

<table>
<thead>
<tr>
<th>WHEN does this take place?</th>
<th>WHAT is going on?</th>
<th>WHO is speaking?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“A lot of small steps can overcome even the biggest problem” (85).</td>
</tr>
</tbody>
</table>

Put it all together: __________________________________________________________

______________________ “A lot of small steps can overcome even the biggest problem” (85).

Before you revise your own paragraph, let’s remember to **PUNCTUATE** and **CITE** the evidence!

**NOTE:** Don’t forget to **PUNCTUATE** and **CITE** your evidence!

- ______________________ after speaker (or ______________________ if no speaker)
- ______________________ marks around the evidence
- The paragraph or page number in ______________________ after the evidence
- ______________________ at the end

**Partner Practice:**

*Add the missing punctuation in the example below (the evidence is bolded).*

When Nothukula attends her first class, she is already feeling anxious *She didn’t know what to say to forty students staring blankly at her from their seats, how best to introduce herself when she felt like an alien descending from a spaceship* 7
REVISE YOUR OWN RESPONSE: INDEPENDENT PRACTICE

★ Find 2 pieces of evidence that you used in your theme evidence-based response exit ticket from “Sweet, Difficult Sounds.”

★ Revise your theme evidence-based response below to INTRODUCE each piece of evidence.

Refer back to today’s six practice exercises to help you introduce your evidence:

- WHEN in the story does the evidence take place?
- WHAT is going on?
- WHO is speaking?
- Don’t forget to PUNCTUATE and CITE your evidence!

Write your revised paragraph below:
## Introducing Evidence

### Discovery

**Directions**: Read the paragraphs below. Then, determine which response reads more smoothly.

<table>
<thead>
<tr>
<th>Response A</th>
<th>Response B</th>
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<tbody>
<tr>
<td>Nothukula felt uncomfortable on her first day of school in America. “It made Nothukula nervous, stiffening her tongue” (9). Because Nothukula felt embarrassed by her accent, she decided to stay silent. She would rather be invisible than laughed at.</td>
<td>Nothukula felt uncomfortable on her first day of school in America. <strong>When trying to introduce herself to her peers, their stares and way of speaking to her caused her to freeze up:</strong> “It made Nothukula nervous, stiffening her tongue” (9). Because Nothukula felt embarrassed by her accent, she decided to stay silent. She would rather be invisible than laughed at.</td>
</tr>
</tbody>
</table>

1. Which response reads more smoothly: A or B?  
   *Response B*

2. Explain why you selected that response.  
   *Response B reads more smoothly because the writer introduced the evidence.*
## Introducing Evidence Practice

Help your readers understand your evidence by **INTRODUCING** it!

When you **INTRODUCE** your evidence, include:

1. **WHEN** in the story the evidence takes place
   - At the beginning of the story,
   - When so-and-so does Y,
   - After X happens,
   - By the end of the story,

2. **WHAT** is going on
   - X is feeling...
   - Y has just...

3. **WHO** is speaking
   - X says,
   - Y wonders,
   - X tells Y,
   - The text states,

---

**Follow along** with your teacher for **Practice 1 and 2**

### PRACTICE 1: Whole Class

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>On the first day of school,</td>
<td>Nothukula decides to be silent after embarrassing herself in front of another student.</td>
<td>No one</td>
<td>&quot;She didn’t say another word all day; as teachers asked questions in class, Nothukula said nothing, even when she knew the answer&quot; (9).</td>
</tr>
</tbody>
</table>

**Put it all together:** *On the first day of school, Nothukula decides to be silent after embarrassing herself in front of another student:* "She didn’t say another word all day; as teachers asked questions in class, Nothukula said nothing, even when she knew the answer" (9).
<table>
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<tr>
<td><strong>At dinner the night after Nothukula’s first day of school,</strong></td>
<td>She worries that the other students think she is strange.</td>
<td>Nothukula</td>
<td>“They look at me as if I am funny” (16).</td>
</tr>
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**Put it all together:** At dinner the night after Nothukula’s first day of school, she worries that the other students think she is strange. Nothukula says, “They look at me as if I am funny” (16).

---

Complete Practice 3 and 4 with your PARTNER

<table>
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</thead>
<tbody>
<tr>
<td><strong>During school lunch,</strong></td>
<td>Nothukula eats by herself and watches the other students.</td>
<td>No one</td>
<td>“Nothukula wished that her words sounded like theirs, flowing so freely, without even having to think about it” (27).</td>
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</table>

**Put it all together:** During school lunch, Nothukula eats by herself and watches the other students: “Nothukula wished that her words sounded like theirs, flowing so freely, without even having to think about it” (27).

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</thead>
<tbody>
<tr>
<td><strong>The night after Nothukula fails to recite her poem in class,</strong></td>
<td>She tells her aunt why she is so nervous about speaking in front of her peers.</td>
<td>Nothukula</td>
<td>“They all stare at me. They’re so cold, and unfeeling, as if I am invisible” (59).</td>
</tr>
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</table>

**Put it all together:** The night after Nothukula fails to recite her poem in class, she tells her aunt why she is so nervous about speaking in front of her peers. Nothukula says, “They all stare at me. They’re so cold, and unfeeling, as if I am invisible” (59).
### Writing Mini-Lesson: Introducing Evidence

Complete **Practice 5 and 6 INDEPENDENTLY**

#### PRACTICE 5: Independent

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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>By the end of the story,</strong></td>
<td><strong>Nothukula sees the new confidence she has in herself and her attitude changes.</strong></td>
<td>No one</td>
<td>“Standing tall in her kitchen, Nothukula proceeded to recite the poem, proudly and imperfectly, entirely in her own voice” (83).</td>
</tr>
</tbody>
</table>

**Put it all together:**  **By the end of the story, Nothukula sees the new confidence she has in herself and her attitude changes:** “Standing tall in her kitchen, Nothukula proceeded to recite the poem, proudly and imperfectly, entirely in her own voice” (83).

#### PRACTICE 6: Independent

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>After working hard to overcome her fears,</strong></td>
<td><strong>Nothukula agrees with her aunt’s advice.</strong></td>
<td>Nothukula</td>
<td>“A lot of small steps can overcome even the biggest problem” (85).</td>
</tr>
</tbody>
</table>

**Put it all together:**  **After working hard to overcome her fears, Nothukula agrees with her aunt’s advice. Nothukula tells her Auntie,** “A lot of small steps can overcome even the biggest problem” (85).

Before you revise your own paragraph, let’s remember to **PUNCTUATE** and **CITE** the evidence!

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**NOTE:** Don’t forget to **PUNCTUATE** and **CITE** your evidence!

- **Comma (,)** after who is speaking (or **colon (:)** if no speaker)
- **Quotation** marks around the evidence
- The paragraph or page number in **parentheses** after the evidence
- **Period (.)** at the end

**Partner Practice:**

*Add the missing punctuation in the example below (the evidence is bolded).*

When Nothukula attends her first class, she is already feeling anxious:  **“She didn’t know what to say to forty students staring blankly at her from their seats, how best to introduce herself when she felt like an alien descending from a spaceship” (7).**
REVISE YOUR OWN RESPONSE: INDEPENDENT PRACTICE

★ Find 2 pieces of evidence that you used in your theme evidence-based response exit ticket from “Sweet, Difficult Sounds.”

★ Revise your theme evidence-based response below to INTRODUCE each piece of evidence.

➔ Refer back to today’s six practice exercises to help you introduce your evidence:
  - WHEN in the story does the evidence take place?
  - WHAT is going on?
  - WHO is speaking?
  - Don’t forget to PUNCTUATE and CITE your evidence!

Write your revised paragraph below:

Student responses will vary, but the teacher should circulate and monitor as many student samples as possible.

Provide feedback on how successfully students:

● Explain what is happening

● Explain when it is happening

● Correctly introduce who is talking with either colons or character names

● Use proper punctuation