

Lesson: *Using Text Evidence*

Description

A strategy that uses a collaborative format for the discussion of text in which students locate and record text information that supports their position, claim, or argument.

Purposes

- To support students in locating supportive evidence from text to justify/validate their position, claim, or argument.
- To promote reading comprehension
- To clarify and deepen thinking about content

Directions

1. Lesson preparation:
 - a. Carefully select a text with multiple perspectives or arguments.
 - b. Construct an open-ended high-complex question about the text topic that forces students to take a position, make a claim, or pose an argument.
2. Lesson/assignment:
 - a. Have students read the text.
 - b. Afterwards, present the complex question to the class to reflect upon what they have just read.
 - c. Facilitate a brief discussion, encouraging students to take a position, develop a claim, or pose an argument.
 - d. Give each student several 3x5 index cards.
 - e. Have them write the following on each index card:
 - (on the front): evidence from the text that supports their position, claim, or argument.
 - (on the back side): why (in their view) they think that the text segment they have selected provides evidence that justifies and/or validates their position, claim, or argument.
3. Post-reading collaborative group work:
 - a. Divide students into groups of 3–5.
 - b. Determine the order for students in each group to share their position/claim/argument, text evidence, and justifications.
 - c. One at a time, each member takes turns leading others in the group through a process. The leader:
 - states their position, claim, or argument
 - shares information from one index card:
 - only the front side of the card with the text evidence is shared at this time.
 - the justification on the back side of the card will be shared later.
 - guides other group members to locate and look over the text evidence.
 - provides opportunity for all other group members to react/respond (one minute per person), evaluating, justifying, and sharing their view as to whether the text evidence is:
 - a weak support of the position/claim/argument
 - a strong support of the position/claim/argument
 - the leader wraps up the brief discussion by sharing their justification on the back of the card
 - d. As time permits, the group work continues in this fashion with each member of the group taking 1–3 turns as leader in sharing text evidence and justifications.

Extensions

- Have the group complete a group summary of the text that was read.
- Have the group debrief the session.
- Ask each group to select and justify the most relevant and/or significant text evidence to share with the class.
- In a response journal, have each person re-evaluate their position/claim/argument based on their group discussions.