

6th-8th  
GRADE

# a literature unit for

# CITING TEXT EVIDENCE

This citing text evidence includes inferences, use text evidence cards, close readings, ex story or novell

COMMON CORE STANDARD ALIGNMENT: SIXTH GRADE

COMMON CORE STANDARD ALIGNMENT: SEVENTH GRADE

COMMON CORE STANDARD ALIGNMENT: EIGHTH GRADE

CITING TEXT EVIDENCE + INFERENCES lesson ONE

DEFINITION:

CITING TEXT EVIDENCE: TASK CARDS lesson TWO

EXAMPLE

CITING TEXT EVIDENCE: CLOSE READING PRACTICE lesson THREE

SCOUTING ADVENTURES OF THE PARANORMAL

Answer the following questions using text evidence from the story.

1. What was Crater's...

CITING TEXT EVIDENCE: CRAFTING RESPONSES lesson FOUR

LITERARY ANALYSIS WORDS TO KNOW

WORD

Analyze

Theme

NAME

CITING TEXT EVIDENCE

TEXT TITLE

TEXT AUTHOR

Extended response...

EDITING VS. REVISING

CAPITALIZATION

✓ Proper nouns

✓ Proper headings

ADD OR REMOVE

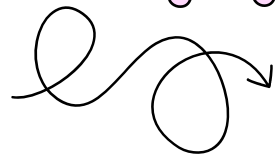
✓ Add sentences or words to make your essay better

the HUNGRY teacher

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# A MIDDLE SCHOOL ELA



## literature and citing text evidence unit

This versatile unit gives students the **tools they need to actually cite text evidence**—without blank stares or one-sentence answers. With clear modeling, **scaffolded ACE/RACE/RACES instruction, and engaging tasks, students build confidence using evidence to support inferences and analysis.** They'll move from learning what text evidence is to writing full responses with structure, clarity, and voice. Whether you're teaching literature responses, prepping for state testing, or just trying to break your students' "I don't know" habit, this unit meets them where they are and helps them level up.

- ✓ 5 step-by-step teacher lesson plans
- ✓ 5 step-by-step teacher PDF and Google Slides teaching presentations (*RACE, RACES, ACE formats*)
- ✓ Fully scaffolded writing practice with modeled examples
- ✓ Close reading passages + text-dependent questions
- ✓ Teacher answer keys, examples, and flexible pacing
- ✓ 100% digital student response notebook

PRINT AND  
DIGITAL



# literature and citing text evidence unit

Tired of asking for text evidence and getting “IDK” or vague responses? This **Citing Text Evidence Literature Unit** gives students the tools (and confidence) to actually back up their thinking—with sentence starters, scaffolded models, and structured writing practice that builds real independence.

## ✨ Here's what they'll learn:

- **Evidence-Based Response Structures:** Students explore RACE, RACES, and ACE (you choose) formats to build writing stamina and structure while learning how to clearly restate, answer, cite, and explain.
- **Inference + Analysis Practice:** They'll go beyond surface-level takeaways, practicing how to support deeper thinking with proof from the text.
- **Real Literature Application:** Students use a literary passage to write full responses using their chosen evidence structure—so everything connects to actual reading skills.

## 📖 Why this works:

This unit doesn't just tell students to “add more evidence”—it teaches them how. With three editable slide decks, structured response models, and a digital notebook that walks students through every step, it's built for scaffolding and skill-building. Students get tons of chances to practice, revise, and reflect—making it ideal for literature response, test prep, or as a launchpad for all future writing.

## 💡 Perfect for:

- Teachers who are tired of one-sentence responses and vague analysis
- Students who need writing support that *actually* sticks
- Any middle school ELA classroom working on text-based responses, inferences, or deeper literary analysis



# Teachers like you have said...



I absolutely love this resource! My kids have an entire notebook filled with information that they can not apply to any novel. **It has been an amazing resource to use throughout the year.**  
-Elizabeth K.



**I am never disappointed by Martina Cahill! Her curriculums and activities have literally helped be develop my middle school ELA classroom in more ways than one.** With that being said, this resource paired perfectly with her realistic fiction units for all 3 grades. LOVE LOVE LOVE! -Christina B.



I love all of your resources! I was nervous when I switched up my order of teaching this year. We started with a whole class novel and I was worried if I could effectively teach the concepts while keeping students engaged in our novel. This product saved me! It is an incredible resource to use while simultaneously reading and teaching Literacy Concepts. **It was so valuable for students to be reading and immediately see what we have been learning about in our reading. Thank you!** -Tara C



It is my first year teaching middle school and I am so happy that I found The Hungry Teacher's resources, including this one on realistic fiction. I used parts of this in 7th and 8th grade. **I found it very helpful that everything is explained in detail and there are a ton of activities that align to the standards.** Thanks for your awesome resources! -Ashley D.



I love how this unit mixes read aloud mentor novels with student independent reading or book clubs. It is the perfect combination of what I am looking to do in my classroom this year. Everything is organized into easy to follow daily lesson plans. Fantastic! -Niewo K.



## COMMON CORE STANDARD ALIGNMENT: EIGHTH GRADE

### reading standards

8.RL.1	Cite the text says explicitly
8.RL.2	Determine a course of the provide an
8.RL.4	Determine a figurative an on meaning
8.W.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8.W.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

## COMMON CORE STANDARD ALIGNMENT: SEVENTH GRADE

### reading standards

7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.W.1	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

## COMMON CORE STANDARD ALIGNMENT: SIXTH GRADE

### reading standards

6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2	Determine a particular a judgments.
6.RL.4	Determine a figurative a choice on
6.W.1	Analyze the structure of a plot.

### digital versions

#### DIRECTIONS FOR USING AND MAKING A COPY OF THE STUDENT PAGES:

1. Click on the links below.

## A NOTE ON CUSTOMIZATIONS...

I am so excited for you to get to use this RL1 Cited Text Evidence Mini-Unit for 6th-8th grade students! This unit offers foundational learning, various degrees of practice, an extended response assessment, and tons of goodies to support student reading and writing in this unit and beyond!

- There are three documents in this ONE!
- TEACHER SLIDES
- STUDENT SLIDES

Before you begin teaching, please read the teacher slides to understand the unit and how to make the most of it.

### note to teacher:

This citing text evidence mini-unit helps guide students through how to make a response, take notes, and use these skills to any

## TABLE OF CONTENTS

PAGE	LESSON	LESSON OVERVIEW
3	N/A	<b>Note to You:</b> Breakdown and layout of unit
4	N/A	<b>Note about Customizations:</b> MUST READ before starting!
5	N/A	CCSS Standard Alignment
8	1	Citing Text Evidence in Literature-Introduction
10	2	Cited Text Evidence in Lit- Response Methods
12	3	Citing Text Evidence in Lit- Close Read
14	4	Citing Text Evidence in Lit- Crafting Responses
16	4	Editing Vs. Revising Check List
17	4	RL.1 Response Rubric
18	5	Citing Text Evidence in Lit- Extended Application

### MINI-UNIT

#### REVIEW

Take notes on my to use, and using cited text

RACES, and ACE you to choose a task cards

high-interest close questions to right in lesson 2. he to apply skill.

erary analysis tie questions, two tie longer nce, Rubric and list.

Text evidence can apply to ANY fice this skills with personal reading

# STEP-BY-STEP TEACHER LESSON PLANS

Includes lesson plans, lesson materials, full-size reference materials, and graphic organizers.

## CITING TEXT EVIDENCE IN LITERATURE-INTRODUCTION

### Lesson ONE

COMMON CORE STANDARDS	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1

LEARNING TARGET	1. I can define key vocabulary. 2. I can explain why cit and analyzing literat 3. I can identify the ess evidence.
PREPARATION	1. <b>Customize and print</b> pages. <b>Prior to starting customizations that</b> you won't need bef 2. <b>Review ALL TEACHER</b> student workbook c from the start will m 3. <b>Review LESSON ONE</b>

PREPARATION:	1. <b>Customize and print</b> pages. <b>Prior to starting</b> <b>customizations that</b> you won't need before	LEARNING TARGET	1. I can use appropriate methods to respond to questions. 2. I can practice citing textual evidence in response to questions.
		PREPARATION:	1. <b>Review LESSON TWO SLIDES</b> in the TEACHER SLIDES 2. Delete slides for methods you are not using/teach 3. <b>REVIEW LESSON TWO SLIDES</b> in the STUDENT WORKBOOK
	2. <b>Review ALL TEACHER</b> student workbook customizations from the start will make		

## CITING TEXT EVIDENCE IN LIT- CRAFTING RESPONSES

### Lesson FOUR

COMMON CORE STANDARDS	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10

LEARNING TARGET	1. I can read and comprehend longer literary texts. 2. I can provide two pieces of text evidence to support my responses to questions about the text. 3. I can use literary analysis vocabulary to express my understanding and interpretation -of-the text.
PREPARATION	1. <b>Review LESSON FOUR SLIDES</b> in the TEACHER SLIDES 2. <b>Review LESSON FOUR SLIDES</b> in the STUDENT WORKBOOK 3. Consider how you want to assign the reading: Independently, in pairs, assign a specific story or student selection?

DIGITAL PREP	
LEARNING PERIOD	<b>Start by reviewing any misconceptions you gathered from reviewing their close-read reminders. Give reminders, as needed.</b>  <b>DAY #1</b> 1. Review with students how to add additional pieces of text evidence to the response method you taught. RACE to RACECE, RACES to RACECES, or ACE to ACECE. • Students record in their workbook. 2. Show the slide that has the original example paragraph from Lesson #1. Students have this in their workbook. • Challenge students to add an additional piece of evidence and explanation to the paragraph in their workbook • Show the exemplar slide for students to compare to 3. Explain that text evidence related questions tend to have us access other literary knowledge to be able to answer.

## CITING TEXT EVIDENCE IN LIT- CLOSE READ

### Lesson THREE

COMMON CORE STANDARDS	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1	Writing: 9, 10 Reading Literature: 1

LEARNING TARGET	1. I can conduct a close reading of a literary text. 2. I can identify and cite one piece of textual evidence to support my analysis of the text. 3. I can analyze how the chosen evidence directly relates to the explicit content and inferences drawn from the text.
PREPARATION	1. <b>Review LESSON THREE SLIDES</b> in the TEACHER SLIDES 2. <b>Review LESSON THREE SLIDES</b> in the STUDENT WORKBOOK 3. Consider how you want to assign the close read assignment.

DIGITAL PREP	
LEARNING PERIOD	1. Review the method for responding to cited text evidence questions the day before. Go back over the slides or have students share out from their workbooks.

## CITING TEXT EVIDENCE IN LIT- EXTENDED APPLICATION

### Lesson FIVE

COMMON CORE STANDARDS	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10	Writing: 9, 10 Reading Literature: 1, 2, 4, 6, 9, 10

LEARNING TARGET	1. I can apply text evidence skills to answer a variety of questions related to different literary texts. 2. I can adapt my approach to citing evidence based on the type of question asked. 3. I can independently practice citing textual evidence using questions that teachers can provide with any text.
PREPARATION	1. <b>Review LESSON FIVE SLIDES</b> in the TEACHER SLIDES 2. <b>Review LESSON FIVE</b> in the STUDENT WORKBOOK 3. Do you want to provide students with SPECIFIC questions? Review the RL.1 Text Evidence Question Stems Worksheet and print selected sheets.

DIGITAL PREP	
LEARNING PERIOD	1. Have students get out the book they will be using to apply their skills to. This could be their personal reading book, class book, or a selected short story. 2. Have students open their workbook to Lesson #4. 3. Go over the possible questions with students. Have students write to their vocab to help their understanding. • You can also do this as a class on the board and have students write what the question is asking.

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# STUDENT BOOKLET

**Step-by-Step Practice** – Students learn how to respond to text evidence questions using the ACE, RACE, or RACES method, with space to practice each step.

## CITING TEXT

### CITING TEXT EVIDENCE + INFERENCES

DEFINITION:

lesson ONE

### CITING TEXT EVIDENCE + INFERENCES

Why is cited text evidence important?

lesson ONE

### CITING TEXT EVIDENCE: RACES METHOD

EXAMPLE

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

— Harry Potter and the Chamber of Secrets, "The Worst Birthday" Paragraph 26

Reading this paragraph, what can you infer about how Harry is feeling about the Dursley's actions?

Based on the text we can infer that Harry feels frustrated with the Dursley's for keeping his magical belongings locked up. In paragraph 26, JK Rowling writes, "Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage to stop her from carrying messages to anyone in the wizarding world." By using the word "even" and knowing Harry is being kept from his world, we can see the frustration he is experiencing. Overall, it's clear Harry isn't happy with the situation.

COLOR CODE  
R ☐  
A ☐  
C ☐  
E ☐  
S ☐

HIGHLIGHT THE DIFFERENT PARTS OF THE RACE METHOD IN THIS RESPONSE!

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**Color-Coded Highlighting Guides** – Supports visual learners in identifying each part of their response.

### SENTENCE STARTERS

CITED TEXT EVIDENCE TIPS:

lesson TWO

### CITING TEXT EVIDENCE: TASK CARDS

TASK 1

"The market buzzed with activity: a kaleidoscope of colors and aromas. Vendors

### CITING TEXT EVIDENCE: CLOSE READING PRACTICE

SCOUTING ADVENTURES OF THE PARAMORPH

Instructions for Close Reading:

First Read: Cold read to understand the story

Second Read:

— Number the paragraphs

lesson TWO

### CITING TEXT EVIDENCE: CLOSE READING PRACTICE

SCOUTING ADVENTURES OF THE PARAMORPH

Answer the following questions using text evidence from the story.

1. What was Carl's unique challenge on the deserted island, and what badge was he trying to earn? Provide evidence from the story to support your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In what ways does Carl demonstrate the qualities of a spirit scout throughout his journey on the deserted island? Provide evidence from the story to support your response.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why are the challenges with the ghost dragons important in the story? How do they affect Carl and the plot? Give examples from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Explain how the island changes as Carl completes his tasks. How does the author use words to show the transformation and the relationship between the living and spectral realms? Quote from the story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### CITING TEXT EVIDENCE: CRAFTING RESPONSES

How do you add additional pieces of text evidence to your response?

lesson FOUR

### CITING TEXT EVIDENCE: CRAFTING RESPONSES

#### LITERARY ANALYSIS WORDS TO KNOW

WORD

DEFINITION

lesson FOUR

### CITING TEXT EVIDENCE: CRAFTING RESPONSES

THE COLOR OF THE IVY BY JOSH ALLEN

lesson FOUR

PLEASE RETURN ALL LOST OR STOLEN ITEMS TO THE MAIN OFFICE.

### CITING TEXT EVIDENCE: CRAFTING RESPONSES

THE LANDLADY BY ROALD DAHL

lesson FOUR

Extended response practice. Read the story and answer the following questions. Use this graphic organizer to plan out your response before writing your paragraph.

2. Explore the mood and tone of the story. Provide two examples of language or imagery that contribute to the mood and tone. How do these elements enhance the reader's experience and understanding of the narrative?

R	
A	
C	
E	
C	
E	
S	

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**Built-In Notes & Examples** – Key vocabulary, method charts, and sample responses help students remember exactly what to do.

**Close Reading Pages** – Students annotate and track evidence directly in their booklet before writing.

# STUDENT BOOKLET

**Three Versions Included** – Choose the ACE, RACE, or RACES booklet to match your preferred method.

The booklets act as a running portfolio of student growth and can be used for classwork, homework, or small-group reteaching—making it easy to see progress over time.

## CITING TEXT EVIDENCE: RACES METHOD

lesson

**EXAMPLE**

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

- Harry Potter and the Chamber of Secrets, "The Worst Birthday" Paragraph 26

**Reading this paragraph, what can you infer about how Harry is feeling about the Dursley's actions?**

Based on the text we can infer that Harry feels frustrated with the Dursley's for keeping his magical belongings locked up. In paragraph 26, JK Rowling writes, "Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage to stop her from carrying messages to anyone in the wizarding world." By using the word "even" and knowing Harry is being kept from his world, we can see the frustration he is experiencing.

**COLOR CODE**

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## CITING TEXT EVIDENCE: ACE

lesson

**EXAMPLE**

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

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## CITING TEXT EVIDENCE: RACE METHOD

lesson TWO

**EXAMPLE**

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

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HIGHLIGHT DIFFERENT

**PRINT AND DIGITAL**



# LESSON PRESENTATIONS

PDF and Google Slides lesson presentations for every lesson to display for students while taking notes or learning how to cite text evidence.

## EXAMPLE RESPONSE

### TASK #1

### TASK #2

"In a small village nestled between friends to listen to the story of a boy whose face was a tale of woe."

### TASK #3

"On a moonlit night, Alice found herself tumbling down a rabbit hole into a whimsical world."

### TASK #4

"It is a melancholy truth that even great men have their poor relations. This is a truth that Mr. Bridger had occasion to learn for himself. He was a successful businessman, with a fortune that extended to a magnificent mansion, filled with opulent furnishings. Yet, among the glittering chandeliers and ornate tapestries, there existed a shadowy corner where his less fortunate relatives lingered, a constant reminder of the imperfections in his illustrious lineage."

Charles Dickens, "The Old Curiosity Shop"

What evidence supports the idea that the theme of this passage revolves around wealth and social status?

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## WHAT IS CITED TEXT EVIDENCE?

## WHAT IS TEXT EVIDENCE?

Information from a book, document, or other source used to support a claim or argument.

## WHAT IS A CITATION?

A credit to the source of the evidence.

## WHAT IS AN INFERENCE?

An educated guess based on the information provided.

## WHAT IS AN ANALYSIS?

## WHY IS USING CITED TEXT EVIDENCE IMPORTANT?

Parts of a text are used to support a claim or argument.

## TEXT EVIDENCE

## WHAT TO INCLUDE WITH YOUR CITATION?

## EVIDENCE?

For quote

name

and) from the

marks

(able)

TEACHER

## INFERENCE + CITED TEXT EVIDENCE EXAMPLE

In Chapter 6 of *The Giver*, Jonas reflects on the community's regulations during the Ceremony of Twelve. He observes, "But the evening had been full of emotions... though his training had taught him to hide them. To act as though he were not feeling anything was so automatic that he had to consciously remind himself to show concern" (Lowry, 47).

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# LESSON PRESENTATIONS

Three Versions Included – Choose the ACE, RACE, or RACES slides to match your preferred method.

This stack of slides illustrates the RACE and RACES methods. The top slide is a green-bordered slide with a large black letter 'D' and a small teal tag in the top right corner that says 'RACE method'. Below it is a red-bordered slide with a large black letter 'A' and a small red tag that says 'RACE method'. The third slide is a yellow-bordered slide with a large black letter 'C' and a small yellow tag that says 'RACE method'. The fourth slide is a blue-bordered slide with a large black letter 'E' and a small blue tag that says 'RACE method'. The fifth slide is a purple-bordered slide with a large black letter 'S' and a small purple tag that says 'RACES method'. The bottom slide is a purple-bordered slide titled 'RACE METHOD' with the following text: 'R: Restate', 'A: Answer', 'C: Cite', 'E: Explain'. Below this text is a large, colorful graphic with the text '4th GRADE reading literature CITING TEXT EVIDENCE' and 'RACES SLIDES' at the bottom. The graphic also includes a small 'hungry teacher' logo.

This stack of slides illustrates the ACE method. The top slide is a red-bordered slide with a large black letter 'A' and a small red tag in the top right corner that says 'ACE method'. Below it is a yellow-bordered slide with a large black letter 'C' and a small yellow tag that says 'ACE method'. The third slide is a blue-bordered slide with a large black letter 'E' and a small blue tag that says 'ACE method'. The bottom slide is a blue-bordered slide titled 'RACE METHOD' with the following text: 'A: Answer', 'C: Cite', 'E: Explain'. Below this text is a large, colorful graphic with the text '4th GRADE reading literature CITING TEXT EVIDENCE' and 'ACE SLIDES' at the bottom. The graphic also includes a small 'hungry teacher' logo.

This stack of slides illustrates the RACE method. The top slide is a green-bordered slide with a large black letter 'D' and a small teal tag in the top right corner that says 'RACE method'. Below it is a red-bordered slide with a large black letter 'A' and a small red tag that says 'RACE method'. The third slide is a yellow-bordered slide with a large black letter 'C' and a small yellow tag that says 'RACE method'. The bottom slide is a blue-bordered slide with a large black letter 'E' and a small blue tag that says 'RACE method'. Below this text is a large, colorful graphic with the text '4th GRADE reading literature CITING TEXT EVIDENCE' and 'RACE SLIDES' at the bottom. The graphic also includes a small 'hungry teacher' logo.

# example of lesson plan + resources

## CITING TEXT EVIDENCE + INFERENCES

DEFINITION:

## lesson ONE

WORD	DEF

## CITING TEXT EVIDENCE + INFERENCES

Why is cited text evidence important?

## lesson ONE

LEARNING PERIOD

6. Present slide 13. with this slide you can:

- Have students come up and circle the parts needed
- Present and have students follow along circling in their workbook
- Have students
- parts be

7. Extension: find correct parts

CLOSING

1. Explain to students for answering

## CITING TEXT EVIDENCE IN LITERATURE-INTRODUCTION

### lesson ONE

COMMON CORE STANDARDS	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: • 9-10 Reading Literature: • 1	Writing: • 9-10 Reading Literature: • 1	Writing: • 9-10 Reading Literature: • 1	Writing: • 9-10 Reading Literature: • 1

LEARNING TARGET

- I can define key vocabulary related to citing text evidence.
- I can explain why citing text evidence is crucial in understanding and analyzing literature.
- I can identify the essential components to include when citing text evidence.

PREPARATION

- Customize and print STUDENT WORKBOOK or individual workbook pages. Prior to starting the unit, the following lessons have customizations that you will need to decide on. Delete the pages you won't need before printing STUDENT WORKBOOKS.
- Review ALL TEACHER SLIDES. Make sure they correspond to the student workbook customizations you made. Getting these aligned from the start will make everything flow smoothly.
- Review LESSON ONE SLIDES for the TEACHER SLIDES and STUDENT WORKBOOK.

DIGITAL PREP

LEARNING PERIOD

- Start by establishing prior knowledge. Discuss with students what they know about cited text evidence.
- Display the TEACHER SLIDES and instruct students they will be working on pages 3-4.
- Review the definition of cited text evidence for students to record down in their workbook.
- Go through each vocabulary word with students. Students will complete the chart in their notes as you go along.
- Have students record down why to use and what to include with cited text evidence.

# lesson

## WHAT IS CITED TEXT EVIDENCE?

Using **specific details** or

## WHAT IS A CITATION?

A citation is giving credit to the

## WHAT IS AN ANALYSIS?

Example: In the text, the author

## WHAT IS AN INFERENCE?

An educated guess or conclusion based on clues in the text, even if the

## WHY IS USING CITED TEXT EVIDENCE IMPORTANT?

## WHAT TO INCLUDE WITH YOUR CITED TEXT EVIDENCE?

Introduce/set up your quote

Text title and author name

Quote (word for word) from the text with quotation marks

Page number (If available)

## INFERENCE + CITED TEXT EVIDENCE EXAMPLE

In Chapter 6 of *The Giver*, Jonas reflects on the community's regulations during the Ceremony of Twelve. He observes, "But the evening had been full of emotions... though his training had taught him to hide them. To act as though he were not feeling anything was so automatic that he had to consciously remind himself to show concern" (Lowry, 47).

Each lesson plan has a section for the standards, objective, prep, digital prep, a learning period, a writing conference section, and closing. It also includes any student materials.

The lesson's teaching slides have everything you need to teach the lesson: teaching slides, examples, and concept break downs.

# digital student notebook and google slides included

ACE Student Notebook

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1 CITING Text Evidence ACE METHOD

2 lesson one

3 CITING TEXT EVIDENCE + INFERENCES

4 CITING TEXT EVIDENCE + INFERENCES

5 lesson two

6 CITING TEXT EVIDENCE: ACE METHOD

**CITING TEXT EVIDENCE + INFERENCES**

DEFINITION:

WORD	DEFINITION	EXAMPLE
<b>Text Evidence</b>	Information from a text (like a book, article, or passage) that you use to support your inferences, analysis, or arguments.	
<b>Citation</b>		If you use a quote from a book, you need to cite it by mentioning the page number and the author's name.
<b>Inferences</b>	Making educated guesses or conclusions based on clues in the text, even if the author doesn't explicitly say something.	
<b>Analysis</b>		Instead of just saying a character is sad, you might analyze how the author uses descriptions, actions, and dialogue to convey that sadness.

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lesson TWO

**EXAMPLE RESPONSE**

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

Harry Potter and the Chamber of Secrets, "The Worst Birthday" Paragraph 36.

Reading this paragraph, what can you infer about how Harry is feeling about the Dursleys's actions?

Based on the text we can infer that Harry feels frustrated with the Dursleys's for keeping his magical belongings locked up. In paragraph 26, JK Rowling writes, "Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage to stop her from carrying messages to anyone in the wizarding world." By using the word "even" and knowing Harry is being kept from his world, we can see the frustration he is experiencing. Additionally, in the first sentence it says, "...broomstick had been locked away..." With his favorite items locked away we can safely assume Harry is absolutely frustrated with his uncle.

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lesson TWO

**RACE METHOD**

R: Restate

A: Answer

C: Cite

E: Explain

S: Summarize

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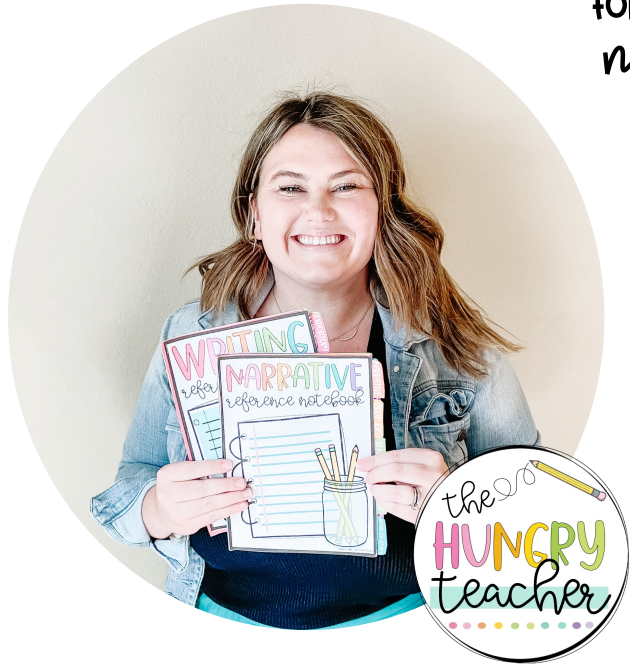
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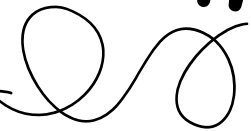


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