



ELA

Shifts: Evidence

Anchor(s): (RI/RL.1.1)

## CCRS Teacher Workout

*Showing Evidence Using Academic Language with Low Literacy Learners*

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**Time needed:** 20-40 minutes

### Goal:

- Participants will be able to scaffold a lesson in which literacy level learners can use academic language to show evidence in a text.

### Materials

[Text Dependent Question Stems and Frames to Reach CCRS Reading Anchors \(Levels A & B\)](#)

### Introduction

1. Select a picture story with 4-6 numbered picture frames.
2. Using the [Text Dependent Question Stems and Frames](#) handout, generate 3-4 text dependent questions.

### Practice

3. Introduce the picture story and complete the text dependent questions (reading in small groups, verbally as a whole class, etc.).
4. Go over the questions one at a time. Have learners show which picture they looked at to answer the question, either by holding it up or pointing to the picture.
5. Go back over the questions. Have the learners identify the number of the picture where they found the answer, either by writing down the number or showing on their fingers.
6. Write the sentence frame **“The answer is in sentence number \_\_\_\_.”** on the board. Go over the questions again, having learners respond using the sentence frame.

### Wrap Up

7. Reflect on how the activity went. In what ways did the order of the steps scaffold the process of using academic language to show evidence?
8. Select a text for an upcoming class (can be picture or word-based). Plan how you will integrate a version of the scaffolded steps from above to guide learners in showing evidence.