

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# ***Integrating Evidence***

As you learn to write paragraphs, you will be asked to integrate evidence. When you are asked to integrate evidence, this means you need to support your ideas with details that will be found in something you're reading or something you've researched. This "evidence" supports your explanations. Let's first review what integrating evidence looks and sounds in a piece of student writing.

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**Directions:** As you read the student writing sample, circle or underline where the student integrates evidence from an outside source, like an article. Note how the student writer uses their own language to integrate details from a source.

## **Student Writing Sample**

*Dinosaurs are super cool! They lived a long time ago, like way before our grandmas and grandpas were even born. I learned some awesome things about them.*

*First, dinosaurs were big and small. Some were as tall as a tree, like the Brachiosaurus, and others were tiny, like the Microraptor. For example, "Microraptors were 2 ½ feet tall, which is about the size of a 3-year-old child."*

*Second, not all dinosaurs looked the same. As an example, "dinosaurs had different kinds of teeth to help them eat their food."*

*Finally, not all dinosaurs were scary. I read about the Triceratops, a dinosaur with three big horns on its face, but it mostly ate plants and wasn't mean at all. In an article, it says, "Triceratops was a plant-eating dinosaur and didn't want to eat other dinosaurs."*

*Dinosaurs are amazing because they were all different, lived at different times, and some were friendly. I love learning about them, and I want to be a paleontologist when I grow up!*

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# Integrating Evidence: Choices

As you learn to write paragraphs, you will be asked to integrate evidence. When you are asked to integrate evidence, this means you'll need to use your own words to blend in the details (evidence) from an outside source. There are many ways you can use your own language to integrate evidence. Review the list below and check off your favorites!

- |   |   |
|---|---|
| <input type="checkbox"/> "According to the book..."                     | <input type="checkbox"/> "For instance..."    |
| <input type="checkbox"/> "I read in my research that..."                | <input type="checkbox"/> "Also..."            |
| <input type="checkbox"/> "In the article, it says..."                   | <input type="checkbox"/> "Furthermore..."     |
| <input type="checkbox"/> "One source I found mentioned..."              | <input type="checkbox"/> "Moreover..."        |
| <input type="checkbox"/> "The website explained that..."                | <input type="checkbox"/> "In addition..."     |
| <input type="checkbox"/> "As I discovered in my research..."            | <input type="checkbox"/> "Another example..." |
| <input type="checkbox"/> "From my reading, I know that..."              | <input type="checkbox"/> "Likewise..."        |
| <input type="checkbox"/> "The text I found stated that..."              | <input type="checkbox"/> "Similarly..."       |
| <input type="checkbox"/> "In the video, they showed that..."            | <input type="checkbox"/> "Furthermore..."     |
| <input type="checkbox"/> "According to the expert, they said..."        | <input type="checkbox"/> "In fact..."         |
| <input type="checkbox"/> "The facts I gathered reveal that..."          |   |
| <input type="checkbox"/> "In my research, I came across..."             |   |
| <input type="checkbox"/> "I found this information in a book titled..." |   |
| <input type="checkbox"/> "An encyclopedia, said..."                     |   |
| <input type="checkbox"/> "The data in the chart/graph shows..."         |   |
| <input type="checkbox"/> "This quote from the source says..."           |   |



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# *Integrating Evidence: Practice*

As you learn to write paragraphs, you will be asked to integrate evidence. When you are asked to integrate evidence, this means you need to support your ideas with details that will be found in something you're reading or something you've researched.

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**Directions:** As you read the student writing sample, choose language that you can use to help the writer integrate the evidence into their response. Use a different phrase each time.

## **Student Writing Sample**

A pedestrian is someone who walks along a road. Pedestrian safety is very important for everyone, especially for kids! We need to be careful when we're walking around the neighborhood or crossing streets.

First, it's good to remember that we should always look both ways before crossing the street. \_\_\_\_\_ "Looking left and right helps you see if any cars are coming."

Also, when we see a crosswalk, we should use it. \_\_\_\_\_ "Crosswalks are safe places for pedestrians to cross the road." That's why they paint those white lines on the road and put up those signs with people walking. It's like a special path just for us!

Another important thing is holding hands with an adult when we're crossing the street. \_\_\_\_\_ "Holding hands with a grown-up keeps you safe because they can see better than you." Adults can help us make sure it's safe to cross.

And don't forget to wear bright clothes when it's getting dark outside. It's easier for drivers to see us when we wear bright colors. \_\_\_\_\_, "Wearing bright colors can make you more visible to drivers." It's important to wear reflective gear at night, too.

So, remember to look both ways, use crosswalks, hold hands with grown-ups, and wear appropriate clothes to stay safe when walking around.

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# Integrating Evidence: Application

**Directions:** First, read the article below and underline or highlight ideas that are interesting. Then write an original one-paragraph response about the history of school buses. Include at least two pieces of evidence from the article in your response..

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## “The History of School Buses”

Do you know that big, bright yellow bus that takes you to school every day? Well, let's take a trip back in time to learn how it all started! Long ago, before cars and buses, kids had to walk to school, no matter how far it was. But in the late 1800s, people started using horse-drawn wagons called "kid hacks" or "school hacks" to take kids to school. They put benches and a roof on these wagons to keep kids comfortable and dry.

Then, in the 1920s, a company called *Wayne Works* in Indiana made the very first "Wayne School Bus." It was special because it was the first one made *just* for taking kids to school. It was even painted bright yellow to help keep everyone safe.

As time went on, they made school buses even safer. They added stop signs and flashing lights to let other drivers know when kids were getting on or off the bus. In the 1950s, buses were made of steel and in the 1970s, even more safety laws were put into place. The next time you hop on that big yellow bus, remember the cool history that got you there!

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