

Effective Communicator: Textual Evidence



A QUICK GUIDE FOR TEACHERS

CER:

A writing framework

Claim:

strong claims express a clear opinion or answer to the prompt

Evidence:

effective evidence includes information found in the text(s) to support a claim

Reasoning:

logical reasoning explains how the evidence supports the claim

Supporting Students to Use Textual Evidence to Communicate Effectively

The use of textual evidence in oral and written composition is called for in various reading and composition standards in the *Kentucky Academic Standards (KAS) for Reading and Writing*. It is closely related to outcomes in Reading Standards 1, 2 and 8, and in Composition standards and rubrics. According to the grade-level progression of the coded standards, the inference to use *details* shifts to *evidence* at grade 3. In text-based writing tasks, students are expected to choose effective details or evidence from text(s) to support the precise claim(s) made. Students are also expected to use and cite the textual evidence according to grade-level progressions.

Connection to Evidence-Based Instructional Practices

Explicit instruction, specific writing strategies and targeted feedback are evidence-based instructional practices teachers should use to support student writing. (Schopf et al., 2026) Explicit writing instruction supports student learning and provides clarity for what success looks like. Teachers should examine

applicable grade-level progressions for facilitating instruction on textual evidence using KAS. Language in progressions range from using evidence that is *relevant* to the claim to *relevant and sufficient* by grade 7 and to *thorough and valid* by grades 9-10. By grade 8, students are asked to recognize when *irrelevant* evidence is used. Citing evidence involves not only using evidence but giving credit to the source by summarizing, paraphrasing and quoting it at appropriate levels. Both the Support and Sourcing criteria rows on *KAS Composition Rubrics* further clarify grade-level learning outcomes. Teachers should model the use of textual evidence with visible thinking strategies to make clear connections to how textual evidence is intentionally chosen to support a claim. Students need multiple opportunities to practice evaluating textual evidence with targeted teacher feedback.

Connection to High-Quality Instructional Resources (HQIRs)

Explicit instructional support for teaching students to use effective textual evidence to support ideas can be found in your HQIR. An HQIR gives examples of what makes strong textual evidence; many state that text details or evidence can include facts, statistics, examples or quotations. Students are supported in choosing multiple pieces of textual evidence often from two or more sources. Instructional support in an HQIR includes how students should cite evidence appropriate to the grade-level, such as how to quote, paraphrase and/or summarize information as evidence. An example from a Grade 5 HQIR is that students are taught to avoid dropped quotes and use the Quote Sandwich with a "Quoting Accurately from a Text" Anchor Chart. (EL Education) For more examples see: [Textual Evidence in my HQIR](#).

Considerations for Textual Evidence Instruction

Strategies for intentional evaluating of evidence may include evidence sorts for elementary students where students examine sentence strips from the text and categorize them as those that relate to the claim and those that do not relate to the claim but may simply provide background information. Secondary students may benefit from strategies such as Spend A Buck where students imagine 100 pennies to assign a value to demonstrate how well a proposed piece of evidence supports a given claim. (Adaptive Schools, 2017) This tangible display may support students in judging how one piece of evidence may be more relevant or sufficient than other pieces of evidence.

*[References](#)



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