THE UNIVERSITY OF KANSAS

Achievement & Assessment Institute

CITING TEXTUAL EVIDENCE

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENTS

UNIT OVERVIEW

In this unit, students cite textual evidence when answering questions about both explicit and implicit information in a literary text. They learn the difference between explicit and implicit information and then engage in multiple readings, annotations, and discussions to answer those questions and cite supporting textual evidence.

Lesson 1: In this lesson, students answer questions related to the plot of a literary text. They discuss the answers to the questions with a partner and then reread the text while highlighting explicit details that answer the questions. Next, they cite the explicit evidence and use it to summarize the text.

Lesson 2: In this lesson, students answer questions about implicit information related to the characters of the literary text. You pose specific questions about the characters and partners discuss the answers. Then students highlight evidence and annotate the text to draw conclusions that answer the questions. Finally, they cite the textual evidence and answer the questions.

Research Findings	Lesson Strategies, Approaches, or Activities
Close reading results in improved reading proficiency. This is important when students are trying to understand evidence presented in texts. Close reading is reading to understand the deeper meaning of a text. Rereading, annotating, summarizing, answering explicit questions, determining the significance of the text, and discussing text information with others are all strategies that improve student comprehension. (Boyles, 2012; Fisher & Frey, 2014; Gormley & McDermott, 2015; Hinchman & Moore, 2013)	The activities in this unit use multiple close reading strategies, including rereading, annotating, summarizing, answering questions, and discussing with peers.

BIBLIOGRAPHY

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Gormley, K., & McDermott, P. (2015). Searching for evidence—Teaching students to become effective readers by visualizing information in texts. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *88*(6), 171–177. doi:10.1080/00098655.2015.1074878

Hinchman, K. A., & Moore, D. W. (2013). Close reading: A cautionary interpretation. *Journal of Adolescent & Adult Literacy*, *56*(6), 441–450. doi:10.1002/JAAL.163

STANDARD

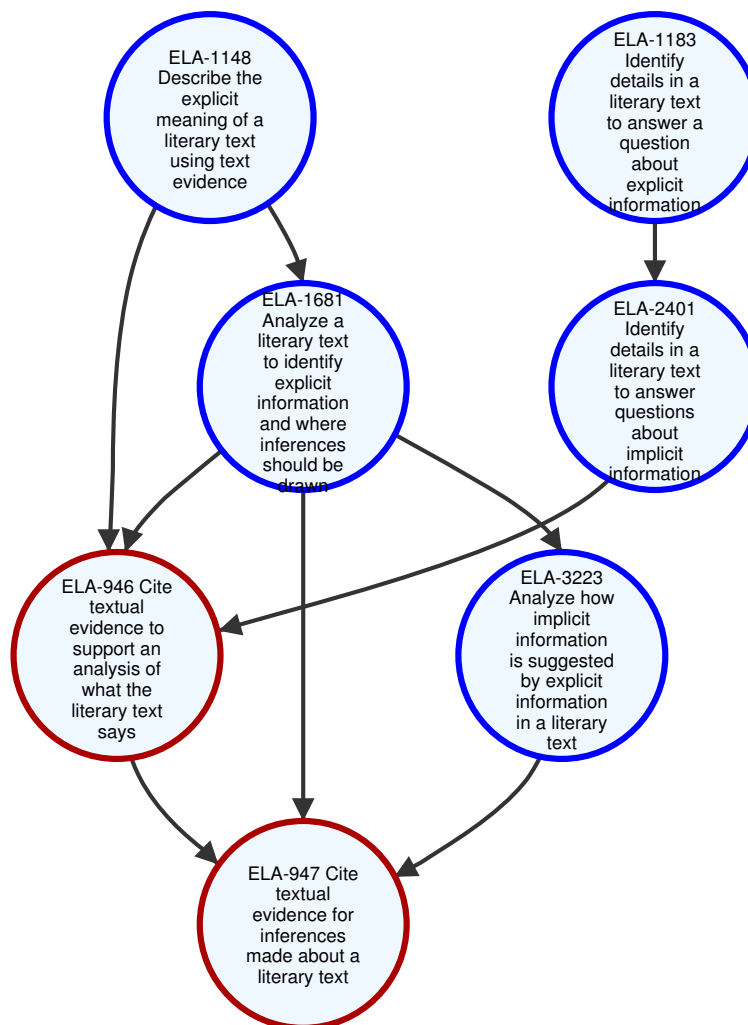**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning map model for RL.6.1.

Node ID	Node Name	Node Description
ELA-946	CITE TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT THE LITERARY TEXT SAYS	Cite textual evidence that supports an analysis of what the literary text says explicitly.
ELA-947	CITE TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT	Identify and cite explicit information in a literary text that supports the inferences made.
ELA-1148	DESCRIBE THE EXPLICIT MEANING OF A LITERARY TEXT USING TEXT EVIDENCE	Describe the explicit meaning of a literary text by citing evidence that supports the meaning.
ELA-1183	IDENTIFY DETAILS IN A LITERARY TEXT TO ANSWER A QUESTION ABOUT EXPLICIT INFORMATION	Identify specific details that answer questions related to information explicitly stated in the literary text.
ELA-1681	ANALYZE A LITERARY TEXT TO IDENTIFY EXPLICIT INFORMATION AND WHERE INFERENCES SHOULD BE DRAWN	Analyze a literary text to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information.
ELA-2401	IDENTIFY DETAILS IN A LITERARY TEXT TO ANSWER QUESTIONS ABOUT IMPLICIT INFORMATION	Identify details in a literary text that suggest answers to questions about implicit information.
ELA-3223	ANALYZE HOW IMPLICIT INFORMATION IS SUGGESTED BY EXPLICIT INFORMATION IN A LITERARY TEXT	Analyze how the information implied by the author in a literary text is suggested by the explicitly stated information.

LEARNING GOAL

In this lesson, students cite textual evidence to answer questions about what explicitly happens in a literary text.

STANDARD

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARATION

Before the lesson, select a literary text from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. Students will complete multiple readings and activities with this text throughout the unit. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ chart paper or whiteboard
- ▶ literary text for individual student use
- ▶ three highlighters for each student
- ▶ STUDENT HANDOUT: EVIDENCE FOR EXPLICIT INFORMATION

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can use details from the text to answer questions about information that is stated in the text."

Explain that today's lesson will focus on what is clearly stated in a text, information the text presents without room for confusion or questions. **Define** this as *explicit information*.

Introduce the text to students. **Explain** that when students read the text for the first time, they should pay attention to what is clearly happening in the text.

Post the following questions for students to think about as they read.

- ▶ What key events happen in the beginning of the text?
- ▶ What key events happen in the middle of the text?
- ▶ What key events happen in the end of the text?

Instruct students to read the text.

Next, **direct** students to answer the three questions with a partner.

Tell students that they are going to read the text again. This time, they will highlight information in the text in three colors: one for the beginning, one for the middle, and one for the end of text. They will highlight evidence that answers the three questions. Instruct students to read and highlight the text as directed.

Direct students to review the highlighted information with their partner and to explain why they selected these details.

Pass out STUDENT HANDOUT: EVIDENCE FOR EXPLICIT INFORMATION. Explain that partners will come to an agreement about the evidence in the text that answers the three questions. Students will write direct quotes of the evidence to complete the handout.

Circulate and check understanding while students work.

CHECKING FOR UNDERSTANDING
Determine if the student can CITE TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT THE LITERARY TEXT SAYS (ELA-946):
▶ What happens in the beginning of the text?   ▶ What happens in the middle of the text?   ▶ What happens in the end of the text?   ▶ What evidence in the text supports your answer?   ▶ Where does the text say that?

Invite volunteers to share their responses and ideas with the class, and **write** answers on the board.

As a final activity, **direct** students to complete the handout individually by writing a brief summary of the text. Instruct students to include the explicit information that answers the three questions.

Collect handouts.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

For each question, copy the exact words from the text that give the answer.

What happens in the beginning of the text?	What happens in the middle of the text?	What happens in the end of the text?

In your own words, write a summary of the text. Include the key events in the beginning, middle, and end.

LEARNING GOAL

In this lesson, students cite textual evidence to answer questions about what the text implies.

STANDARD

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARATION

Before the lesson select several questions from the list below for the class to answer about the text.

- What are the characters like?
- How do the characters feel?
- What do the characters say?
  - What do they mean?
- What do the characters do?
  - What does it mean?
  - What happens as a result?
  - Why does the character act that way?
- What happens to the character because of events in the text?
- How do the characters feel about ___?

MATERIALS & HANDOUTS

- literary text from previous lesson, for individual student use
- chart paper or whiteboard
- one highlighter for each student (of a different color then used in the previous lesson)
- STUDENT HANDOUT: EVIDENCE FOR IMPLICIT INFORMATION

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can use details from the text to make inferences about the characters."

Review the previous lesson and the definition of *explicit information*: information that is clearly stated in a text, without room for confusion or questions.

Explain that today, the class will look at what the text implies or suggests but does not clearly state. This is *implicit information*. To find implicit information, students will need to come to their own conclusions based on the evidence in the text and their own reasoning. This is making an *inference*.

Review the text with students. **Tell** students that this time they read the text, they will pay attention to the characters.

Post the selected questions for students to think about as they read. **Instruct** students to read the text.

Next, **direct** students to discuss the answers to the questions with a partner.

Assign each pair one character to focus on for the rest of the lesson. Tell students that they are going to read through the text again, but this time they will focus on their assigned character as they think about the questions. You may instruct students to look for answers to all of the selected questions or assign each pair one question.

Model the exercise. For example, if you are trying to answer the question, "What is the character like?" you may highlight where the character tells a lie as evidence that the character is deceitful. Also write a thought or question about the character's behavior.

Instruct students to highlight the details in the text that help them answer the question(s). Be sure that students use a color different from the ones they used in the previous lesson. If students identify a detail they already marked in Lesson 1, instruct them to draw a box around it with the highlighter. Direct students to also annotate the text with any reactions or questions they have.

Direct students to share with their partner the information they highlighted and the annotations they made.

Pass out STUDENT HANDOUT: EVIDENCE FOR IMPLICIT INFORMATION. Explain that partners will now come to an agreement about the evidence in the text that supports their answers to the question(s) about the character. Students will write direct quotes of the evidence that helps them answer the question(s).

Walk around and collect evidence about student thinking.

CHECKING FOR UNDERSTANDING

Determine if the student can CITE TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT (ELA-947):

▶ What question are you answering?	▶ Where is the information in the text that helps you answer this question?	▶ How will you answer the question?

Invite volunteers to share the character, the question(s), and the evidence they found. Have each volunteer discuss what inferences they can make based on the evidence.

Direct students to complete the handout individually by answering the question in their own words. Instruct students to explain their answer with the textual evidence.

Collect handouts.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Write the character's name and the question you are trying to answer. Then copy the exact words from the text that point you to the answer. Last, answer the question in your own words.

Character	Evidence
Question	
Answer	

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Identify details that answer questions about explicit information in a text.	I can answer a question about explicit information in the text.	I can identify one detail that answers a question about explicit information.	I can use multiple explicit details to write a summary of a text.
Identify details that help to answer questions about implicit information in a text.	I can answer a question about implicit information in the text.	I can identify one detail that supports the answer to a question about implicit information.	I can answer a question about implicit information in the text and support my answer with multiple details.