

# EVALUATING TEXTUAL EVIDENCE

**RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

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STUDENT HANDOUT FOR LESSONS 1 & 2	A reproducible handout students will use to complete activities during the lessons.
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

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# EVALUATING TEXTUAL EVIDENCE

## TEACHER NOTES

RL.8.1, Lessons 1–3

### UNIT OVERVIEW

In this unit, students use multiple pieces of textual evidence to ask and answer questions about explicit and implicit information in a literary text. Students learn the difference between explicit and implicit information and then engage in multiple readings, annotations, and discussions to identify and evaluate explicit and implicit textual evidence.

**Lesson 1:** In this lesson, students ask questions about a text’s characters and use textual evidence to answer a partner’s questions. Students identify whether a question is written about explicit information or implicit information and cite textual evidence to support their answers.

**Lesson 2:** In this lesson, students evaluate the textual evidence that they identified in the previous lesson to answer questions about explicit and implicit information in the literary text. Students determine the evidence that most strongly supports each question.

Research Findings	Lesson Strategies, Approaches, or Activities
Close reading improves 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 close reading 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.

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### BIBLIOGRAPHY

Boyles, N. (2012). Closing in on close reading. *Educational Leadership*, 70(4) 36–41.

Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 57(5), 367–376. doi:10.1002/jaal.266

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- 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

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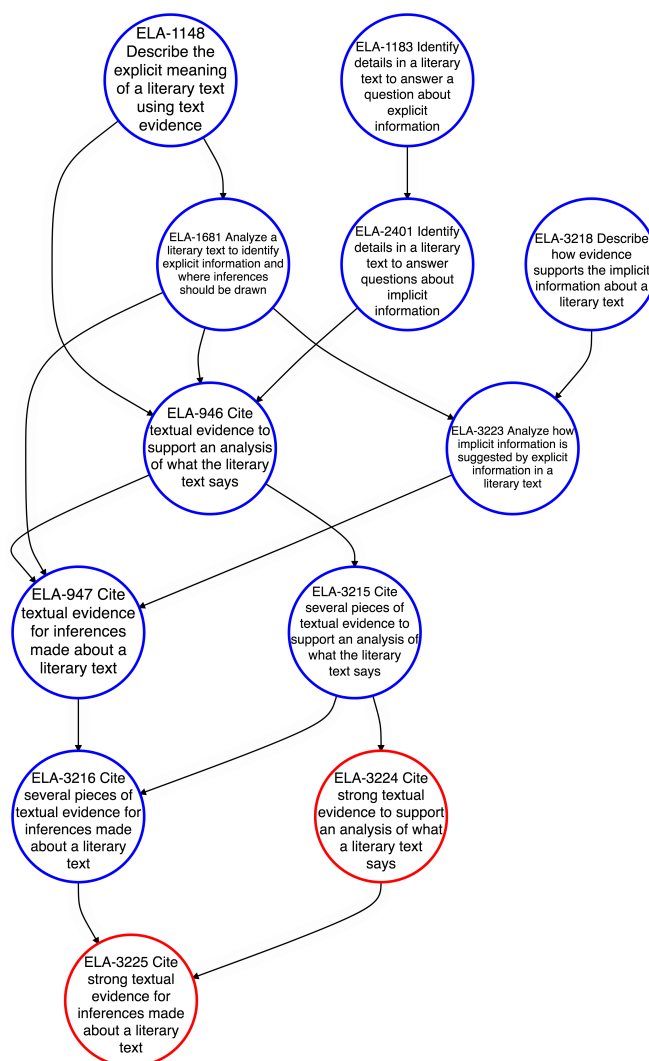
## LEARNING MAP TOOL

RL.8.1

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### STANDARD

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



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*\*Learning map model for RL.8.1*

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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-3215	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT THE LITERARY TEXT SAYS	Cite several pieces of textual evidence that support an analysis of what the literary text says explicitly.
ELA-3216	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT	Identify and cite several pieces of explicit information in a literary text that support the inference made.
ELA-3218	DESCRIBE HOW EVIDENCE SUPPORTS THE IMPLICIT INFORMATION ABOUT A LITERARY TEXT	Describe how each piece of evidence supports the implicit information about a literary text.
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.
ELA-3224	CITE STRONG TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT A LITERARY TEXT SAYS	Cite several pieces of textual evidence that most strongly and thoroughly support an analysis of what a literary text says explicitly.
ELA-3225	CITE STRONG TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT	Identify and cite several pieces of explicit information in a literary text that most strongly and thoroughly support the inferences made.

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# USING TEXTUAL EVIDENCE

## INSTRUCTIONAL ACTIVITY

RL.8.1, Lesson 1

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### LEARNING GOAL

In this lesson, students cite textual evidence to ask and answer questions about what explicitly happens in a literary text and what the text implies. They also identify whether a question is written about explicit or implicit information.

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### STANDARD

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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### 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.

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### MATERIALS & HANDOUTS

- ▶ literary text for individual student use
  - ▶ **STUDENT HANDOUT: CHARACTER QUESTIONS** (three copies for every two students)
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can use details from the text to ask and answer questions about information that is clearly stated in the text and information that requires inference.”

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**Explain** that when answering questions about a text, students should use two sources of information: evidence from the text and inferences based on the text and their own knowledge. In today’s lesson, students will use both evidence from the text and inferences to ask and answer questions.

**Define** *explicit information* as what is clearly stated in a text, information the text presents without room for confusion or questions.

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

Using a familiar text, **give examples** of explicit and implicit information. For example, in the story “Little Red Riding Hood,” we know that the main character is on her way to her grandmother’s house because the story says this directly. This is an example of explicit information. We can infer that Little Red Riding Hood is careless because she tells her mother that she will go straight to her grandmother’s house, but she stops to pick flowers. This is an example of implicit information.

**Introduce** the text. **Explain** that when students read the text for the first time, they should pay attention to the characters. Give students time to read the text.

**Tell** students that they will write questions about the text’s characters for another student to answer. These questions should be about explicit information (the answers come directly from the text) and implicit information (the answers require students to come to their own conclusions based on the evidence in the text and their own reasoning). **Provide** a few examples of questions about explicit information related to the characters, for example, “How does [character name] respond when [event] happens?” Next, **provide** a few examples of questions that require inference, for example, “How does [character name] feel when [event] happens?”

**Pass out** **STUDENT HANDOUT: CHARACTER QUESTIONS**. **Direct** students to reread the text and write three questions about explicit information about the characters and three questions about implicit information about the characters in the question column of the handout. Instruct students to mix up the order of the questions about explicit and implicit information because when they trade their questions with another student, their partner will mark whether the question asks about explicit information or implicit information.

**Circulate** and check understanding.

## CHECKING FOR UNDERSTANDING

Determine if the student can **CITE TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT THE LITERARY TEXT SAYS (ELA-946)**:

- ▶ What is a question about explicit information?
- ▶ Where is the answer in the text?

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

- ▶ What is a question about implicit information?
- ▶ Where is the explicit information in the text that helps you answer this question?
- ▶ What information from your own knowledge helps you answer this question?

**Partner** students and instruct them to swap worksheets. **Direct** students to first mark whether the question is about explicit information or implicit information. Then students will answer their partner's questions and record two direct quotes that support the answer in the *Evidence* column. Tell students that if they do not have enough room to write the whole quote, they can write the first few words, an ellipsis, and then the last few words.

Next, **pass out** an additional copy of **STUDENT HANDOUT: CHARACTER QUESTIONS** to each set of partners. **Instruct** students to choose the three best questions about explicit information and the three best questions about implicit information from the twelve questions they and their partner wrote. Pairs will rewrite the selected questions on the new handout.

Students should consider the following when choosing the best questions about explicit information:

- ▶ Is the answer explicitly stated in the text? (The answer should be easy to find and rely solely on evidence from the text. The answer should not require inference or previous knowledge.)
- ▶ Is the question appropriately challenging?

Students should consider the following when choosing the best questions about implicit information:

- ▶ Does the answer to this question require an inference?
- ▶ Is the question appropriately challenging?

**Walk around** and repeat the Check for Understanding questions while students work.

**Direct** pairs to switch handouts with another set of partners. Have partners work together to identify the type of each question, answer each question, and write direct quotes that support the answer to each question.



**Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## CHARACTER QUESTIONS

### STUDENT HANDOUT

Question (Partner 1)	Answer (Partner 2)	Evidence (Partner 2)
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.

<b>Question</b> (Partner 1)	<b>Answer</b> (Partner 2)	<b>Evidence</b> (Partner 2)
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.

<b>Question</b> (Partner 1)	<b>Answer</b> (Partner 2)	<b>Evidence</b> (Partner 2)
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.
	<input type="checkbox"/> Explicit <input type="checkbox"/> Implicit	1.
		2.

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# ANALYZING TEXTUAL EVIDENCE

## INSTRUCTIONAL ACTIVITY

RL.8.1, Lesson 2

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### LEARNING GOAL

In this lesson, students analyze textual evidence and choose the evidence that most strongly supports the answers to questions about a literary text.

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### STANDARD

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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### MATERIALS & HANDOUTS

- ▶ literary text from Lesson 1, for individual student use
  - ▶ first completed [STUDENT HANDOUT: CHARACTER QUESTIONS](#)
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can choose the textual evidence that most strongly supports the answers to questions about a literary text.”

**Review** the previous lesson, in which students found multiple pieces of textual evidence to support their answers to questions about what the text says explicitly and implicitly. **Ask** for volunteers to share one of their questions from the previous lesson and the two pieces of evidence that support the answer.

**Explain** that multiple pieces of evidence may not support the answer to a question equally; some evidence may more strongly support the answer than other evidence.

**Provide** an example of two pieces of evidence for an explicit question, one that strongly supports the answer and one that less strongly supports the answer. For example, if the question is about the setting of the text, a piece of evidence that strongly supports the answer may be a quote about horses in pastures. A piece of evidence that less strongly supports the answer may be a quote about a breeze.

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**Provide** an example of two pieces of evidence for an implicit question, one that strongly supports the answer and one that less strongly supports the answer. For example, if the question is about what kind of person a main character is, a piece of evidence that strongly supports the answer may be a quote that tells the character lies to her mother. A piece of evidence that less strongly supports the answer may be a quote that says she rolls her eyes at her mother.

**Instruct** students to review their individual copy of [STUDENT HANDOUT: CHARACTER QUESTIONS](#). Students will look at the questions they asked and evaluate the evidence their partners provided for the answers to the questions. Have students circle the piece of evidence that most strongly supports the answer to each question.

**Pair** students with the partner they worked with in the previous lesson. Direct pairs to review the evidence they marked and discuss why they selected each detail as the strongest support. Students may adjust their selections based on partner feedback. **Circulate** and check understanding.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can <b>CITE STRONG TEXTUAL EVIDENCE TO SUPPORT AN ANALYSIS OF WHAT A LITERARY TEXT SAYS (ELA-3224)</b>:</p> <ul style="list-style-type: none"><li>▶ What evidence from the text most strongly supports the answer to this question about explicit information?</li></ul>	<p>Determine if the student can <b>CITE STRONG TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT (ELA-3325)</b>:</p> <ul style="list-style-type: none"><li>▶ What evidence from the text most strongly supports the answer to this question about implicit information?</li></ul>

**Ask** for volunteers to share a question about explicit information and a question about implicit information, the piece of evidence that most strongly supports each answer, and why they think so.

**Instruct** partners to read through the text again and determine if there is any other evidence in the text that more strongly supports one of their answers. If there is stronger evidence, direct students to write it off to the side.

**Discuss** findings with the whole class. Ask for volunteers to share any piece of evidence that they originally left off that they think is the strongest evidence for a given question.

**Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## EVALUATING TEXTUAL EVIDENCE

### STUDENT FEEDBACK GUIDE

RL.8.1

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

Learning Goal	Level 1	Level 2	Level 3
<b>Identify details that answer questions about explicit information in a text.</b>	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 identify multiple details that answer a question about explicit information.
<b>Identify details that help to answer questions about implicit information in a text.</b>	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 identify multiple details that support the answer to a question about implicit information.
<b>Evaluate textual evidence that answers questions about explicit and implicit information.</b>	I can identify the strongest piece of evidence that answers a question about explicit information.	I can identify the strongest piece of evidence that supports an inferred detail.	I can answer multiple questions about implicit and explicit information. I can also identify the piece of evidence that most strongly supports the answer to each question.