

# CITING TEXTUAL EVIDENCE

**7.RL.1.A Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

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# CITING TEXTUAL EVIDENCE

## TEACHER NOTES

7.RL.1.A, Lessons 1–2

### UNIT OVERVIEW

In this unit, students cite multiple pieces of textual evidence when answering questions about 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 ask and answer questions and cite supporting textual evidence.

**Lesson 1:** In this lesson, students write questions about explicit information related to the plot of a literary text. They then answer peers’ questions and cite textual evidence to justify the answers.

**Lesson 2:** In this lesson, students write questions about implicit information related to the characters of a literary text. They then answer peers’ questions and cite textual evidence to justify the answers.

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

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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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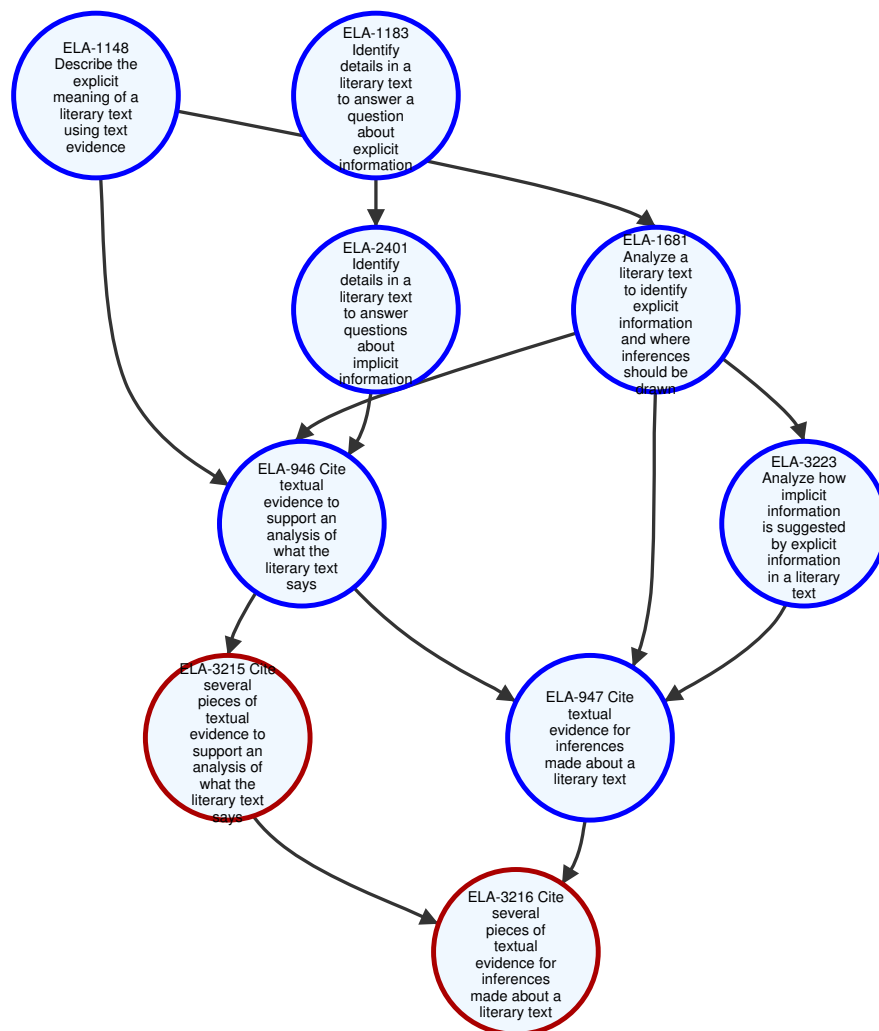
# CITING TEXTUAL EVIDENCE

## LEARNING MAP TOOL

7.RL.1.A

### STANDARD

**7.RL.1.A** Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



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*\*Learning map model for 7.RL.1.A.*

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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 story 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 to 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 to answer 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 inferences made.
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.

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# ASKING AND ANSWERING QUESTIONS ABOUT EXPLICIT INFORMATION

## INSTRUCTIONAL ACTIVITY

7.RL.1.A, 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.

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### STANDARD

**7.RL.1.A** Draw conclusions, infer and analyze by citing several pieces of textual evidence to support 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: QUESTIONS ABOUT EXPLICIT INFORMATION** (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.”

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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, they will use evidence from the text to ask and answer questions.

**Tell** students that today they 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.

**Instruct** students to read the text.

**Tell** students that they will write questions about events in the text for other students to answer. These questions should be about explicit information; the answers will come directly from the text. **Provide** a few examples of questions about explicit information related to the story's plot.

**Pass out** [STUDENT HANDOUT: QUESTIONS ABOUT EXPLICIT INFORMATION](#). Have students reread the text and write five questions about explicit events. **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 that you wrote?
- ▶ Is the answer explicitly stated in the text?
- ▶ Where is the answer in the text?

**Partner** students and instruct them to swap worksheets. **Direct** students to 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, followed by an ellipsis, and then the last few words.

Next, **pass out** an additional copy of [STUDENT HANDOUT: QUESTIONS ABOUT EXPLICIT INFORMATION](#) to each set of partners. **Instruct** students to choose the five best questions from the ten they and their partner wrote and rewrite the questions on the new handout. Student should consider the following when choosing the best questions:

- ▶ 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?

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

**Direct** pairs to switch handouts with another set of partners. Have them work with their partner to answer the new set of questions and write direct quotes that help them answer the questions.

**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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# QUESTIONS ABOUT EXPLICIT INFORMATION

## STUDENT HANDOUT

Lesson 1

Question	Answer	Evidence
		1.
		2.
		1.
		2.

Question	Answer	Evidence
		1.
		2.
		1.
		2.
		1.
		2.

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# ASKING AND ANSWERING QUESTIONS ABOUT IMPLICIT INFORMATION

## INSTRUCTIONAL ACTIVITY

7.RL.1.A, Lesson 2

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### LEARNING GOAL

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

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### STANDARD

**7.RL.1.A** Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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### MATERIALS & HANDOUTS

- ▶ literary text from previous lesson, for individual student use
  - ▶ **STUDENT HANDOUT: QUESTIONS ABOUT IMPLICIT INFORMATION** (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 requires inference.”

**Remind** students that when answering questions about a text, they use two sources of information: evidence from the text and inference. In today’s lesson, they will use inference.

**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 and knowledge. This is making an *inference*.

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**Review** the text with students.

**Instruct** students to reread the text, this time paying attention to the characters.

**Tell** students that they will write questions about the characters for other students to answer. These questions should be about implicit information. To answer these questions, students will need to come to their own conclusions based on the evidence in the text and their own reasoning. They will need to make an inference.

**Provide** a few examples of questions that require inference; for example, “How did [character name] feel when [event] happened?”

**Pass out** [STUDENT HANDOUT: QUESTIONS ABOUT IMPLICIT INFORMATION](#). Instruct students to write five questions about the characters that require an inference to answer. **Circulate** and check understanding while students work.

CHECKING FOR UNDERSTANDING
Determine if the student can <a href="#">CITE TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT (ELA-947)</a> :
<ul style="list-style-type: none"><li>▶ What is a question that you wrote?</li><li>▶ Where is the information in the text that helps you answer this question?</li><li>▶ What information from your own knowledge would help you answer this question?</li></ul>

**Partner** students and direct them to swap worksheets. Students will answer the five questions their partner wrote and record at least two direct quotes that support the answer in the *Evidence* column. Remind students they can write the first few words of the quote, followed by an ellipsis, and then the last few words of the quote to save room.

**Pass out** another copy of [STUDENT HANDOUT: QUESTIONS ABOUT IMPLICIT INFORMATION](#) to each set of partners. Instruct students to choose the five best questions and rewrite them on the new handout. When choosing the best questions, they should consider the following:

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

**Circulate** and repeat the Checking for Understanding questions.

Next, **direct** students to switch handouts with another set of partners. Have them work with their partner to answer the new set of questions and write direct quotes that help them answer the questions.

**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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# QUESTIONS ABOUT IMPLICIT INFORMATION

## STUDENT HANDOUT

Lesson 2

Question	Answer	Evidence
		1.
		2.
		1.
		2.

Question	Answer	Evidence
		1.
		2.
		1.
		2.
		1.
		2.

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## CITING TEXTUAL EVIDENCE

### STUDENT FEEDBACK GUIDE

7.RL.1.A

**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.