

Grades 9–10 Playlist: Cite Textual Evidence

Aligns with CCSS.ELA-LITERACY.RI.9-10.1:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Welcome

When analyzing the explicit and inferred meanings of a text, it is important to be able to identify appropriate evidence from the text in order to support the analysis. While it is often easy to identify the text's explicit information, it can be more difficult to understand its implicit or inferred meanings. Whether a reader is identifying explicit or inferred meaning, one way to support those meanings is to cite textual evidence from the text. By pulling quotes from the text, readers ensure that the meanings make sense and relate to the content.

Objectives

In this playlist, students will learn how to:

- analyze the explicit and inferred meanings of a text.
- identify strong and thorough textual evidence.
- use this evidence to support their analysis of the text.

Key Terms

- **Explicit** information is the information that is clearly stated in a text.
- **Implicit** or **inferred** information is the information an active reader is able to gather from the text, even though it is not explicitly stated.
- When inferring meaning from a text, a reader must be able to find textual evidence to support the inference made. **Textual evidence** is the explicit information as given in the text. When finding textual evidence to support an inference, look for the explicit information as well as word and structure choices that lead to the inference. If a reader cannot find enough evidence in the passage to lead to the inference, that inference is not based on the information included in the text.
- To **cite** textual evidence means to quote material from the text.



Exploring the Standard

A Closer Look: Supporting Explicit Meaning Through Textual Evidence

When reading an informational text, look for explicit overall ideas in the text. Ask, “What is the author saying?” Then, determine which details support this idea.

Read the following excerpt from *Narrative of the Life of Frederick Douglass*, written by Frederick Douglass. Determine the overall explicit idea of the text, and find the explicit details that support this idea. Then cite the information as textual evidence.

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

Reading through the text, readers can determine that the explicit idea of the excerpt is that knowing one’s own birthdate is important to Frederick Douglass.

Here is some of the explicit information that supports this idea and the accompanying textual evidence:

- Frederick Douglass does not know his exact age: “I have no accurate knowledge of my age, never having seen any authentic record containing it.”
- Most slaves do not know their exact ages: “By far the larger part of the slaves know as little of their ages as horses know of theirs...” and “I do not remember to have ever met a slave who could tell of his birthday.”
- Masters do not want slaves to know their birthdays: “...and it is the wish of most masters within my knowledge to keep their slaves thus ignorant.”
- Douglass’s master thought inquiries made by slaves about their birthdates were improper: “He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit.”
- Douglass does not understand why he should not know his birthday: “I could not tell why I ought to be deprived of the same privilege.”
- He is unhappy not knowing his birthday: “A want of information concerning my own was a source of unhappiness to me even during childhood.”
- The lack of information bothered him when he was little: “A want of information concerning my own was a source of unhappiness to me even during childhood.”

