

Grade 8 Playlist: Citing Evidence

Aligns with CCSS.ELA-LITERACY.RI.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.

Welcome

For a book report assignment in his American History class, Gene read a biography of Abraham Lincoln. As he sat down to write his book report, he decided to focus on the part of the story that most interested him: Lincoln's early years. He would write about how the biography supported the idea that the events in Lincoln's youth shaped his thoughts and actions as president. But Gene needed to select the best evidence that supported this claim. Gene considers the following pieces of evidence: "As a boy, Lincoln read incessantly but did not regularly attend school." That's probably not the best evidence for the claim. "Lincoln's great skills with people led him to run for public office at the age of 24." That's somewhat better, but it could be stronger. "Working as a flatboat operator on the Mississippi River, Lincoln's visits to the South made him a witness to the harsh reality of slavery." Gene decides that this is the textual evidence that best supports his claim.

Watch!

Watch this video to learn about citing textual evidence:

- <https://www.youtube.com/watch?v=ahAM98tK7sA>

Objective

In this playlist, students will learn how to:

- cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Review

Key Terms

- An **inference** is a conclusion drawn from analyzing information in a text. Inferences are implicit, meaning that the author does not state them directly. Rather, the reader determines what the author implies by analyzing the text.
- When a reader **cites** evidence in a text, he or she quotes, paraphrases, or summarizes what the text says to support the author's claim.
- An **analysis** of a text is a close and detailed examination. When analyzing a text, the reader carefully reads and studies every detail and its relation to the text as a whole.



- The information and ideas presented in a text are either:
 - **explicit**, meaning that the text clearly states the information and idea in a way that is easy to understand and that cannot be misinterpreted; or
 - **implicit**, meaning that it is not clearly stated, and it must be identified and understood by thinking more about the details.

Read!

Read the sign in the following photo. Is the information in the sign implicit, explicit, or both?

- <https://pixabay.com/en/keep-off-grass-sign-notice-rules-637657/>

Practice!

Review the information in the following presentation about implicit and explicit textual evidence, and then practice citing textual evidence:

- <http://www.curriki.org/oer/Citing-Text-Evidence/>

Exploring the Standard

An informational text often includes many pieces of evidence. The same text may make several claims and inferences. The reader decides how each inference or claim is supported and with which evidence. The reader also decides which evidence *best* supports the claim.

A Closer Look: Explicit Claims

In some informational texts, the author makes an explicit claim and supports it directly and clearly with evidence. Readers can find the claim and the evidence directly in the text. Read the following example from the Library of Congress about Amelia Earhart, the first female pilot to fly across the Atlantic Ocean.

Example 1

¹Amelia Earhart wasn't afraid to break down barriers. In 1928, she was the first woman to fly as a passenger across the Atlantic Ocean. Then, in 1932, she became the first woman to pilot a plane across that ocean. There weren't many female pilots back then, and her actions inspired other women to follow their dreams. This was especially important because there were few career choices available to women at that time. Amelia Earhart has inspired generations of women to do things that had never been done by women before.

