Grade 8 Playlist: Using Textual Evidence to Support Analysis

Aligns with CCSS.ELA-LITERACY.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.

Welcome

People rely on evidence in their everyday lives. Detectives use evidence to solve crimes. Scientists use evidence to confirm new ideas. Businesspeople use evidence to figure out what types of products consumers want to buy. In the same way, readers use evidence to support their analysis of a text. Textual evidence includes words, phrases, and sentences from a story that show how a reader's idea about the text is true.

Objectives

In this playlist, students will learn how to:

- use textual evidence to support an analysis of a text's explicit meaning.

- use textual evidence to support inferences about a text.

Review

Key Terms

- **Explicit information** is information that is clearly stated in a text.

- **Inferences** are ideas a reader draws based on clues. Inferences can be based on explicit details and on information a reader already knows about a particular topic, idea, or author.

- To **cite** evidence means to refer to it or quote it.

- **Textual evidence** is information from a story that supports a reader's analysis.

Watch!

Watch this short video to learn about inferences.

- https://www.opened.com/video/introduction-to-reading-skills-inferencing/1069430

Exploring the Standard

A Closer Look: Textual Evidence for Explicit Meaning

In order to fully understand a text, a reader must first be able to identify the text's explicit meaning. In other words, a reader should be able to tell who the characters are and what they are doing. After finishing the text, the reader should also be able to identify the main conflict, or problem, in the story and how it was resolved.

Example 1

In "The Emperor's New Suit" by Hans Christian Andersen, two dishonest weavers claim to be able to make a special cloth that is invisible to fools. The king, who loves clothes, asks the weavers to make him a new suit from this cloth. Read the passage below. What information is clearly, or explicitly, stated in this part of the text?

[1] The good old minister went into the room where the swindlers sat before the empty looms. "Heaven preserve us!" he thought, and opened his eyes wide, "I cannot see anything at all," but he did not say so. Both swindlers requested him to come near, and asked him if he did not admire the exquisite pattern and the beautiful colors, pointing to the empty looms. The poor old minister tried his very best, but he could see nothing, for there was nothing to be seen. "Oh dear," he thought, "can I be so stupid? I should never have thought so, and nobody must know it! Is it possible that I am not fit for my office? No, no, I cannot say that I was unable to see the cloth."

[2] "Now, have you got nothing to say?" said one of the swindlers, while he pretended to be busily weaving.

[3] "Oh, it is very pretty, exceedingly beautiful," replied the old minister looking through his glasses. "What a beautiful pattern, what brilliant colors! I shall tell the emperor that I like the cloth very much."

[4] "We are pleased to hear that," said the two weavers, and described to him the colors and explained the curious pattern. The old minister listened attentively, that he might relate to the emperor what they said; and so he did.

Listen!

To listen to "The Emperor's New Clothes" and other tales by Hans Christian Andersen, visit this website:

- https://librivox.org/hans-christian-andersen-fairy-tale-collection-by-hans-christian-andersen/

This chart shows examples of explicit information from the passage. It also gives evidence from the passage that supports this information:

Explicit Information	Textual Evidence
The characters involved in this scene are an old minister and two swindlers.	"The good old minister…" "Both swindlers requested him to come near…"
The looms have no cloth on them.	"…the empty looms."
The swindlers pretend to weave cloth that is not actually there.	"…said one of the swindlers, while he pretended to be busily weaving."
The old minister decides not to admit that the cloth is invisible to him.	"No, no, I cannot say that I was unable to see the cloth."

Hint!

When citing textual evidence, remember to add quotation marks around words that come directly from the text.

Teaching Notes: Using Textual Evidence to Support Analysis

The goal of RL.8.1 is for students to analyze a text and cite textual evidence to support this analysis. The information and resources below may be used to help students develop this skill.

Applying the Standard: Sample Responses

Have students complete the activity independently and then check their ideas with a partner. Then, as a class, practice writing sentences or paragraphs that cite the textual evidence using your preferred style of citation.

Explicit Information	Textual Evidence
The emperor cannot see the cloth.	"What is this?" thought the emperor, "I do not see anything at all. for he did not like to say that he saw nothing.
The swindlers pretend to dress the emperor for a parade.	The emperor undressed, and the swindlers pretended to put the new suit upon him, one piece after another; The emperor marched in the procession under the beautiful canopy,
Inference	
Before the parade, the emperor trusts the swindlers.	"Really," he said, turning to the weavers, "your cloth has our most gracious approval;" the emperor appointed the two swindlers "Imperial Court Weavers." The emperor undressed, and the swindlers pretended to put the new suit upon him,

Additional Resources

Consider these resources when teaching RL.8.1:

- **Citation Scavenger Hunt:** In this lesson plan, students learn the purpose of citations and then practice finding citations to support ideas about a text.
  http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=1#tabs

- **Inferences Worksheets:** This website has a variety of worksheets that can be used to practice drawing inferences from short stories.
  http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/