

CITING TEXTUAL EVIDENCE

I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Explicit Textual Evidence

- * When we have ideas about what we read, we need to cite **Explicit Textual Evidence** to support our ideas.
- * When we read, we often are asked to answer questions or express our ideas about the text. In order to let people know we aren't making stuff up, we should use **Explicit Textual Evidence** to support our opinions or answers.
- * In real life, people who can back up an opinion about a text with **Explicit Textual Evidence** are taken more seriously than people who can only give a reason of "just because."

Explicit Textual Evidence

- * What does **Explicit Textual Evidence** mean? The name really says it all.
- * Explicit = direct
- * Textual = from the text
- * Evidence = support for your answer, opinion, or idea

Explicit Textual Evidence

- * Giving **Explicit Textual Evidence** about your answers or opinions regarding a text is pretty simple. You just have to do three things:
- * **1. State your idea:** State the idea you had about the text (if you are responding to a specific question, be sure your idea restates the question).
- * **2. Cite what in the text led you to that idea:** Give supporting evidence from the text (by paraphrasing or directly quoting from the text). If you are directly quoting from a text, you must use quotation marks. *Sentence starters = In the first paragraph, _____ the author says... The text states... The text describes/For example... The author explains... Early in the text, the author/For instance*
- * **3. Explain the Evidence:** Explain how the quote(s) or paraphrase(s) you pointed out support your idea. *Sentence starters = This shows... This is because... This means... This reveals... This illustrates... This highlights the difference between...*

Example

- * Cats kill between 1.4 billion and 3.7 billion birds every year in the United States alone, a new report concludes. That's nearly a billion more birds — at least — than estimated by some previous studies, Peter Marra told Science News. This research scientist, who works at the Smithsonian Conservation Biology Institute in Washington, D.C., led the new study. Any long-term solution will be controversial. Some people propose catching wild cats and neutering them, which means performing minor surgery to make them unable to reproduce. That won't make them kill fewer animals. But it will slow the increase in number of these natural-born killers. Others people have proposed catching and killing feral cats.

Model Answer

Question: What was the author's purpose in writing this text?

The author's purpose was to make people aware that cats killing birds has become a problem and that any solution to the problem will be controversial. In the first paragraph, the author points out that, "Cats kill between 1.4 billion and 3.7 billion every year." The author's use of that statistic really catches a reader's eye because they are such big numbers. This shows just how big the problem is. Then, in the second paragraph, the author says that there are two controversial ways to solve the problem, by either catching wild cats and performing surgery on them so they can't reproduce or catching and killing them. The author was demonstrating that the possible solutions are controversial because most people probably would not like the idea of cats being caught in order to either operate on them or kill them.

Here, the writer answers the question with an idea about the text.

Here, the writer includes a direct quote from the text as evidence.

Here, the writer comments on how the quoted text that was cited as evidence helped form the idea that was stated to answer the question.

Here, the writer paraphrases from the text to give a second piece of evidence.

Here, the writer comments on how the paraphrased text helped form the idea that was stated to answer the question.

Your Turn!

QUESTION: How does the author try to help readers understand the term “tensile strength”? Answer the question using the steps of citing textual evidence: State your idea, Cite what in the text led you to that idea, and explain the evidence.

Big marine predators that try to snack on a hagfish get a nasty surprise. When threatened, the slender hagfish releases enough snotty goo to gag a shark. Materials scientists from Douglas Fudge’s laboratory at the University of Guelph in Canada have now found a way to create strong, stretchy fibers from the slime.

Hagfish slime contains tiny fibers that give it strength and help keep it from tearing apart. (Those fibers also help gag any shark or other hungry predator.) The fibers are made of proteins similar to those found in fingernails and hair. (Proteins are often called the “building blocks of life.”) The Canadian scientists used the slime proteins to create threads about as long as an unsharpened No. 2 pencil, but much skinnier.

Hagfish threads have remarkable tensile strength: That means they can stretch a long way before breaking — almost as far as spider silk can, explains Fudge. What’s more, he notes, fabrics from hagfish threads would be more environmentally friendly than many modern materials, like nylon (which comes from petroleum).

What is an inference?

- * An inference is something that you think is true based on information that you have.
- * An inference is **NOT** directly written in the text.
- * To make an inference, we use evidence from the text, and our prior knowledge.
- * Sometimes we have to “read between the lines.”
Authors don’t always tell us everything. We need to use textual evidence and prior knowledge to understand the text better.

Modeling

- * Question: Is video game addiction a real problem?
- * As a class, we will read *The Washington Post* article, “Video-game addiction a real problem, study finds”.
- * As we read, we will highlight in yellow (or underline in pencil) the evidence that supports that video-game addiction is a real problem. We will highlight in pink (or underline in pen) the evidence supporting that video-game addiction isn’t a problem.

Citing the Evidence

- * After you read and find the information from the text that will help you answer the question, you will use the graphic organizer entitled, ***State, Cite, Explain***
- * Write down the question.
- * State the idea you had about the text (if you are responding to a specific question, be sure your idea restates the question).

Question	State	Cite	Explain
Is video-game addiction a real problem?	State the idea you had about the text.		

Citing the Evidence

- * Now give supporting evidence from the text. To cite explicitly, paraphrase or use quotes from the text. If you use direct quotes from a text, you must use quotation marks. You should combine what the reading says and your thoughts to answer the question (Is video-game addiction a real problem?) to create new meaning -- the inference. Place the evidence you found from the article in the (Cite) box.

Question	State	Cite	Explain
Is video-game addiction a real problem?	State the idea you had about the text.	Cite what in the text led you to that	

Citing the Evidence

- * Finally, explain how each piece of evidence supports your idea.

Question	State	Cite	Explain
Is video-game addiction a real problem?	State the idea you had about the text.	Cite what in the text led you to that idea.	Explain how each piece of evidence supports your idea.

Independent Practice

- * Read the text: *The Forever War of the Mind (The New York Times)*
- * As you read, highlight in yellow (or underline in pencil) the evidence that supports that post-traumatic stress disorder is a problem for soldiers. Highlight in pink (or underline in pen) the evidence supporting that post-traumatic stress disorder isn't a problem for them.
- * Work with your group and the selected text to complete the graphic organizer, *State, Cite, Explain...*
- * Your group will present your ideas and evidence to the class.