Identifying Text Evidence

Question Type

- Two-Part, Evidence-Based Selected Response

Question Strategy & Standard

- Identifying Text Evidence: R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Materials

- Text Evidence Graphic Organizer
- Text and Practice Test a (990L)
- Text and Practice Test b (920L)
- Text and Practice Test c (1210L)

Test-Taking Strategy

1. Read the passage.
2. Read each question.
3. Reread the passage, marking text related to the question.

‣ **1st READ** **Read the Text**

Introduce Provide context for the texts. *The mission of science is to find out as much information about the world as possible. This knowledge is not always easy to obtain. Sometimes it comes from scientists using the latest technology, and sometimes students like yourselves may think of simple ways to conduct creative experiments in your own neighborhoods.*

Read Have students read the directions for Text a, Text b, or Text c. Use **Oral Cloze 2** to read the text together.

‣ Analyze the Question Type

Discuss Read Question 1 aloud and discuss the question type. *This is a selected response question with two parts, Part A and Part B. Part B is connected to Part A. The answer to Part B supports the answer to Part A. You must select the right answers for Part A and Part B to get the question correct. How are Parts A and B connected?* Provide a sentence frame. *The answer to ____ supports the answer to Part A. (Part B)*

How can you tell? Provide a sentence frame. *I know Part B is connected to Part A because ____. (the Part B question has the words "support the answer to Part A")*

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Gradual Release Model

- **1st Read:** Whole-Group Instruction

- **2nd Read:** Whole-Group Instruction

- **Questions 2 & 3:** Small-Group Instruction, Pairs, or Independent Practice

  the satellite photos, and she says, "It is a very exciting time to be an archaeologist.

▸ **2nd READ** **Apply the Question Strategy**

In the second read, focus on Question 1 to deepen students' understanding of the text. Explain that Question 1 asks students to identify key ideas. *Key ideas tell what the entire text or a part of the text is mostly about. Identifying key ideas can help you remember what is important. There may be more than one key idea in a text.*

Reread the question and answer choices. Model the Identifying Text Evidence thinking strategy students might use to answer the question. Use the **Graphic Organizer.**

Model Text a: Open Wide!

Part A

✖**A.** *This choice might be a true statement, but it is not supported by the passage.*

➡**B.** *This choice is supported by the passage. Once scientists have obtained data, they have to analyze it with an eye for detail.*

➡**C.** *This choice is one of the major ideas of the passage. The passage describes how scientists analyze teeth to find out more about fossilized animals.*

✖**D.** *This choice involves an idea that is not discussed in the passage.*

Guide students to circle Choices B and C on their Practice Tests.

1. **Part A Answer** *What is my answer to Part A?* (Studying fossil remains often requires careful examination. This study can be aided greatly by the examination of the teeth.)

2. **Evidence** *What text evidence supports my answer to Part A?* ("One reason is that dental remains can help scientists identify the type of animal a group of bones came from.")

3. **Explanation** *Why is this evidence important?* (The evidence shows how teeth can reveal a major piece of information about what the scientists are investigating.)

Model Text b: Tracking Forest Animals

(Continued)

Part A

✖**A.** *This choice is clearly not true, since gathering data required much time, energy, and organization.*

�**B.** *This choice is correct. It states a key idea about Maia's data collection process. The text goes into great detail about the steps Maia took to organize, carry out, and complete her research.*

✖**C.** *This choice is incorrect. It does not describe what the text is mostly about. The text does not even refer to any data that was discarded.*

✖**D.** *This choice is incorrect. The text presents lots of evidence to show that Maia's data was very useful: she "discovered a total of 13 mammal species in the three forests"; she won an award for her "well-designed experiment and organized results."*

Guide students to circle Choice B on their Practice Tests.

1. **Part A Answer** *What is my answer to Part A?* (Maia had to show a lot of care to gather information.)

2. **Evidence** *What evidence supports my answer to Part A?* ("Maia had to stay organized and keep track of all these variables." "She recorded her data in a table that showed the total number of small, medium, and large mammal species whose tracks she found in each area.")

3. **Explanation** *Why is this evidence important?* (The evidence gives details that explain the ways Maia took care to gather information.)

Model Text c: Uncovering a Hidden City

Part A

�s**A.** *This choice is correct because the passage shows Parcak's dedication and thoroughness throughout.*

✖**B.** *This choice is incorrect because while Parcak has opinions about science and her work, these would not normally be considered strong statements.*

✖**C.** *This choice is incorrect because it is not supported by*

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any evidence in the passage.

➞**D.** *This choice is correct. Parcak shows great affection and enthusiasm for her work. She exclaims, "I could not believe my eyes . . ." when she sees*

Guide students to circle Choices A and D.

1. **Part A Answer** *What is my answer to Part A?* (Parcak is very determined. She loves her work.)

2. **Evidence** *What evidence supports my answer to Part A?* ("Parcak will return to Egypt to dig at one of the archaeological sites she found using the satellite imagery.")

3. **Explanation** *Why is this evidence important?* (It shows Parcak's dedication and efforts to follow through on her research plans.)

Analyze Responses

Guide students through the answer choices for Question 1 Part B. Model your thinking as you read each response and analyze whether it can be supported with evidence from the text.

Analyze Text a: Open Wide!

Part B

✖**A.** *This choice discusses teeth, but it does not link scientific research and teeth together closely enough.*

✖**B.** *This choice describes the substance teeth are made of, but it does not explain anything about using teeth in scientific research.*

➞**C.** *This choice explains how studying teeth can help scientists in their research.*

✖**D.** *This choice is indirectly related to teeth but it does not explain how teeth and scientific work are related to each other.*

Guide students to circle Choice C on their Practice Tests.

Analyze Text b: Tracking Forest Animals

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Identifying Text Evidence *(Continued)*

Part B

✖**A.** *This choice may demonstrate that Maia is observant, but it does not demonstrate great care.*

�ón→**B.** *This choice shows that Maia put considerable effort into her research.*

→**C.** *This choice gives an example of a part of Maia's project that would have required a tremendous amount of research.*

✖**D.** *This choice does not reflect on data collection, but on what came afterward.*

Guide students to circle Choices B and C on their Practice Tests.

Analyze Text c: Uncovering a Hidden City

Part B

✖**A.** *This choice is incorrect because although it may show her desire to teach, it does not necessarily illustrate Parcak's determination or love of her work.*

→**B.** *This choice is correct because it shows determination in that Parcak wants to return to complete a project.*

✖**C.** *While this choice may indicate something about Parcak's personality, it does not necessarily indicate that she is determined or that she loves her work.*

✖**D.** *This choice is incorrect because while it describes Parcak's work, it does not necessarily tell readers how she feels about her work.*

Guide students to circle Choice B on their Practice Tests.

‣ **3rd READ** **Practice the Task**

Have students read the remaining questions. Have them reread the texts and gather evidence to answer **Questions 2 and 3**. Remind students that they may want to refer to the **Graphic Organizer**. When students finish, encourage them to share their work with the group.