Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**{*Wonder*}: *Citing Text Evidence* Lesson**

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| --- |
| **Learning Goal:** I can…* analyze what a text says explicitly
* draw logical inferences from a text
* support my conclusions with evidence from the text
 |

**{Introductory Notes}**

**Why are we learning how to cite text evidence?**

* You know how to convey, or state, what the text says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – meaning, exactly what it says – but you should also be able to find the hidden meanings. When reading a text, you should **\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** based on observations...
* Look for the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that authors embed within the text.
* We should be able to state these themes in our own words and sometimes **\_\_\_\_\_\_\_\_\_\_\_\_** them directly.
* Remember, **\_\_\_\_\_\_\_\_\_\_\_** are not just written words, but they can also be **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (paintings, photographs, infographics, etc.).

**REMEMBER: When CITING TEXT EVIDENCE, you need to answer two questions:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Why does this matter?”/“So What?” Sentence Starters**

After citing a piece of text evidence, use one of these sentence starters to begin writing a complete sentence that explains why the piece of text evidence is important!

|  |
| --- |
| ***“So What?”* Sentence Starters***­***1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***­***2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***­***3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***­***4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**{Multimedia Practice – Citing (and explaining) Text Evidence}**

*Directions: Write what you know about the photograph on the screen. For each piece of text evidence that you cite or inference that you make, follow it with a “So What?” sentence.*

*Example: Observation: The boy’s hand is about the size of the butterfly.*

*“So What?”:* ***This proves*** *that the boy may be very young.*

1. *Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *“So What?”: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

2. *Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *“So What?”: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**{Citing Text Evidence - Wonder}**

*Directions: After reading the excerpt from the novel Wonder, answer the question by citing text evidence (use a quote!). Then, explain your thinking using a* “So What?” *sentence.*

*Example: August thought, “I could tell Henry did not want to move next to me, just by the way he dragged his backpack on the floor as he came over, like he was moving in slow motion.” (p.39) This is important because it shows that August is an outcast at school.*

**{Teammate Practice}**

**Excerpt:** from “Lamb to the Slaughter” (p.43)

“Like a lamb to the slaughter”: *Something that you say about someone who goes somewhere calmly, not knowing that something unpleasant is going to happen to them*.

 I Googled it last night. That’s what I was thinking when Ms. Petosa called my name and suddenly it was my turn to talk.

 “My name is August,” I said, and yeah, I kind of mumbled it.

 “What?” said someone.

 “Can you speak up, honey?” said Ms. Petosa.

 “My name is August,” I said louder, forcing myself to look up. “I, um ... have a sister named Via and a dog named Daisy. And, um … that’s it.”

**Question:** How does the author foreshadow that August is about to have a bad experience?

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**{Independent Practice}**

**Reread:** “Lunch” (pp.49-50)

**Question:** August becomes very self-conscious in the lunchroom. Cite and explain why.

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