Literary Analysis Task
Writing
Selecting Textual Evidence to Support Reasons

Rationale

+ NJSLA emphasizes the use of textual evidence when writing about literature. On the Literary Analysis Task (LAT), students are expected to draw evidence exclusively from the texts. This lesson instructs students on how to use textual evidence to support their reasons.

Goal

+ To use evidence accurately to support reasons in an literary analysis prose constructed response prompt

Task Foci

+ **CCSS W.3.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons.
+ **CCSS RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
+ **CCSS RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Objectives

+ Students will identify textual evidence to support their reasons.
+ Students will explain how the chosen textual evidence supports their reasons.

Materials

+ Sample Texts
+ Reasons and Textual Evidence Worksheet

Procedures

+ Ask the question: "**What is 'textual evidence'?**" Allow students time to try define this term. If someone gets it…great!
+ **"In literary analysis, we focus on what we call the 'elements of literature.' These elements are theme, character, plot, setting, mood, and figurative language"**

- Distribute the Reasons and Textual Evidence worksheet.
- Remind students that their thesis statement is the direct answer to the prompt. Their reasons and textual evidence are the substance of their argument used to back up their thesis.
- Tell students that now they are going to use their notes to identify reasons and find support for those reasons in the texts. Remind students: **"While you're working, you may find that your evidence doesn't quite support the reasons you came up with. That's OK. This is just what happens when we look for evidence to support our reasons. Sometimes we have to adjust our reasons to better fit the evidence we have, or we may look for different evidence that better supports our reasons."**
- Give students 15-20 minutes to fill out the worksheet.
- While students are working, circulate around the room and assist students as needed.

Assessment

- Students' worksheets should show evidence of understanding. A student's reasons should accurately validate his or her thesis. Their textual evidence should clearly relate to the reasons they give.

Extension Activities

- Have students work in pairs and repeat the activity using a different set of texts.
- This lesson can be modified by providing the class with a thesis statement, the three reasons, or another facet of the lesson that students need more help understanding and would benefit from seeing modelled for them.

Selecting Reasons and Textual Evidence   Name:_____

My Thesis Statement:

Reason 1:

Evidence from text:

Explanation of evidence:

How does this evidence support my thesis?

Reason 2:

Evidence from text:

Explanation of evidence:

How does this evidence support my thesis?

Reason 3:

Evidence from Text:

Explanation of Evidence:

How does this evidence support my thesis?