

- RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCR.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.
- CCR.R.10** Read and comprehend complex literary and informational texts independently and proficiently.



Understand the Standards

You’ve probably had it happen to you more than once. You go to see a blockbuster movie, and as soon as you leave, your friend asks, “Well, what did you think?” It’s not enough to say “I liked it” and leave it at that. What your friend wants is for you to think back and cite evidence from the movie that supports your opinion.

Words to Know
evidence

Evidence includes the facts, details, and examples that support your ideas. It might be what someone said or did or events that happened as a result of some action. In response to your friend’s question, you might say, “I thought the special effects were great because the extraterrestrials were realistic. They moved smoothly and naturally, and their eyes looked real, just like a reptile’s.”

Citing evidence to support an idea or point of view shouldn’t be new to you. In class, your teachers want you to be specific in giving evidence to support your opinions. And they keep asking questions until you give the answers.

Moreover, the need to think about an event or situation or to examine a text to find evidence is a skill you’ll need all your life. Your parents expect it, and so do your friends. Later on, your employers will demand it. Learning to cite evidence is a skill you’ll use every day and long after you’ve finished school.



Guided Instruction

This excerpt is from a story originally published in parts in a magazine in 1888, rather like episodes in a TV show. In 1905, the author revised her work to create the more-famous book, *A Little Princess*. Read the passage and answer the questions.

from Sara Crewe
by Frances Hodgson Burnett

So she crossed the pavement and put her wet foot on the step of the shop; and as she did so she saw something which made her stop.

It was a little figure more forlorn than her own—a little figure which was not much more than a bundle of rags, from which small, bare, red and muddy feet peeped out—only because the rags with which the wearer was trying to cover them were not long enough. Above the rags appeared a shock head of tangled hair and a dirty face, with big, hollow, hungry eyes.

Sara knew they were hungry eyes the moment she saw them, and she felt a sudden sympathy.

“This,” she said to herself, with a little sigh, “is one of the Populace—and she is hungrier than I am.”

The child—this “one of the Populace”—stared up at Sara, and shuffled herself aside a little, so as to give her more room. She was used to being made to give room to everybody. She knew that if a policeman chanced to see her, he would tell her to “move on.”

Sara clutched her little four-penny piece, and hesitated a few seconds. Then she spoke to her.

“Are you hungry?” she asked.

The child shuffled herself and her rags a little more.

“Ain’t I jist!” she said, in a hoarse voice. “Jist ain’t I!”

“Haven’t you had any dinner?” said Sara.

“No dinner,” more hoarsely still and with more shuffling, “nor yet no bre’fast—nor yet no supper—nor nothin’.”

“Since when?” asked Sara.

“Dun’no. Never got nothin’ to-day—nowhere. I’ve axed and axed.”

Just to look at her made Sara more hungry and faint. But those queer little thoughts were at work in her brain, and she was talking to herself though she was sick at heart.

“If I’m a princess,” she was saying—“if I’m a princess—! When they were poor and driven from their thrones—they always shared—with the Populace—if they met one poorer and hungrier. They always shared. Buns are a penny each. If it had been sixpence! I could have eaten six. It won’t be enough for either of us—but it will be better than nothing.”

Guided Questions

Although the orphaned Sara is being starved, mistreated, and forced to work as an unpaid servant, the 12-year-old grew up wealthy and privileged—“a little princess.” What evidence in the passage shows that Sara still tries to live up to royal expectations?

How does the dialogue reveal the difference in the two children’s backgrounds?

“Wait a minute,” she said to the beggar-child. She went into the shop. It was warm and smelled delightfully. The woman was just going to put more hot buns in the window.

“If you please,” said Sara, “have you lost fourpence—a silver fourpence?” And she held the forlorn little piece of money out to her.

The woman looked at it and at her—at her intense little face and draggled, once-fine clothes.

“Bless us—no,” she answered. “Did you find it?”

“In the gutter,” said Sara.

“Keep it, then,” said the woman. “It may have been there a week, and goodness knows who lost it. You could never find out.”

“I know that,” said Sara, “but I thought I’d ask you.”

“Not many would,” said the woman, looking puzzled and interested and good-natured all at once. “Do you want to buy something?” she added, as she saw Sara glance toward the buns.

“Four buns, if you please,” said Sara; “those at a penny each.”

The woman went to the window and put some in a paper bag. Sara noticed that she put in six.

“I said four, if you please,” she explained. “I have only the fourpence.”

“I’ll throw in two for make-weight,” said the woman, with her goodnatured look. “I dare say you can eat them some time. Aren’t you hungry?”

A mist rose before Sara’s eyes.

“Yes,” she answered. “I am very hungry, and I am much obliged to you for your kindness, and,” she was going to add, “there is a child outside who is hungrier than I am.” But just at that moment two or three customers came in at once and each one seemed in a hurry, so she could only thank the woman again and go out.

The child was still huddled up on the corner of the steps. She looked frightful in her wet and dirty rags. She was staring with a stupid look of suffering straight before her, and Sara saw her suddenly draw the back of her roughened, black hand across her eyes to rub away the tears which seemed to have surprised her by forcing their way from under her lids. She was muttering to herself.

Sara opened the paper bag and took out one of the hot buns, which had already warmed her cold hands a little.

“See,” she said, putting the bun on the ragged lap, “that is nice and hot. Eat it, and you will not be so hungry.”

Guided Questions

Imagine that a friend of yours reads this passage and complains, “Sara is TOO honest for her own good.” What evidence might support this?

Complete the following activities based on the passage you just read.

1. Is Sara a thoughtful person? Why or why not? Support your answer with evidence from the text.

2. What conclusion did you make about the child that Sara saw on the street? What evidence from the text supports your conclusion?

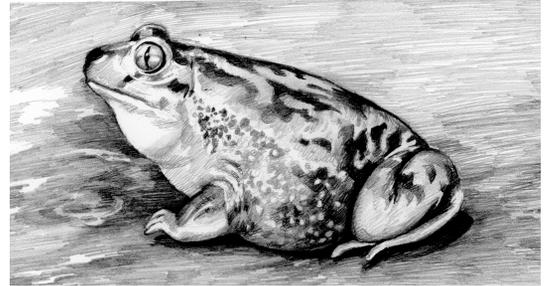
3. Which evidence from the text confirms that the child is hungrier than Sara?



On Your Own

Work with a partner to analyze the examples and find the evidence.

- 1 Evan had always enjoyed playing practical jokes on people, especially his closest friends. Just last week he stowed a toad in Leon's book bag, a nice, big toad it was, too. Unfortunately, Leon opened the bag in English class, so Evan didn't get to see it. But he did hear the commotion it caused from three rooms down the hall.



What evidence proves that Evan likes playing practical jokes?

- 2 The car stopped at the railroad tracks and then drove onward. Inside, the three passengers sat in moody isolation. Jason, the whiner, had done nothing for 300 miles but complain about the heat and dust. Angela kept snacking on pretzels and potato chips, dropping crumbs all over the seat. Dad sat stoically behind the wheel, biting his tongue, hoping for a merciful end to the long road trip.

What is the evidence for Jason being a "whiner"?

Why is Dad biting his tongue?



**Critical
Thinking**

- 3 Suppose you're writing a report on Frances Hodgson Burnett, the author of *A Little Princess*. With a partner, use the library or the Internet to do some research on Burnett's life. What evidence can you find that supports the idea that her life affected her works of literature? Discuss with your partner which details from her life support this idea. Then present your findings to the class.