

Analysis:

Sentence Starters and Ideas to Think About

When you are analyzing, think about and answer the following questions:

- **WHY** did you include that evidence? What does it show or explain?
and:
- **HOW** does your evidence explain or prove your claim (and thesis statement)?

To help you with analysis, consider using or adapting the sentence starters below:

This [shows/proves/explains/] that _____.

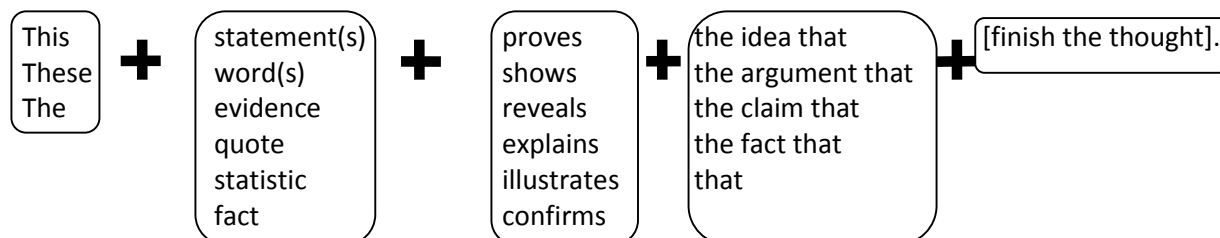
When (the source) _____ [writes/says/states/explains] that _____,
this [proves/shows/means] _____.

In other words, _____.

This implies that _____.

One could infer that _____.

This explains [or this could explain] _____.



Things to Think About When Analyzing Your Evidence/Examples (they might not all make sense for every type of evidence or topic):

- What pattern(s) did you notice?
- What predictions could you make or what can you and the reader infer or assume about the evidence?
- How does your evidence compare and/or contrast to other evidence, opinions, ideas, or examples (that either you or someone might have)?
- Did you make any discoveries or have any “A-ha!” moments when you looked at the evidence?
- What’s the big picture? Why should your reader care about what you are trying to explain?

***Remember:** Unless your teacher has approved to do so, DO NOT use “I”, “Me”, “My”, or “You” statements in your informative/explanatory or argumentative writing. *Example: instead of saying “I think this evidence proves my claim because. . .”, you could write “This evidence proves the claim that. . .”*