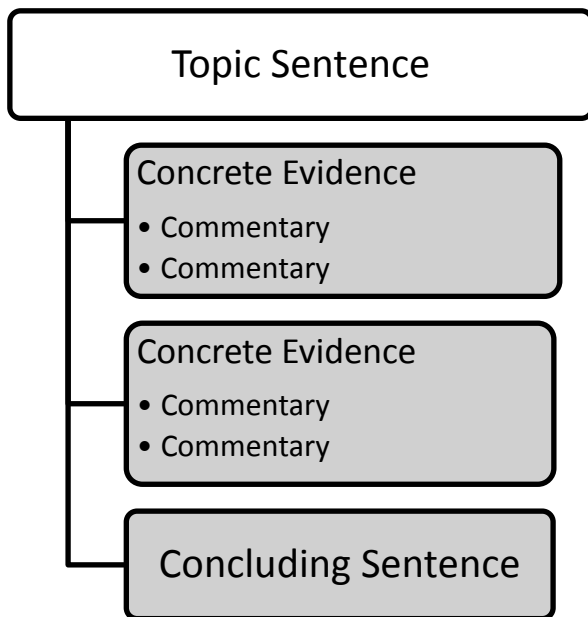


Concrete Evidence and Commentary



Concrete Evidence

Concrete evidence is sometimes called a concrete detail. It is specific evidence that is used to support the topic sentence.

Commentary

Commentary is explanation or interpretation of the concrete evidence. The commentary also helps support the topic sentence. Effective commentary is typically longer than the concrete evidence (1:2+).

What can writers use for concrete evidence and commentary?

| Concrete Evidence | Commentary |
|--|--|
| fact, statistic, specific detail, quotation, paraphrase of a quote/scene | explanation, interpretation, insight, analysis, personal reaction, evaluation, comments on a point, opinion* |

Writers use transition words to help the reader navigate the text.

| Concrete Evidence | Commentary |
|---|--|
| First, most importantly, to begin with, in addition, furthermore, moreover, alternatively, for instance | however, therefore, this quote shows, this fact proves, we can demonstrate, indeed, alternatively, similarly, likewise, nevertheless, as a result, |

Example 1: Informative, How-To Paragraph

| | |
|---|--|
| TS: Staying safe while making soap is of the utmost importance since lye can be so dangerous. | |
| CE: Lye is created when sodium hydroxide pellets, flakes, or liquid is combined with water. | |
| CM: Create the mixture in a well-ventilated area so as to avoid inhaling toxic fumes. Always put the lye into water. Never put the water into the sodium hydroxide, or you'll end up with a flesh-burning volcano. | |
| CE: Long sleeves, closed toe shoes, gloves, and goggles are all necessary to keep you safe when making lye. | |
| CM: The goggles, of course, protect your eyes from the fumes that are created by mixing lye and water. The long sleeves, shoes, and gloves are to protect your skin. | |
| CS: Take the extra time to make sure you are safe. A trip to the emergency room is easily avoided by protecting your eyes and skin and by combining the ingredients in the correct order so you can continue on to the fun part of soap making. | |

Example 2: "Thank You, M'am" Literary Analysis Paragraph

| | |
|---|--|
| TS: From the passage, we can infer that Mrs. Jones has high standards enforced by her caring compassion. | |
| CE: Mrs. Jones says, "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe you ain't been to your supper, either, late as it be. Have you?" (32). | |
| CM: Mrs. Jones does yell at Roger for trying to steal her purse. She knows right from wrong and wants Roger to know the difference. However, she doesn't spend as much time yelling at him as one would think. She lectures for just one sentence and then, surprisingly, asks about Roger. She actually cares about this stranger, this boy, even after he's done her wrong. | |
| CE: Second, just before Roger leaves, Mrs. Jones gives him ten dollars and says, "Do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish like that will burn your feet. But I wish you would behave, yourself, son, from here on in" (33). | |
| CM: Mrs. Jones is still lecturing Roger. She is still trying to teach him right from wrong because she knows that being good person matters. She also knows, though, that lecture without kindness means nothing. Therefore, some of her last words to Roger are nothing but kindness. She calls him son, which suggests that she now considers him family, even if she never sees him again. | |
| CS: It is clear from Mrs. Jones' interactions with Roger that she has high expectations for behavior, however, those high standards are conveyed through kindness, which makes her lessons even more poignant. | |