

## PART 5

# DEVELOPING EVIDENCE-BASED WRITING

**“You won’t go now. You’re crying. Close the door.”**

### OBJECTIVE:

Students develop the ability to express global evidence-based claims in writing through a close reading of the text.



## ACTIVITIES

### 1- INDEPENDENT READING AND MAKING EBCs

Students independently review the two poems and use the Forming EBC Tool to make a new evidence-based claim.

### 2- CLASS DISCUSSION OF GLOBAL EBCs

The teacher analyzes volunteer students’ written evidence-based claims from Part 4 and discusses developing global EBCs.

### 3- PAIRS DISCUSS THEIR EBCs

Students discuss their new claims in pairs and then with the class.

### 4- INDEPENDENT WRITING OF FINAL PIECE

Students independently write a final evidence-based writing piece using their new claims.

### 5- CLASS DISCUSSION OF FINAL WRITING PIECES

The class discusses final evidence-based writing pieces of student volunteers.

**ESTIMATED TIME:** 1-2 days

### MATERIALS:

Forming EBC Tool  
Organizing EBC Tool  
Writing EBC Handout  
EBC Criteria Checklist II  
Evidence-Based Writing Rubric



## ALIGNMENT TO CCSS

**TARGETED STANDARD(S):** **RL.9-10.1** **W.9-10.9a** **W.9-10.4**

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**SUPPORTING STANDARD(S):** **RL.9-10.2** **RL.9-10.4** **RL.9-10.5** **W.9-10.2**

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## ≡ ACTIVITY 1: INDEPENDENT READING AND ≡ MAKING EBCs

Students independently review the two poems and use the Forming EBC Tool to make a new evidence-based claim.

### INSTRUCTIONAL NOTES

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It's essential that students have an opportunity to read the text independently. All students must develop the habit of perseverance in reading. Assigning

the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read the text quietly by themselves. This ensures that all students have had at least some independent reading time.

## ≡ ACTIVITY 2: CLASS DISCUSSION OF ≡ GLOBAL EBCs

The teacher analyzes volunteer students' written evidence-based claims from Part 4 and discusses developing global EBCs that relate the meaning of a work to its literary craft and/or that compare two literary works in relationship to their authors' craft.

### INSTRUCTIONAL NOTES



In the final activity sequence of the unit, students are writing and developing evidence-based claims that look more globally at the works they have studied, the authorial choices and techniques they have analyzed, and the meanings they have derived. Students should be encouraged to emphasize analysis of craft in their final claims and expected to reference specific textual evidence. However, they should also be allowed to make claims about what they have come to understand from the texts and the various meanings they have found in them – which may take some students into claims that are more thematic in nature. For their final claim, students might pursue any of the following options, or follow a path of the teacher's or their own choosing:

## ACTIVITY 2: CLASS DISCUSSION OF GLOBAL EBCs (CONT'D)

### INSTRUCTIONAL NOTES

1. Write and explain a global, multi-part claim about some aspect of author's craft in "Because I could not stop for Death," and how that craft contributes to a "general and pervasive" meaning of the story (Brooks and Warren) as it has emerged for them through close reading and analysis.

2. Write and explain a global, multi-part claim about some aspect of author's craft in "Home Burial," and how that craft contributes to a "general and pervasive" meaning of the story as it has emerged for them through close reading and analysis.

3. Write and explain a global, multi-part claim that compares the two poems in terms of an aspect of craft (e.g., meter, symbolism etc.) and the separate meanings that have emerged for them through their reading and analysis.

4. Write and explain a global, multi-part claim about an identified theme in one or both of the poems, considering this definition by Cleanth Brooks and Robert Penn Warren about the relationships between theme and other aspects of a literary work: "The theme is what is made of the topic. It is the comment on the topic that is implied in the process of the story... The theme is what a piece of fiction stacks up to... the pervasive and unifying view of life which is embodied in the total narrative... the structure into which the various elements are fitted and in terms of which they achieve unity."

[Bibliographic Note: This and all other references to the thinking of critics Cleanth Brooks and Robert Penn Warren about aspects of author's craft come from critical essays presented as framing devices in their seminal anthology *The Scope of Fiction*, Prentice Hall, 1960. This particular quotation is extracted from their discussion of "What Theme Reveals," pp. 228-30.]



## ACTIVITY 3: PAIRS DISCUSS THEIR EBCs

Students discuss their new claims from Activity 1 in pairs and then with the class.

### INSTRUCTIONAL NOTES

Once the class has a general understanding of the nature of more global claims, break them into pairs to work on the claims they have begun to develop in Activity 1. Have the pairs discuss if their claims contain sub-claims and how best they would be organized. It may be helpful to provide students with both the two-point and

three-point organizational tools to best fit their claims.

Volunteer pairs should be asked to discuss the work they did on their claims. At this point they should be able to talk about the nature of their claims and why they have chosen to organize evidence in particular ways.



## ACTIVITY 4: INDEPENDENT WRITING OF FINAL PIECE

Students independently write a final evidence-based writing piece using their new claims.

### INSTRUCTIONAL NOTES

This evidence-based writing piece should be used as a summative assessment to evaluate acquisition of the reading and writing skills. Evaluating the claims and discussing ways of

improving their organization breaks the summative assessment into two parts: making an evidence-based claim, and writing an evidence-based claim.



## ACTIVITY 5: CLASS DISCUSSION OF FINAL WRITING PIECES

The class discusses the final evidence-based writing piece of student volunteers. If the Text-Centered Discussion Checklist has been used throughout the unit, this activity can be used for formative assessment on student discussion skills. In this case, the activity can be structured more formally, as small group discussions where each student reads, receives constructive evidence-based feedback from other group members, and then responds orally with possible modifications.

## ASSESSMENT

At this stage teachers can assess students' reading and writing skills. Students should be comfortable making claims and supporting them with organized evidence. Their tools should demonstrate mastery of the reading skill. Their final evidence-based writing piece can be seen as a summative assessment of both the reading and writing skills. Use the Evidence-Based Writing Rubric to evaluate their pieces.

If activity 5 is used for assessment of discussion skills, use the Text-Centered Discussion Checklist to structure evaluation and feedback.

## ALTERNATIVE ORGANIZATION OF PART 5

The activities of Part 5 can be re-ordered to provide a slightly different summative assessment. Teachers could choose not to give Activity 1 as an initial homework assignment or begin the part with it. Instead they can begin with the analysis of student writing from Part 4 and the discussion of global claims. Then students can be assigned to review the entire speech, use a tool to make a global evidence-based claim, and move directly to developing the final evidence-based writing piece. This configuration of the activities provides a complete integrated reading and writing assessment. Depending on scheduling, this activity could be done in class or given partially or entirely as a homework assignment. Even with this configuration, ELL students or those reading below grade level can be supported by having their claims evaluated before they begin writing their pieces.

### **ACTIVITY 1- CLASS DISCUSSION OF GLOBAL EBCs**

The teacher analyzes volunteer students' written evidence-based claims from Part 4 and discusses developing global claims.

### **ACTIVITY 2- INDEPENDENT READING AND MAKING EBCs**

Students review the entire text and use the Forming EBC Tool to make a global EBC.

### **ACTIVITY 3- INDEPENDENT WRITING OF FINAL PIECE**

Students independently write a final evidence-based writing piece using their global claims.

### **ACTIVITY 4- CLASS DISCUSSION OF FINAL WRITING PIECES**

The class discusses final evidence-based writing pieces of student volunteers.