

PART 5

DEVELOPING EVIDENCE-BASED WRITING

“On Our Spiritual Strivings”

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 entire text 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): RI.11-12.1 W.11-12.9b

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING STANDARD(S): RI.11-12.2 RI.11-12.3 RI.11-12.9 W.11-12.4

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

≡ ACTIVITY 1: INDEPENDENT READING AND ≡ MAKING EBCs

Students independently review the entire text 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.

INSTRUCTIONAL NOTES

This activity should be seen as an expansion of the skills developed in Part 4. Begin by analyzing volunteer student-written claims to review the critical aspects of writing. These claims will vary in the amount of text they span and the global nature of the ideas. Use various examples to demonstrate the differences, moving to a discussion of how claims build on each other to produce more global analysis of entire texts.

Throughout the unit the text has been chunked into gradually larger sections, and now students have been asked to consider

the entire text for their final claim. Model making a more global claim, discussing its relationship to smaller local claims. Demonstrate how claims can become sub-points for other claims.

Some students can be asked to present the claims they have developed as further models. The Writing EBC Handout could aid discussion on how various claims require various ways of establishing their context and relevance.



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, either 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 an Organizing 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.