
MAKING EVIDENCE-BASED CLAIMS

DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT

GRADE 10

MAKING EBCs ABOUT LITERARY TECHNIQUE

“Because I could not stop for Death”

Emily Dickinson

“Home Burial”

Robert Frost



DEVELOPING CORE PROFICIENCIES SERIES

This unit is part of the Odell Education Literacy Instruction: Developing Core Proficiencies program, an integrated set of ELA units spanning grades 6-12. Funded by USNY Regents Research Fund, the program is comprised of a series of four units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS.

Unit 1: Reading Closely for Textual Details
Unit 2: Making Evidence-Based Claims
Unit 3: Researching to Deepen Understanding
Unit 4: Building Evidence-Based Arguments

The Core Proficiencies units have been designed to be used in a variety of ways. They can be taught as short stand-alone units to introduce or develop key student proficiencies. Teachers can also integrate them into larger modules that build up to and around these proficiencies. Teachers can also apply the activity sequences and unit materials to different texts and topics. The materials have been intentionally designed for easy adaptation to new texts.

Unit materials available at www.odelleducation.com



MAKING EVIDENCE-BASED CLAIMS

Making evidence-based claims about texts is a core literacy and critical thinking proficiency that lies at the heart of the CCSS. The skill consists of two parts. The first part is the ability to extract detailed information from texts and grasp how it is conveyed. Education and personal growth require real exposure to new information from a variety of media. Instruction should push students beyond general thematic understanding of texts into deep engagement with textual content and authorial craft.

The second half of the skill is the ability to make valid claims about the new information thus gleaned. This involves developing the capacity to analyze texts, connecting information in literal, inferential, and sometimes novel ways. Instruction should lead students to do more than simply restate the information they take in through close reading. Students should come to see themselves as creators of meaning as they engage with texts.

It is essential that students understand the importance and purpose of making evidence-based claims, which are at the center of many fields of study and productive civic life. We must help students become invested in developing their ability to explore the meaning of texts. Part of instruction should focus on teaching students how to understand and talk about their skills.

It is also important that students view claims as their own. They should see their interaction with texts as a personal investment in their learning. They are not simply reading texts to report information expected by their teachers, but should approach texts with their own authority and confidence to support their analysis

This unit is designed to cultivate in students the ability to make evidence-based claims in the realm of literary analysis.

HOW THIS UNIT IS STRUCTURED

The unit activities are organized into five parts, each associated with sequential portions of text. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

The unit intentionally separates the development of critical reading skills from their full expression in writing. A sequence of tools isolates and supports the progressive development of the critical reading skills. Parts 1-2 focus on making evidence-based claims as readers. Part 3 focuses on preparing to express evidence-based claims by organizing evidence and thinking. Parts 4 and 5 focus on expressing evidence-based claims in writing.

This organization is designed to strengthen the precision of instruction and assessment, as well as to give teachers flexibility in their use of the unit.

The first activities of Parts 2-5 – which involve independently reading sections of the text – are designed as independent reading assignments. If scheduling and student ability do not support independent reading outside of class, these activities can be done in class at the beginning of each Part. Accordingly, they are listed both as an independent reading activity at the end of each part and as an activity beginning the sequence of the next part.

Alternate configurations of Part 5 are given in the detailed unit plan to provide multiple ways of structuring a summative assessment.

HOW THIS UNIT ALIGNS WITH CCSS FOR ELA/LITERACY

The primary CCSS alignment of the unit instruction is with **RL.1** and **W.9b** (*cite evidence to support analysis of explicit and inferential textual meaning*).

The evidence-based analysis of the text, including the text-dependent questions and the focus of the claims, involve **RL.2**, **RL.4** and **RL.5** (*analyze the way an author's choices concerning words and structure develop ideas and themes over the course of a text*).

The numerous paired activities and structured class discussions develop **SL.1** (*engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly*).

The evidence-based writing pieces involve **W.2** and **W.4** (*produce clear and coherent informative/explanatory texts in which the development, organization, and style are appropriate to task, purpose, and audience*).

≡ HOW THIS UNIT ASSESSES ≡ STUDENT LEARNING

The unit's primary instructional focus is on making evidence-based claims as readers and writers. Parts 1-3 develop the reading skill. Activities are sequenced to build the skill from the ground up. A series of tools supports students in their progressive development of the skill. These tools structure and capture students' critical thinking at each developmental stage and are the primary method of formative assessment. They are specifically designed to give teachers the ability to assess student development of the reading skill without the influence of their writing abilities.

From the first activity on, students are introduced to and then use a set of criteria that describes the characteristics of an evidence-based claim. In pair work and class discussions, students use the first five of these criteria to discuss and evaluate evidence-based claims made by the teacher and their peers. Teachers use these same criteria to assess student claims presented on the tools from Parts 1-3.

As the instructional focus shifts to writing in Parts 4 and 5, so does the nature of the assessment. In these parts, teachers assess the student writing pieces. Students continue using tools as well, giving teachers clear and distinct evidence of both their reading and writing skills for evaluation. In Parts 4-5, students learn about and use six additional criteria for writing claims. Teachers apply these criteria in the formative assessment of students' written work, as well as the evaluation of their final evidence-based writing pieces.

In addition to reading and writing, the unit incorporates many structured collaborative activities to develop key speaking and listening proficiencies. Students and teachers use the Text-Centered Discussion Checklist to structure and evaluate participation in those discussions. Opportunities are also given for teachers to directly observe and evaluate student speaking and listening skills using the checklist.

Part 5 can be configured in multiple ways giving teachers the flexibility to structure a summative assessment suitable for their students.

≡ HOW THIS UNIT TEACHES ≡ VOCABULARY

This unit draws on several strategies for teaching academic and disciplinary vocabulary. The primary strategy is the way critical disciplinary vocabulary and concepts are built into the instruction. Students are taught words like “symbolism,” “perspective,” “meter,” “claim,” “evidence,” “reasoning,” and “inference” through their explicit use in the activities. Students come to understand and use these words as they think about and evaluate their textual analysis and that of their peers.

The EBC Checklist plays a key role in this process. By the end of the unit, students will have developed deep conceptual knowledge of key vocabulary that they can transfer to a variety of academic and public contexts.

The texts and activities also provide many opportunities for text-based academic vocabulary instruction. Many activities focus directly on analyzing the way authors use language and key words to develop ideas and achieve specific purposes. The process of developing and evaluating claims supports the acquisition of these words and content knowledge.

≡ HOW THIS UNIT MIGHT BE EMBEDDED IN ≡ CONTENT-BASED CURRICULUM

The unit is explicitly and intentionally framed as *skills-based instruction*. It is critical for students to understand that they are developing core literacy proficiencies that will enrich their academic and civic lives. The unit and activities should be framed for them as such. Nonetheless, the texts have been chosen, in part, for their rich content and cultural significance. They contain many important historical and contemporary ideas and themes. Teachers are encouraged to sequence the unit strategically within their curriculum and instructional plans, and to establish content connections that will be meaningful for students. This might involve

connecting the unit to the study of topics or eras in social studies, related genres or voices in literature, or themes and guiding questions.

Teachers can also adapt the unit activities and materials to other fiction and non-fiction texts. The materials have been intentionally designed for easy adaptation to a variety of texts.

Whatever the curricular context established by the teacher, the central emphasis of the unit should, however, be on evidence-based, text-focused instruction.



HOW TO USE THESE MATERIALS

This unit is in the format of a **Compressed File**. Files are organized so you can easily browse through the materials and find everything you need to print or e-mail for each day.

The materials are organized into three folders:

UNIT PLAN

- Unit Plan
- Model Tools



The **model claims and tools** are meant only to illustrate the process, NOT to shape textual analysis. ***It is essential that both teachers and students develop claims based on their own analysis and class discussion.*** Teachers are encouraged to develop their own claims in the blank tools to use with students when modeling the process.

HANDOUTS

- Forming Evidence-Based Claims Handout
- Writing Evidence-Based Claims Handout
- Evidence-Based Claims Criteria Checklists I and II
- Evidence-Based Writing Rubric
- Text-Centered Discussion Checklist



TOOLS and **CHECKLISTS** have been created as **editable PDF forms**. With the free version of Adobe Reader, students and teachers are able to type in them and save their work for recording and e-mailing. This allows students and teachers to work either with paper and pencil or electronically according to their strengths and needs. It also allows teachers to collect and organize student work for evaluation and formative assessment.

TOOLS

- Forming Evidence-Based Claims
- Making Evidence-Based Claims
- Organizing Evidence-Based Claims
- Written Evidence-Based Claim

If you decide to **PRINT** materials, please note that you can print them at **actual size**, without enabling the auto-fit function. All materials can be printed either in color or in black and white.



UNIT OUTLINE

PART 1: UNDERSTANDING EVIDENCE-BASED CLAIMS

- The teacher presents the purpose of the unit and explains the skill of making EBCs.
- Students independently read part of the poem with a text-dependent question to guide them.
- Students follow along as they listen to the poem being read aloud and discuss a series of text-dependent questions.
- The teacher models a critical reading and thinking process for forming EBCs about texts.

PART 2: MAKING EVIDENCE-BASED CLAIMS

- Students independently read the rest of the poem and look for evidence to support a claim made by the teacher.
- Students follow along as they listen to the poem being read aloud and discuss a series of text-dependent questions.
- In pairs, students look for evidence to support claims made by the teacher.
- The class discusses evidence in support of claims found by student pairs.
- In pairs, students make an EBC of their own and present it to the class.

PART 3: ORGANIZING EVIDENCE-BASED CLAIMS

- Students independently read part of another poem and make an EBC.
- Students follow along as they listen to the poem being read aloud and discuss a series of text-dependent questions.
- The teacher models organizing evidence to develop and explain claims using student EBCs.
- In pairs, students develop a claim with multiple points and organize supporting evidence.
- The class discusses the EBCs developed by student pairs.

PART 4: WRITING EVIDENCE-BASED CLAIMS

- Students independently read the rest of the poem and develop an EBC.
- The teacher introduces and models writing EBCs using a claim from Part 3.
- In pairs, students write EBCs using one of their claims from Part 3.
- The class discusses the written EBCs of volunteer student pairs.
- The class discusses their new EBCs and students read aloud portions of the text.
- Students independently write EBCs.

PART 5: DEVELOPING EVIDENCE-BASED WRITING

- Students review the two poems and make a new EBC.
- The teacher analyzes volunteer student evidence-based writing from Part 4 and discusses developing global EBCs.
- Students discuss their new claims in pairs and then with the class.
- Students independently write a final evidence-based writing piece.
- The class discusses final evidence-based writing pieces of student volunteers.

PART 1

UNDERSTANDING EVIDENCE-BASED CLAIMS

“We slowly drove, he knew no haste”

OBJECTIVE:

Students learn the importance and elements of making evidence-based claims through a close reading of part of the text.



ACTIVITIES

1- INTRODUCTION TO UNIT

The teacher presents the purpose of the unit and explains the proficiency of making EBCs.

2- INDEPENDENT READING

Students independently read part of the poem with a text-dependent question to guide them.

3- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the poem being read aloud, and the teacher leads a discussion guided by a series of text-dependent questions.

4- MODEL FORMING EBCs

The teacher models a critical reading and thinking process for forming EBCs about texts.

ESTIMATED TIME: 2-3 days

MATERIALS:

Forming EBC Lit Handout
Forming EBC Tool
EBC Criteria Checklist I
Making EBC Tool



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.9-10.1

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.

SUPPORTING STANDARD(S): RL.9-10.2 RL.9-10.4 RL.9-10.5 SL.9-10.1

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.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



ACTIVITY 1: INTRODUCTION TO UNIT

The teacher presents the purpose of the unit and explains the proficiency of making evidence-based claims, making reference to the first five criteria from the EBC Checklist I.

INSTRUCTIONAL NOTES

Introduce the central purpose of the unit and the idea of a “claim” someone might make. The following is a possible approach:

Introduce the first characteristic of an evidence-based claim: “States a conclusion you have come to... and that you want others to think about.” Pick a subject that is familiar to students, such as “school lunches” and ask them to brainstorm some claim statements they might make about the subject. Introduce the fourth characteristic: “All parts of the claim are supported by specific evidence you can point to” and distinguish claims that can be supported by evidence from those that are unsupported opinions, using the students’ brainstorm list as a reference.

Move from experience-based claims to claims in a field like science. Start with more familiar, fact-based claims (For example, the claim “It is cold outside” is supported by evidence like “The outside thermometer reads 13 degrees F” but is not supported with statements like “It feels that way to me”). Then discuss a claim such as “Smoking has been shown to be hazardous to your health” and talk about how this claim was once considered to be an opinion, until a weight of scientific evidence over time led us to accept this claim as fact. Introduce the third characteristic/criterion: “Demonstrates knowledge of and sound thinking about a topic” and with it the idea that a claim becomes stronger as we expand our knowledge about a subject and find more and better evidence to support the claim.

Discuss other fields and areas in which making claims supported by evidence is central to what practitioners do (e.g., lawyers, historians, movie critics, etc.). Then transition and focus discussion into the realm of claims made about literary works and the close reading skills of literary analysis - the domain of scholars and critics, but

also that of active and skillful readers who intuitively sense and appreciate the multi-dimensional aspects of writing craft when they read a poem, short story, novel, play, or essay. Let students know that in this unit they will be focusing and applying their skills of reading closely for textual details and making evidence-based claims in the realm of literary analysis. Use an example text read recently by most students to suggest what it means to read a literary work for meaning while also attending to its craft.

When reading and analyzing a literary work (as with any text), a reader attends to details that are related to comprehending the text, finding meaning, and understanding the author’s perspective. But a skillful reader of a literary work also pays attention to what authors *do* – the language, elements, devices, and techniques they use, and the choices they make that influence a reader’s experience with and understanding of the literary work - the craft of writing. Explain that literary scholars classify, name and discuss the elements, devices, and techniques characteristic of a literary genre to help us analyze and think about texts. Students should already be familiar with some of these techniques (i.e. plot, characterization, imagery, rhyme). Throughout this unit, they will discuss specific techniques, develop their ability to identify and analyze the use of those techniques, and make evidence-based claims about the effects of those techniques on textual meaning.

It is important for students to come to understand that in a great literary work, the many aspects of its craft are interdependent, creating what Cleanth Brooks and Robert Penn Warren have described as the “organic unity” of a work, where all aspects “are significant and have some bearing on the total significance” of the work. [See Brooks’ and Warren’s anthology *The Scope of Fiction*, Prentice Hall, 1960.]



ACTIVITY 1: INTRODUCTION TO UNIT (CONT'D)

INSTRUCTIONAL NOTES

However, students will also need to practice and develop the skills of examining specific aspects of a work, and the relationship of those aspects to other aspects – and to the overall meaning of the work. Thus, this unit will focus on specific elements, devices, or techniques that seem particularly relevant and students will initially make claims related to those targeted aspects of craft. The text notes and text-dependent questions are designed to emphasize these targeted techniques, but teachers and students are also encouraged to extend beyond or outside of the unit’s models, into the study of other literary techniques, themes, and meanings that transcend what is suggested here. No matter what approach is emphasized during reading, discussion, and analysis, the close reading process should be guided by these broad questions:

1. What specific aspect(s) of the author’s craft am I attending to? (Through what lense(s) will I focus my reading?)
2. What choices do I notice the author making, and what techniques do I see the author using? What textual details do I find as

evidence of those choices and techniques?

3. How do the author’s choices and techniques influence my reading of the work and the meaning that emerges for me? How can I ground my claims about meaning in specific textual evidence?

In this unit, reading, discussion, and literary analysis will focus on the literary techniques of meter and the use of imagery as symbolism in the genre of poetry. Students will analyze two poems beginning with Emily Dickinson’s “Because I could not stop for Death” followed by Robert Frost’s “Home Burial.” Students will read each poem closely, search for evidence for meter and symbolism, and develop claims about specific words, phrases or passages in the poems, eventually forming and writing more global claims about how the techniques and choices they have identified contribute to the overall meaning and unity of each poem. Broad guiding questions, specific textual notes, and text-dependent questions will guide teachers and students as they examine how Dickinson and Frost have crafted their works.



ACTIVITY 2: INDEPENDENT READING

Students independently read the first three stanzas of the poem with a text-dependent question to guide them.

INSTRUCTIONAL NOTES



Briefly introduce Emily Dickinson’s “Because I could not stop for Death,” limiting the information to the author, title and the time it was published. Students independently read the first three stanzas of the poem and answer the following general questions, “What actors are introduced and what are they doing? What words in the poem tell you this?” After all students have finished reading the stanzas, lead a brief discussion in which students volunteer something they learned about the characters and setting of the poem. Ask the students to identify what specific words or lines helped them arrive at their comment and write those on the board. The intention is to gather a good image of the scene Dickinson describes. Stress that there is no wrong or right observation here, but that they should use the text to explain their thoughts.

ACTIVITY 3: READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the poem being read aloud, and the teacher leads a discussion guided by a series of text-dependent questions.

INSTRUCTIONAL NOTES

The close reading of the first section of poem serves three primary purposes: to ensure comprehension of an important part of the poem, to orient students to the practice of close reading, and to guide students in using questions to search for textual evidence.

Use the discussions about both the guiding and text-specific questions to help students learn the essential skills of selecting interesting and

significant textual details and connecting them inferentially. Also encourage students to develop and use their own text-specific questions related to the guiding and modeled questions. This process links directly to the close reading skills they may have practiced in the Reading Closely for Textual Details unit or a previous EBC unit, and to the forming of evidence-based claims they will do in Activity 4.

What impression does the reader have of Death? What specific words or lines lead to that impression?

Because poetry is a form of condensed writing, every word counts and is methodically placed. The teacher can point this out by asking this first question that focuses on word choice. The students might have already picked up on the unlikely characterization of Death in the first stanza. Again, in line 8, the reader is drawn to the word “civility,” not only because of the rhythm of the poem and location of the word at the end of a stanza, but because it further describes Death as a pleasant person. Finally, line 5 suggests a certain pleasantness in the way Death drives the carriage. By focusing on these specific word choices, students will be able get in the mind set of entering into the text on a deeper level. Throughout the poem, Dickinson makes some intriguing word choices such as “gazing” to describe the grain. Have a discussion about these words, their meaning, and their effect on the poem itself.

What meter does the poem follow? How does the rhythm make the poem feel?

Meter is just one of many techniques at a poet’s disposal to craft a poem’s tone, meaning, and rhythm. Remind students that meter, like other poetic techniques, can follow a strict form or no form at all. “Because I could not stop for Death,” written in iambic tetrameter and iambic trimeter, seemingly follows a strict form but it also occasionally veers from its meter. Remind students that poets make use of this device to not only give flow to the poem, but also to highlight specific words and phrases, and therefore ideas. When read aloud, students should note that certain words are stressed more than others, including *Death, kindly, me, Carriage, and Immortality*. Many

≡ ACTIVITY 3: READ ALOUD AND ≡ CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

of these words are capitalized giving them even more potency. At this point, it is important that students identify and feel the cadence of the poem, and even perhaps its exact meter, including syllable and feet counts. Be sure to read the poem slowly, stressing the syllables so that the students will feel the rhythm of the poem.

Line 3 contains the word "carriage." Considering the actors, what do you think this carriage symbolizes?

Poetry often uses imagery to both speak about something concrete, but also to symbolize another meaning. Already in the first stanza, the reader can pick up on how Dickinson uses particular objects to talk about something else more abstract. Leading with such characters as Death and Immortality, the reader might look at the word "carriage" with increasing interest (in particular, it is highly stressed given the poem's meter). Ask the students what an actual carriage is used for. They will most likely know that it is used as a means of transportation. Now ask again who the other people are and what impact that has on the meaning of the word carriage. Students will begin to realize that carriage is probably used to signify or represent a passing from life to death, rather than simply an afternoon ride. If the students do not come to this realization, that is okay – it is still the beginning of the poem. The point should be to bring them to the realization of the difference between literal and figurative or symbolic meanings.

In the third stanza, Dickinson uses the word "passed" repeatedly. What kind of word is it and what effect does it have in the third stanza?

Students should be directed towards the word via a discussion on how critical readers are always on the lookout for words that are repeated as they probably hold a clue to discover meaning. In this case, the word "passed" is a verb, so it ascribes movement in the poem; the word not only is used to describe the action of the characters, but it also propels the reader forward. Ask the students what this word might mean, especially after having discussed the meaning of carriage in the question above. In this case, the use of the word passed hints at a certain remoteness from the reality that the author observes; the author by passing by and not taking part is already leaving the physical realm.



ACTIVITY 4: MODEL FORMING EBCs

The teacher models a critical reading and thinking process for forming EBCs about texts.

INSTRUCTIONAL NOTES

Based on the class discussion of the text, the teacher models a critical reading and thinking process for forming EBCs: from comprehension of textual details that stand out, to an inference that arises from examining the details, to a basic EBC that is supported by specific references back to the text.

Once the class has reached an understanding of the text, use the Forming EBC Lit Handout to introduce a three-step process for making a claim that arises from the text.

Exemplify the process by making a claim with the Forming EBC Tool. The tool is organized so that students first take note of “interesting” details that they also see as “related” to each other. The second section asks them to think about and explain a connection they have made among those details. Such “text-to-text” connections should be distinguished from “text-to-self” connections readers make between what they have read and their own experiences. These “text-to-text” connections can then lead them to a “claim” they can make and record in the third section of the tool – a conclusion they have drawn about the text that

can be referenced back to textual details and text-to-text connections. Have students follow along as you talk through the process with your claim.

To provide structured practice for the first two steps, you might give students a textual detail on a blank tool. In pairs, have students use the tool to find other details/quotations that could be related to the one you have provided, and then make/explain connections among those details. Use the EBC Checklist 1 to discuss the claim, asking students to explain how it meets (or doesn't yet meet) the criteria.

[Note: Here and throughout the entire unit, you are encouraged to develop claims based on your own analysis and class discussion. The provided models are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the claims used in modeling flow naturally from the textual ideas and details you and the students find significant and interesting. Also, while the tools have three or four places for supporting evidence, students should know that not all claims require three pieces of evidence. Places on the tools can be left blank.]



INDEPENDENT READING ACTIVITY

Students independently read stanzas 4-6 and use the Making EBC Tool to look for evidence to support a claim made by the teacher. This activity overlaps with the first activity of Part 2 and can be given as homework or done at the beginning of the next class.



ASSESSMENT OPPORTUNITIES

The Forming EBC Tool should be evaluated to get an initial assessment of students' grasp of the relationship between claims and textual evidence. Even though the work was done together with the class, filling in the tool helps them get a sense of the critical reading and thinking process and the relationships among the ideas. Also make sure that students are developing the habit of using quotation marks and recording the reference.

PART 2

MAKING EVIDENCE-BASED CLAIMS

“The dews drew quivering and chill”

OBJECTIVE:

Students develop the ability to make evidence-based claims through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND FINDING SUPPORTING EVIDENCE

Students independently read part of the poem and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

2- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the same part of the poem being read aloud and discuss a series of text-dependent questions.

3- FIND SUPPORTING EVIDENCE IN PAIRS

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

4- CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

5- FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

ESTIMATED TIME: 1-3 days

MATERIALS:

Making EBC Tool
Forming EBC Lit Handout
Forming EBC Tool
EBC Criteria Checklist I
TCD Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.9-10.1

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.

SUPPORTING STANDARD(S): RL.9-10.2 RL.9-10.4 RL.9-10.5 SL.9-10.1

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.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ACTIVITY 1: INDEPENDENT READING AND FINDING SUPPORTING EVIDENCE

Students independently read stanzas 4-6 and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

INSTRUCTIONAL NOTES

Students independently work on stanzas 4 to 6 of the poem. 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 the 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 section quietly by themselves. This ensures that all students have had at least some independent reading time. Also depending on scheduling and student ability, some students might choose (or be encouraged) to read ahead. Instructional focus should follow the pacing outlined in the activities, but students will only benefit from reading and re-reading the poem throughout the duration of the unit.

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the poem being read aloud and discuss a series of text-dependent questions.

INSTRUCTIONAL NOTES

What is the narrator experiencing in stanza four? What words clue the reader in to this?

Again, specific words give the reader clues to decipher what the narrator is feeling, and what that might symbolize. Ask them why the author takes the space to "correct" what she has written in the previous line – that the sun now passes them. Students should be directed to the second line in the stanza which includes the words "dew," "quivering" and "chill." If they have not already identified what these words signify, ask them to use their own words to describe what the narrator is feeling. These are very much physical and concrete feelings. Direct the students to the articles of clothing the narrator is wearing. Are they adequate for the journey? Why or why not? Is the author prepared for the now cold journey, bringing into question the "civility" of death? It is important at this point to stress how the author uses words to represent other feelings, scenarios, etc., that the objects in the poem may have a greater significance beyond their literal meaning.

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

What is different about the first line in stanza four and what is its significance given its timing in the poem?

Have the students read the first three stanzas carefully, dramatically emphasizing the stressed syllables in each line. Ask them if they see a pattern in the first line of each stanza. Write these lines on the board, and ask the students to identify which words sound stronger than others. These words can be indicated by drawing a slash mark above each one. Now, read aloud – or have a student read aloud – the third and fourth stanzas without stopping. Ask the students if they note any difference in the first line of the fourth stanza with those of the previous stanzas. The fourth stanza begins with a different meter than the rest, which marks a dramatic change in the way the poem feels and is read. Whereas before, the shift from one stanza to the other was predictable and flowing, the shift from the third to the fourth stanza is shaken up as Dickinson breaks the pattern. Once students get a feeling for this change in meter, ask them what the line indicates. They will have already investigated the previous stanza and may have identified that the movement of the stanza (and poem) is from life to death. This is a good opportunity to discuss how Dickinson breaks the form of the poem here for dramatic effect.

What do you notice about the verb tenses used throughout the poem? How are they compared throughout the stanzas and what do they tell the reader about the narrator?

In the fourth question in the previous set, the word “passed” was reviewed in the third stanza. Now, as students finish reading the passage, they should review the verbs in the poem. In the first five stanzas, the verbs are all past tense. This tells the reader that the author experienced these events in the past. In line 22, however, Dickinson uses the word “feels” in the present tense clueing the reader into the narrator’s present perspective. Seemingly, the narrator has been driven by Death to eternity (emphasized in the final line) and is reminiscing about the day of her death. Remind students that it takes this one word to give an important perspective and meaning of the entire poem.

What kind of language in general does Dickinson use throughout the poem? Is it physical or abstract, vague or clear? Is the language constant for the duration of the piece? What effect does this have on the poem’s meaning?

As Dickinson talks about the journey of life to death, she uses fairly concrete language and imagery. The reader has an idea of a carriage, its passengers, children, fields of grain, the growing cold and finally a type of house in the ground. When the reader reaches the final stanza, however, the language is much more abstract with words like centuries and eternity playing importance. These decisions by the author can be the center of good class discussion about what Dickinson thought death is and what it might feel like, if anything at all.

ACTIVITY 3: FIND SUPPORTING EVIDENCE

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

INSTRUCTIONAL NOTES

Once the class has reached a solid understanding of the poem, connect it to the skill of making claims and supporting them with evidence by presenting a few main claims. Pass out the tools and have students work in pairs to find evidence to support the claims.

Collect each student's Making EBC Tool with the evidence they found for the first claim. These should be evaluated to get an assessment of where each student is in the skill development. Students should use their tools for their work in pairs—repeating the first claim and refining their evidence based on the read aloud and class discussion. Even though students are not finding the evidence independently, they should each fill in the tools to reinforce their acquisition of the logical structure among the ideas. Students should get into the habit of using quotation marks when recording direct quotes and

including the line numbers of the evidence.

The instructional focus here is developing familiarity with claims about texts and the use of textual evidence to support them. Students should still not be expected to develop complete sentences to express supporting evidence. The pieces of evidence should be as focused as possible. The idea is for students to identify the precise points in the text that support the claim. This focus is lost if the pieces of evidence become too large. The tools are constructed to elicit a type of "pointing" at the evidence.

One approach for ensuring a close examination of claims and evidence is to provide erroneous claims that contradict textual evidence and ask students to find the places that disprove the claim. Students could then be asked to modify it to account for the evidence.

ACTIVITY 4: CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

INSTRUCTIONAL NOTES

After students have finished their work in pairs, regroup for a class discussion. Have pairs volunteer to present their evidence to the rest of the class. Discuss the evidence, evaluating how each piece supports the claims. Begin by modeling the evaluation, referring to the checklist, and then call on students to evaluate the evidence shared by the other pairs.

They can offer their own evidence to expand the discussion. Carefully guide the exchanges, explicitly asking students to support their evaluations with reference to the text.

These constructive discussions are essential for the skill development. Listening to and evaluating the evidence of others and providing text-based criticism expands students' capacity

to reason through the relationship between claims and evidence. Paying close attention to and providing instructional guidance on the student comments is as important to the process as evaluating the tools, and creates a class culture of supporting all claims (including oral critiques) with evidence.

Using the Text-Centered Discussion Checklist is one way of talking about and supporting student participation in class and pair discussions, especially if students are already familiar with the TCD checklist from previous units. If not, time can be taken (if desired) to introduce them to some or all of the criteria of effective text-centered discussions.

ACTIVITY 5: FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

INSTRUCTIONAL NOTES

Once the claims and evidence have been discussed, students return to the pairs and use the tool to make an evidence-based claim of their own. Pairs should make a single claim, but each student should fill in his or her own tool. Regroup and discuss the claims and evidence as a class. Pairs can use their tool to present their claims and evidence orally.

Talk through the process modeled in the tool, including the nature of the details that stood out to students, the reasoning they used to group and relate them, and the claim they developed from the textual evidence.

Draw upon the Forming EBC Lit Handout and EBC Criteria Checklist I to help guide discussion.

INDEPENDENT READING ACTIVITY

Students independently read the first 47 lines of “Home Burial” and use the Forming EBC Tool to make an evidence-based claim.

ASSESSMENT OPPORTUNITIES

The Making EBC Tools should be evaluated to assess the development of the student’s grasp of the relationship between claims and textual evidence. They should show progress in the relevance and focus of the evidence. The Forming EBC Tools are students’ first attempts at making their own claims with the help of a peer. Basic claims are fine at this point. Use the EBC Criteria Checklist to structure the evaluation and feedback to students. Evaluation should focus on the validity and clarity of the claim and the relevance of the evidence. Recording the “thinking” part of the tool is important in order to strengthen the student’s reasoning skills as well as provide them with the academic vocabulary to talk about them.

Evidence should be in quotation marks and the reference recorded. Using quotation marks helps students make the distinction between quotes and paraphrases. It also helps them to eventually incorporate quotes properly into their writing. Recording references is critical not only for proper incorporation in writing, but also because it helps students return to text for re-evaluating evidence and making appropriate selections.

The Text-Centered Discussion Checklist can be used to evaluate student participation in discussions for formative and diagnostic information. Teachers and students can get a sense of areas where development in speaking and listening skills is needed.

PART 3

ORGANIZING EVIDENCE-BASED CLAIMS

“Looking back over her shoulder at some fear”

OBJECTIVE:

Students expand their ability into organizing evidence to develop and explain claims through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND FORMING EBCs

Students independently read another poem and use the Forming EBC Tool to make an evidence-based claim.

2- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to part of the poem being read aloud and discuss a series of text-dependent questions.

3- MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

4- ORGANIZING EBCs IN PAIRS

In pairs, students develop a claim with multiple points using the Organizing EBC Tool.

5- CLASS DISCUSSION OF STUDENT EBCs

The class discusses the evidence-based claims developed by student pairs.

ESTIMATED TIME: 1-3 days

MATERIALS:

Organizing EBC Tool
Forming EBC Tool
Forming EBC Lit Handout
EBC Criteria Checklist I



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.9-10.1

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.

SUPPORTING STANDARD(S): RL.9-10.2 RL.9-10.4 RL.9-10.5 SL.9-10.1

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.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ACTIVITY 1: INDEPENDENT READING AND FORMING EBCs

Students independently read the first 47 lines of “Home Burial” and use the Forming EBC Tool to make an evidence-based claim.

INSTRUCTIONAL NOTES



Students independently read the first 47 lines of a new poem by Robert Frost called “Home Burial.” Students can focus on a number of general guiding questions during their first read: What choices do I notice the author making? What form do I notice in the poem? What do the details and language reveal about the setting, characters and tone? How is it similar or different from the Dickinson poem?

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 quietly by themselves. This ensures that all students have had least some independent reading time. After their independent reading, students might discuss observations they can already make in response to these questions, then read (or have a student volunteer read) the poem out loud to them – so they listen to how the poem sounds and feels.

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the first 47 lines of “Home Burial” being read aloud and discuss a series of text-dependent questions.

INSTRUCTIONAL NOTES



Do you notice any meter or rhythm to the poem? What effect does the meter have on the poem?

While Dickinson’s poem offered a clear look at how meter makes a poem feel, Frost’s “Home Burial,” written in blank verse, is not as apparent at first. The lines are not as rhythmic as with “Because I could not stop for Death,” but the students should be able to recognize a rhythm in a few lines such as, “To raise herself and look again. He spoke” in line 5, or “She turned and sank upon her skirts at that” in line 8. If students have already studied Shakespeare, this form can be compared with a play. Discuss how the form is often used in poetry because it closely mimics the natural canter of the English language. Knowing this, ask the students to read the poem aloud (or read it aloud to them) to see if they can feel a

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

natural flow to the poem now. Like Dickinson, Frost, uses the form to bring out important elements such as in lines 31 and 32, where the sensitivity of the subject at hand literally breaks into the poem.

What physical and emotional landscapes are established in the beginning of the poem? What words help the reader build an image of the setting and the situation?

Frost paints a vivid picture of the setting of the house where the husband and wife argue. A staircase, a woman cowering under a man, a graveyard, a door latch. All of these details are carefully imbedded in the meter of the poem and afford the reader the chance to construct a clear image of the scene and action. Be sure to ask the students to pull out the words and phrases that help them visually construct the poem in their minds. How does this help them understand the poem? Now, ask students to pick out phrases that help them specifically understand the emotional atmosphere of the poem. In the third line, the reader already confronts the word “fear,” which is followed by a flood of emotional imagery by use of the setting, body language, and dialogue. For example, in lines 14-16, the woman stiffens her neck and thinks of her husband as a “blind creature.” Frost riddles the poem with descriptive words and phrases such as these giving the reader a very clear picture of the rocky relationship.



Why does the man say he “won’t come down the stairs” in line 42?

The reader has already encountered a few words that describe the woman’s behavior around the man. In line 11, she “cowers” under him, and in line 33, she “shrinks” from underneath his arm. Ask the students what these words hint at in the context of the poem. Now, the man assures his wife that he will not come down implying that he only wants to talk and for her to listen. But why assure her that he won’t come down the stairs? Why wouldn’t he come down the stairs after all?

What is the effect of having the conversation take place on a flight of stairs?

After dissecting “Because I could not stop for Death,” students should already be thinking about going beyond the literal meaning of the images to uncover the poem’s symbols. Remind students that a poet does not make decisions haphazardly, but rather each word, image, meter amounts to meaning. Stairs are a big visual for the reader to imagine. Students might have a visual like in a movie where combatants have the upper hand when above the other on a flight of stairs. The same is not untrue here. Frost uses the staircase as a tool to manage the development of the power relationships between the man and wife. Students can follow the characters’ physical movement up and down the stairs while also keeping track of what is said, and *how* it is said to develop a good understanding of who is dominating the conversation.



ACTIVITY 3: MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

INSTRUCTIONAL NOTES

The central focus of Part 3 is learning the thinking processes associated with developing an evidence-based claim: reflecting on how one has arrived at the claim; breaking the claim into parts; organizing supporting evidence in a logical sequence; anticipating what an audience will need to know in order to understand the claim; and, eventually, planning a line of reasoning that will substantiate the claim. This is a complex set of cognitive skills, challenging for most students, but essential so that students can move from the close reading process of arriving at a claim (Parts 1-2 of the unit) to the purposeful writing process of explaining and substantiating that claim (Parts 4-5).

How a reader develops and organizes a claim is dependent upon the nature of the claim itself – and the nature of the text (or texts) from which it arises. In some cases – simple claims involving literal interpretation of the text – indicating where the claim comes from in the text and explaining how the reader arrived at it is sufficient. This suggests a more straightforward, explanatory organization. More complex claims, however, often involve multiple parts, points, or premises, each of which needs to be explained and developed, then linked in a logical order into a coherent development.

Students only learn how to develop and organize a claim through practice, ideally moving over time from simpler claims and more familiar organizational patterns to more complex claims and organizations.

Students can be helped in learning how to develop a claim by using a set of developmental guiding questions such as the following: [Note: the first few questions might be used with younger or less experienced readers, the latter questions with students who are developing more sophisticated claims.]

- What do I mean when I state this claim? What am I trying to communicate?
- How did I arrive at this claim? Can I “tell the story” of how I moved as a reader from the literal details of the text to a supported claim about the text?
- Can I point to the specific words and sentences in the text from which the claim arises?
- What do I need to explain so that an audience can understand what I mean and where my claim comes from?
- What evidence (quotations) might I use to illustrate my claim? In what order?
- If my claim contains several parts (or premises), how can I break it down, organize the parts, and organize the evidence that goes with them?
- If my claim involves a comparison or a relationship, how might I present, clarify, and organize my discussion of the relationship between parts or texts?

≡ ACTIVITY 3: ≡ MODEL ORGANIZING EBCs (CONT'D)

INSTRUCTIONAL NOTES

Students who are learning how to develop a claim, at any level, can benefit from graphic organizers or instructional scaffolding that helps them work out, organize, and record their thinking. While such models or templates should not be presented formulaically as a “how to” for developing a claim, they can be used to support the learning process. The Organizing EBC Tool can be used to provide some structure for student planning – or you can substitute another model or graphic organizer that fits well with the text, the types of claims being developed, and the needs of the students.

Begin by orienting students to the new tool and the idea of breaking down a claim into parts and organizing the evidence accordingly.

Ask for a volunteer to present his or her claim and supporting evidence. Use the example as a basis for a discussion. Based on the flow of discussion, bring in other volunteers to present their claims and evidence to build and help clarify the points. Work with students to hone and develop a claim. As a class, express the organized claim in the Organizing EBC Tool. The provided teacher version is one possible way a claim could be expressed and organized.

≡ ACTIVITY 4: ORGANIZING EBCs IN PAIRS

In pairs, students develop and organize a claim using the Organizing EBC Tool.

INSTRUCTIONAL NOTES

When the class has reached a solid expression of an organized evidence-based claim, have students work in pairs, using the tool to develop and organize another claim.

You might want to give students some general guidance by directing their focus to a specific section of the text.

≡ ACTIVITY 5: CLASS DISCUSSION OF ≡ STUDENT EBCs

After students have finished their work in pairs, regroup for a class discussion about their EBCs.

INSTRUCTIONAL NOTES

Have pairs volunteer to present their claims and evidence to the rest of the class. Discuss the evidence and organization, evaluating how each piece supports and develops the claims. Repeat the process from activity two, using

student work to explain how evidence is organized to develop aspects of claims. The teacher version of the Organizing EBC Tool is one possible way a claim could be expressed and organized.

≡ INDEPENDENT READING ACTIVITY

Students independently read the rest of the poem and use the Forming EBC Tool to develop an evidence-based claim. This activity overlaps with the first activity of Part 4 and can be given as homework or done at the beginning of the next class.

≡ ASSESSMENT OPPORTUNITIES

Students are now beginning to develop more complex claims about challenging portions of the text. Their Forming EBC Tool should demonstrate a solid grasp of the claim-evidence relationship, but do not expect precision in the wording of their claims. Using the Organizing EBC Tool will help them clarify their claims as they break them into parts and organize their evidence. How they have transferred their information will demonstrate their grasp of the concept of organizing. Their second Organizing EBC Tool should show progress in all dimensions including the clarity of the claim and the selection and organization of evidence. Use the EBC Criteria Checklist I to structure the evaluation and feedback to students.

PART 4

WRITING EVIDENCE-BASED CLAIMS

“Friends make pretence of following to the grave”

OBJECTIVE:

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

ACTIVITIES

1- INDEPENDENT READING AND MAKING EBCs

Students independently read the rest of the poem and use the Forming EBC Tool to develop an evidence-based claim.

2- MODEL WRITING EBCs

The teacher introduces and models writing evidence-based claims using a claim developed in Part 3.

3- WRITING EBCs IN PAIRS

In pairs, students write evidence-based claims using one of their claims from Part 3.

4- CLASS DISCUSSION OF WRITTEN EBCs

The class discusses the written evidence-based claims of volunteer student pairs.

5- READ ALOUD AND CLASS DISCUSSION

The class discusses their new evidence-based claims and students read aloud portions of the text.

6- INDEPENDENT WRITING OF EBCs

Students independently write their new evidence-based claims.

ESTIMATED TIME: 1-3 days

MATERIALS:

Writing EBC Handout
Forming EBC Tool
Organizing EBC Tool
EBC Criteria Checklist II
TCD Checklist

ALIGNMENT TO CCSS

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

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

W.11-12.4: 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 read the rest of the poem and use the Forming EBC Tool to develop an 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: MODEL WRITING EBCs

The teacher introduces and models writing evidence-based claims using a claim developed in Part 3.

INSTRUCTIONAL NOTES

Parts 1-3 have built a solid foundation of critical thinking and reading skills for developing and organizing evidence-based claims. Parts 4 and 5 focus on expressing evidence-based claims in writing. Class discussions and pair work have given students significant practice expressing and defending their claims orally. The tools have given them practice selecting and organizing evidence. Expressing evidence-based claims in writing should now be a natural transition from this foundation.

Begin by explaining that expressing evidence-based claims in writing follows the same basic structure that they have been using with the tools; one states a claim and develops it with evidence. Discuss the additional considerations when writing evidence-based claims like establishing a clear context and using proper techniques for incorporating textual evidence. Introduce the EBC Criteria Checklist II with the additional writing-related criteria. The Writing EBC Handout gives one approach to explaining writing evidence-based claims. Model example

written evidence-based claims are provided with the materials.

Explain that the simplest structure for writing evidence-based claims is beginning with a paragraph stating the claim and its context and then using subsequent paragraphs logically linked together to develop the necessary points of the claim with appropriate evidence. (More advanced writers can organize the expression differently, like establishing a context, building points with evidence, and stating the claim at the end for a more dramatic effect. It's good to let students know that the simplest structure is not the only effective way).

Incorporating textual evidence into writing is difficult and takes practice. Expect all students to need a lot of guidance deciding on what precise evidence to use, how to order it, and deciding when to paraphrase or to quote. They will also need guidance structuring sentence syntax and grammar to smoothly and effectively incorporate textual details, while maintaining their own voice and style.



ACTIVITY 2: MODEL WRITING EBCs (CONT'D)

INSTRUCTIONAL NOTES

Three things to consider when teaching this difficult skill:

- A “think-aloud” approach can be extremely effective here. When modeling the writing process, explain the choices you make. For example, “I’m paraphrasing this piece of evidence because it takes the author four sentences to express what I can do in one.” Or, “I’m quoting this piece directly because the author’s phrase is so powerful, I want to use the original words.”
- Making choices when writing evidence-based claims is easiest when the writer has “lived with the claims.” Thinking about a claim—personalizing the analysis—gives a writer an intuitive sense of how she wants to express it. Spending time with the tools selecting and organizing evidence will start students on this process.
- Students need to know that this is a process—that it can’t be done in one draft. Revision is fundamental to honing written evidence-based claims.



ACTIVITY 3: WRITING EBCs IN PAIRS

In pairs, students write evidence-based claims using their claims from Part 3.

INSTRUCTIONAL NOTES

Students return to the same pairs they had in Part 3 and use their Organizing EBC Tools as guidelines for their writing. Teachers should roam, supporting pairs by answering questions and helping them get comfortable with the techniques for incorporating evidence. Use questions from pairs as opportunities to instruct the entire class.



ACTIVITY 4: CLASS DISCUSSION OF WRITTEN EBCs

The class discusses the written evidence-based claims of volunteer student pairs.

INSTRUCTIONAL NOTES

Have a pair volunteer to write their evidence-based claim on the board. The class together should evaluate the way the writing sets the context, expresses the claim, effectively organizes the evidence, and incorporates the evidence properly. Use the EBC Criteria Checklist II to guide evaluation. The Text-Centered Discussion Checklist (if being used) is helpful here to guide effective participation in discussion. Of course, it’s also a good opportunity to talk about grammatical structure and word choice. Let other students lead the evaluation, reserving guidance when needed and appropriate. It is likely and ideal that other students will draw on their own versions when evaluating the volunteer pair’s. Make sure that class discussion maintains a constructive collegial tone and all critiques are backed with evidence.

Model written evidence-based claims are provided in the materials.

≡ ACTIVITY 5: READ ALOUD AND ≡ CLASS DISCUSSION


The class discusses their new evidence-based claims from Activity 1 and students read aloud portions of the text.

INSTRUCTIONAL NOTES

At this stage, this activity is reversed from earlier similar ones. Students should present their evidence-based claims and allow discussion to determine areas of the poems to be read aloud. Students read aloud relevant portions to help

the class analyze claims and selected evidence. Have students transfer their claims from the Forming EBC Tool to the Organizing EBC Tool to help them organize and refine their evidence in preparation for writing.

At this point students can begin to make thematic comparisons between “Because I could not stop for Death” and “Home Burial.” They can also study the differences in form and structure between the two poems, and how these forms affect the meaning of either poem. Analysis can be driven throughout Parts 4 and 5 with the following general and text-specific questions:

- 
1. The title “Home Burial” initially seems to reference the burial of the couple’s child. As the reader reads on however, other clues come out of the poem. For example, the reader learns in line 24 that the house must belong to the man’s family as “his people” are buried in the graveyard, while in line 39, the woman expresses she “must get out of here.” Given these details and the tone of the poem, how can its title be considered figuratively? How else does Frost use symbolism in the poem?
 2. The poem nearly reads like prose, yet Frost specifically wrote it as a poem. Parts of the dialogue feel very real, while others contain poetic elements. For example, lines 79 and 80 read very poetically, particularly because of the alliteration. What poetic elements does the poem contain to separate it from prose and how do they affect the poem’s meaning?
 3. According to the husband, the wife is exaggerating the grief, but she thinks he is taking the death nonchalantly. How does each character view death and choose to grieve for their lost child? What clues from the poem lead you to your conclusion?
 4. The poem is about a fight between a husband and wife. Who wins the fight in the end? Who has more power in the relationship? Which specific words and lines lead to your conclusion?

ACTIVITY 6: INDEPENDENT WRITING **OF EBCs**

Students independently write their evidence-based claims from their Organizing EBC Tools.

INSTRUCTIONAL NOTES

Students should have refined their claims and developed an Organizing EBC Tool based on class discussion. Now they independently write their claims based on their tools.

INDEPENDENT READING ACTIVITY

Students review the two texts and use the Forming EBC Tool to make a new claim of their choice and develop it with evidence. This activity overlaps with the first activity of Part 5 and can be given as homework or done at the beginning of the next class.

ASSESSMENT OPPORTUNITIES

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 evidence of mastery of the reading skill. Student writing should demonstrate the same qualities of organization. Make sure they have properly established the context; that the claim is clearly expressed; and that each paragraph develops a coherent point. Evaluate the writing for an understanding of the difference between paraphrase and quotation. All evidence should be properly referenced. Use the EBC Criteria Checklist II to structure the evaluation and feedback to students.

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.