

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 5b

Connecticut Core Standards for
English Language Arts and
Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Activity 5b: Finding Evidence to Support an Argument - Viewing a Video

DESCRIPTION

Participants review the *Odell Evidence-Based Argument Criteria Checklist 6–12* (found in the Appendix at the end of the Participant Guide) and will then view the video *Developing Evidence-based Arguments* and consider how students were supported in developing and supporting arguments and finding evidence, and the role of discussion in crafting arguments and gathering evidence. Participants will then discuss the effect of instructional activities on student writing generated by the lesson.

DIRECTIONS

1. Review the *Odell Evidence-Based Argument Criteria Checklist* and discuss how this checklist might help supports students in writing arguments.
2. View the video *Developing Evidence-based Arguments* with these questions in mind:
 - How were students supported in developing their arguments?
 - How were students supported in finding evidence for their arguments?
 - What role does discussion play in crafting arguments and gathering evidence?

RESOURCES

- Odell Evidence-Based Argument Criteria Checklist 6–12

Video

- *Developing Evidence-based Arguments*, 9th grade history class. Retrieved from America Achieves (sign-in required) <http://commoncore.americaachieves.org/module/1>

FORMING EVIDENCE-BASED CLAIMS

<h2>FINDING DETAILS</h2>	<p>As I read, I notice authors use a lot of details and strategies to develop their points and arguments. I might then ask myself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.</p>		
<p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>	<p>Author's Facts and Ideas</p> <ul style="list-style-type: none"> • Statistics • Examples • Vivid Description • Characters/Actors • Events 	<p>Author's Words and Organization</p> <ul style="list-style-type: none"> • Repeated words • Strong Language • Figurative language • Tone • Organizational Structure/Phrases 	<p>Opinions and Point of View</p> <ul style="list-style-type: none"> • Interpretations • Explanation of ideas or events • Narration • Personal reflection • Beliefs
<h2>CONNECTING THE DETAILS</h2>	<p>By reading closely and thinking about the details that stand out to me, I can make connections among them. Below are some ways details can be connected.</p>		
<p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>	<p>Facts and Ideas</p> <ul style="list-style-type: none"> • Authors use hard facts to illustrate or define an idea. • Authors use examples to express a belief or point of view. • Authors use vivid description to compare or oppose different ideas. • Authors describe different actors or characters to illustrate a comparison or contrast. • Authors use a sequence of events to arrive at a conclusion. 	<p>Words and Organization</p> <ul style="list-style-type: none"> • Authors repeat specific words or structures to emphasize meaning or tone. • Authors use language or tone to establish a mood. • Authors use figurative language to infer emotion or embellish meaning. • Authors use a specific organization to enhance a point or add meaning. 	<p>Opinions and Point of View</p> <ul style="list-style-type: none"> • Authors compare or contrast evidence to help define his or her point of view. • Authors offer their explanation of ideas or events to support their beliefs. • Authors tell their own story to develop their point of view. • Authors use language to reveal an opinion or feeling about a topic.
<h2>MAKING A CLAIM</h2> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>	<p>As I group and connect my details, I can come to a conclusion and form a statement about the text.</p>		

Name

Text



CLAIM:

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Supporting Evidence

Supporting Evidence

Supporting Evidence

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Supporting Evidence

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Name Text



CLAIM:			
Point 1		Point 2	
A Supporting Evidence	B Supporting Evidence	A Supporting Evidence	B Supporting Evidence
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(Reference:)	(Reference:)	(Reference:)	(Reference:)
C Supporting Evidence	D Supporting Evidence	C Supporting Evidence	D Supporting Evidence
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(Reference:)	(Reference:)	(Reference:)	(Reference:)

WRITING EVIDENCE-BASED CLAIMS

Writing evidence-based claims is a little different from writing stories or just writing about something. You need to **follow a few steps** as you write.

1. ESTABLISH THE CONTEXT

Your readers must know **where your claim is coming from** and **why it's important**.

Depending on the scope of your piece and the claim, the context differs. If your whole piece is one claim or if you're introducing the first major claim of your piece, the entire context must be given:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story...

Purposes of evidence-based writing vary. In some cases, naming the article and author is enough to show why your claim is important. In other cases, you might want to give more information:

Steve Jobs led an inspirational life. In his speech to Stanford graduates in 2005, Steve Jobs tells a story...

If your claim is part of a larger piece with multiple claims, then the context might be simpler:

According to Jobs,... *or* In paragraph 5, Jobs claims...

2. STATE YOUR CLAIM CLEARLY

How you state your claim is important; it must **clearly and fully express your ideas**.

Figuring out how to state claims is a **process**. Writers revise them continually as they write their supporting evidence. Here's a claim about Jobs' speech:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story "about death" because he wants the graduates to realize something he has learned from having cancer: that death is a necessary part of life, which should influence how people live.

Remember, you should continually return and re-phrase your claim as you write the supporting evidence to make sure you are capturing exactly what you want to say. Writing out the evidence always helps you figure out what you really think.

3. ORGANIZE YOUR SUPPORTING EVIDENCE

Most claims contain multiple parts that require different evidence and should be expressed in separate paragraphs. This claim can be **broken down into two parts**:

A description of how **HAVING CANCER CAUSED JOBS TO FACE DEATH**
and
how **JOBS THINKS DEATH SHOULD SHAPE HOW PEOPLE LIVE**.

3. ORGANIZE YOUR SUPPORTING EVIDENCE (CONT'D)

Here are two paragraphs that support the claim with evidence organized into these two parts.

A description of how HAVING CANCER CAUSED JOBS TO FACE DEATH:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story “about death” because he wants the graduates to realize something he has learned from having cancer: that death is a necessary part of life, which should influence how people live. When Jobs was first diagnosed with pancreatic cancer, he was told that it was incurable and that he would not live long (107-108). Knowing he might die from cancer caused him to remember something he had thought since he was 17, that he should live every day as if it were his last (lines 95-7).

A description of the JOBS THINKS DEATH SHOULD SHAPE HOW PEOPLE LIVE:

In lines 120-1, Jobs introduces his message and tells the graduates that he can state his ideas “with a bit more certainty than when death was a useful but purely intellectual concept.” In paragraph 21, he states several claims that explain how he now views death. He describes Death as “the single best invention of life” and “life’s change agent” because it “clears out the old to make way for the new” (124-125). Jobs’ story about his cancer explains something he has said earlier in paragraph 17: “Remembering that I’ll be dead soon is the most important tool I’ve ever encountered to help me make the big choices in life.” Steve Jobs is telling the graduates that they should live their lives in a meaningful way, because, like him, they never know when life might end.

Notice the phrase, “In lines 120-1, Jobs introduces his message” starting the second paragraph.

Transitional phrases like this one aid the organization by showing how the ideas relate to each other.

4. PARAPHRASE AND QUOTE

Written evidence from texts can be paraphrased or quoted. It’s up to the writer to decide which works better for each piece of evidence. Paraphrasing is **putting the author’s words into your own**. This works well when the author originally expresses the idea you want to include across many sentences. You might write it more briefly. The second line from the first paragraph paraphrases the evidence from Jobs’ text. The ideas are his, but the exact way of writing is not.

When Jobs was first diagnosed with pancreatic cancer, he was told that it was incurable and that he would not live long (107-108).

Some evidence is better quoted than paraphrased. If an author has found the quickest way to phrase the idea or the words are especially strong, you might want to **use the author’s words**. The third line from paragraph 2 quotes Jobs exactly, incorporating his powerful phrases.

He describes Death as “the single best invention of life” and “life’s change agent” because it “clears out the old to make way for the new” (124-125).

5. REFERENCE YOUR EVIDENCE

Whether you paraphrase or quote the author’s words, you must include **the exact location where the ideas come from**. Direct quotes are written in quotation marks. How writers include the reference can vary depending on the piece and the original text. Here the writer puts the line numbers from the original text in parentheses at the end of the sentence.

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 1)		✓	COMMENTS
I. CONTENT AND ANALYSIS <i>An EBA presents a clear, meaningful position that arises from a comprehensive understanding of an issue and is based on valid claims/premises and supported by relevant evidence.</i>	Clarity and Relevance: Purposefully states a precise position that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.		
	Conformity to Sources: Presents a position that arises from central ideas and evidence found in a range of diverse, credible and significant sources.		
	Understanding of the Issue: Presents a position based on a comprehensive understanding of the issue, and establishes a series of valid claims/premises that emerge from reasoned analysis.		
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated position. <i>(not a CCSS requirement at 6th grade)</i>		
II. COMMAND OF EVIDENCE <i>An EBA is supported by sufficient evidence and developed through valid reasoning.</i>	Reasoning: Links evidence and claims/premises together logically in ways that lead to the conclusions expressed in the position.		
	Use of Evidence: Supports each claim/premise with valid inferences based on credible evidence.		
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims/premises and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence. <i>(addressing counterclaims is not a CCSS requirement at 6th grade)</i>		

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 2)		✓	COMMENTS
III. COHERENCE AND ORGANIZATION <i>An EBA organizes supported claims/premises in a unified and logical way that clearly expresses the validity of the position.</i>	Relationships Among Parts: Establishes clear and logical relationships among the position, claims/premises and supporting evidence.		
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.		
IV. CONTROL OF LANGUAGE AND CONVENTIONS <i>An EBA is communicated clearly and responsibly with use and citation of supporting evidence.</i>	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.		
	Word Choice/Vocabulary: Uses topic specific terminology appropriately and precisely.		
	Style/Voice: Maintains a formal and objective tone appropriate to an intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.		
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrase accurately, referencing precisely where the evidence can be found.		
	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.		

TEACHER RESEARCH UNIT GUIDE		STUDENT MATERIAL	TEACHER MATERIAL
I. INITIATING INQUIRY <i>Students determine what they want to know about a topic and develop inquiry questions that they will investigate.</i>	1. Introduction to Unit	Student Research Plan	Teacher Research Unit Guide
	2. Exploring a Topic	Exploring a Topic TCD Checklist	Exploring a Topic (Annotated)
	3. Conducting Pre-searches	Potential Sources	Potential Sources (Annotated)
	4. Vetting Areas of Investigation	Area Evaluation Checklist	Area Evaluation Checklist
	5. Generating Inquiry Questions	Posing Inquiry Questions	Research Criteria Matrix
II. GATHERING INFORMATION <i>Students find and take notes on sources that will help them answer their inquiry questions and define the scope of their investigation.</i>	1. Planning for Searches		
	2. Assessing Sources	Potential Sources Assessing Sources Handout	Assessing Sources Handout
	3. Making and Recording Notes	Taking Notes	Taking Notes (Annotated)
	4. Building an Initial Research Frame	Posing Inquiry Questions Research Frame	
	5. Conducting Searches Independently	<i>Students repeat steps 1-3</i>	Research Criteria Matrix
III. DEEPENING UNDERSTANDING <i>Students analyze key sources to deepen their understanding and answer their inquiry questions.</i>	1. Selecting Key Sources	Assessing Sources Handout	
	2. Reading Sources Closely	Forming EBC (tool and handout) EBC Criteria Checklist	
	3. Discussing Types of Claims		
	4. Writing Evidence-Based Claims about Sources	Writing EBC Handout Connecting Ideas Handout	Research Criteria Matrix
IV. FINALIZING INQUIRY <i>Students synthesize their information to determine what they have learned and what more they need to know about their area of investigation. They gather and analyze more information to complete their inquiry.</i>	1. Addressing Inquiry Paths	Forming EBC Organizing EBC Synthesizing EBC	
	2. Organizing Evidence		
	3. Evaluating Research	Research Evaluation	Research Evaluation Checklist
	4. Refining and Extending Inquiry	<i>Students repeat Parts II and III</i>	Research Criteria Matrix
V. DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE <i>Students review and synthesize their research to develop and communicate an evidence-based perspective on their area of investigation.</i>	1. Reviewing Research Portfolios	Organizing EBC Synthesizing EBC	Research Criteria Matrix
	2. Expressing an Evidence-Based Perspective	Evidence-Based Perspective EBC Criteria Checklist Connecting Ideas Handout	Research Criteria Matrix
	3. Writing a Bibliography		
	4. Preparing to Meet Research Purposes		