
MAKING EVIDENCE-BASED CLAIMS

**DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT**

GRADE 8

**"Ain't I a Woman?"
Sojourner Truth**

**"Equal Rights for Women"
Shirley Chisholm**

**"Wimbledon Has Sent Me a Message:
I'm Only a Second-Class Champion"
Venus Williams**



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 (under development) is comprised of a series of four 3-week units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS.

Unit I: Reading Closely for Textual Details
Unit II: Making Evidence-Based Claims
Unit III: Researching to Deepen Understanding
Unit IV: 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/resources



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 about texts. Students perform a sequence of activities centered on a close reading of text throughout the unit.

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 **RI.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 **RI.2** and **RI.3** (*determine a central idea and analyze how it is conveyed and elaborated with details 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.4** (*produce clear and coherent writing 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 “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.

The texts are formatted with integrated tools for vocabulary development. Each page includes editable glossaries where teachers and students can choose various words to define. Some words have been pre-selected and glossed. Teachers may choose to differentiate vocabulary support by student.

≡ 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. Moreover, they have been selected to connect with topics and events typically addressed in the grade’s social studies classrooms. 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 AND TEXTS

- Unit Plan
- Models
- Text(s)



TEXTS are formatted with spacing and margins to support **teacher and student annotation**. Students should be encouraged to mark up their texts (electronically or in print) as they search for details. **Paragraphs and lines are numbered** for referencing in writing and discussion. **Editable glossaries** are at the bottom of each page. While some words have already been bolded and glossed, teachers are encouraged to use the editable features for choosing words they wish to focus on or gloss, and to differentiate vocabulary support for their students.

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 text with a text-dependent question to guide them.
- Students follow along as they listen to the text 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 part of the text and look for evidence to support a claim made by the teacher.
- Students follow along as they listen to the text 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 the text and make an EBC.
- Students follow along as they listen to part of the text being read aloud.
- 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 review the text 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 entire text 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

“Out of Kilter”

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 text with a text-dependent question to guide them.

3- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the text 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 Handout
Forming EBC Tool
EBC Criteria Checklist I
Making EBC Tool



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.8.1

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

SUPPORTING STANDARD(S): RI.8.2 RI.8.6 SL.8.1

RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.



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.

Move from scientific claims to claims that are based in text that has been read closely. Use an example of a text read recently in class or one students are likely to be familiar with. Highlight that textual claims can start as statements about

what a text tells us directly (literal comprehension) such as “Tom Sawyer gets the other boys to paint the fence” and then move to simple conclusions we draw from thinking about the text, like: “Tom Sawyer is a clever boy” because (evidence) “He tricks the other boys into doing his work and painting the fence.” Then explain how text-based claims can also be more complex and require more evidence (e.g., “Mark Twain presents Tom Sawyer as a ‘good bad boy’ who tricks others and gets into trouble but also stands up for his friend Jim.”), sometimes – as in this example – requiring evidence from more than one text or sections of text.

Explain that the class will be practicing the skill of making evidence-based claims that are based in the words, sentences, and ideas of a text by closely reading and analyzing the text (or texts) selected for this unit.

In the activities that follow, students will learn to make a text-based claim by moving from literal understanding of its details, to simple supported conclusions or inferences, to claims that arise from and are supported by close examination of textual evidence. This inductive process mirrors what effective readers do and is intended to help students develop a method for moving from comprehension to claim. In addition, the guiding questions, model claims, and movement through the text over the course of the unit are sequenced to transition students from an initial, literal understanding of textual details to:

- Claims about fairly concrete ideas presented in short sections of the text;
- Claims about more abstract ideas implied across sections of the text;
- More global claims about the entire text and its meaning.



ACTIVITY 2: INDEPENDENT READING

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

INSTRUCTIONAL NOTES



Students independently read Sojourner Truth's "Ain't I a Woman?" speech and answer the question: According to Truth, what is the "fix" that white men are in?

Briefly introduce students to the text. The introduction should be kept to naming the author, the speech, and the year of its delivery.

Students should be allowed to approach the text freshly and to make their own inferences based on textual content. Plenty of instruction and support will follow to ensure comprehension for all students. The question helps orient students to the text and begins the focus on searching for textual evidence.

ACTIVITY 3: READ ALOUD AND CLASS DISCUSSION

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

INSTRUCTIONAL NOTES



The teacher reads Sojourner Truth's "Ain't I a Woman?" speech aloud and leads a discussion guided by four text-dependent questions:

- 1- According to Truth, what is the "fix" that white men are in?
- 2- In paragraph 2, what four parts of her experience does Truth describe before asking the question each time, "Ain't I a Woman?"
- 3- What point is Truth trying to make with her question, "Ain't I a Woman?"
- 4- What is Truth referring to as her "cup" in paragraph 3?

The close reading of these paragraphs serves three primary purposes: to ensure comprehension of an important part of the text, to orient students to the practice of close reading, and to guide students in searching for textual evidence.

Use the discussion about the questions to help students learn the essential skills of selecting interesting and significant textual details and connecting them inferentially. This process links directly to the forming of evidence-based claims they will begin in Activity Four.

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

INSTRUCTIONAL NOTES

1- According to Truth, what is the “fix” that white men are in?

Truth sets up the central issue of her speech in the first paragraph. Take some time to discuss the three major opening textual details: the “racket” shows that things “are out of kilter;” an imbalance in “rights” is what is “out of kilter;” and that the growing “racket” about this imbalance of “rights” is putting resistant white men in a “fix.” Students should be able to connect these three textual details to establish a clear understanding of the issue Truth will address. Discussion around this question ensures that the students understand Truth’s central purpose. It’s a good opportunity to discuss the important concept of “rights” as well as Truth’s powerful use of the figurative language “out of kilter” to frame the issue.

2- In paragraph 2, what four parts of her experience does Truth describe before asking the question each time, “Ain’t I a Woman?”

The power of Truth’s argumentation comes from the way she uses her point of view. Work through the second paragraph to help students see how she develops her point of view, setting the class up to eventually make an evidence-based claim about it. Begin by focusing on the details Truth provides about her life around her 1) not being helped; 2) work; 3) eating and bearing the lash; and 4) motherhood. Once the class has thought through these details, move to the next question to help them make an inference about how she uses them.

3- What point is Truth trying to make with her question, “Ain’t I a Woman?”

Students should be able to connect the details Truth provides about her life to her use of the rhetorical question, “Ain’t a woman?” Discuss the way she uses her point of view as a woman who has endured as much and worked as hard as men to refute the idea that women need to be treated differently because they are weaker.

4- What is Truth referring to as her “cup” in paragraph 3?

Truth’s use of the pint/quart metaphor is deceptively subtle and powerful. It is an important point and it provides another opportunity to analyze how Truth blends figurative language, point of view, and logical reasoning in her argumentation. Students should be able to connect her “cup” to “intellect.” Once students make that connection, discuss how she claims that one’s intellectual powers should not have any bearing on their entitlement to “rights.”



ACTIVITY 4: MODEL FORMING EBCs

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 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 read Shirley Chisholm’s “Equal Rights for Women” speech and use the Making EBC Tool to find evidence to support the teacher-provided claim. 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.



Ain't I a Woman?

Sojourner Truth

1864

Lexile Measure: 770L

Well, children, where there is so much **racket** there must be something **out of kilter**. **P1**

I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

5 That man over there says that women need to be helped into carriages, and lifted **P2**

over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman? I could work as much and eat as much as a man -

10 when I could get it - and **bear the lash** as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of **P3**
audience whispers, "intellect"] That's it, honey. What's that got to do with women's



15 rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, **P4**
'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

20 If the first woman God ever made was strong enough to turn the world upside down **P5**
all alone, these women together ought to be able to turn it back and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say. **P6**

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



FINDING DETAILS	Detail 1 (Ref.:)	Detail 2 (Ref.:)	Detail 3 (Ref.:)
I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.			

CONNECTING THE DETAILS	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
I re-read and think about the details, and <u>explain</u> the connections I find among them.			
How I connect the details:			

MAKING A CLAIM	My claim about the text:
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.	

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST I - G6-8

COMMENTS

I. CONTENT AND ANALYSIS

An EBC is a clearly stated inference that arises from close reading of a text.

Clarity of the Claim:

States a conclusion that you have come to after reading a text and that you want others to think about.

Conformity to the Text:

Is based upon and linked to the ideas and details of the text you have read.

Understanding of the Topic:

Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.

II. COMMAND OF EVIDENCE

An EBC is supported by specific textual evidence and developed through valid reasoning.

Reasoning:

All parts of the claim are supported by specific evidence you can point to in the text.

Use and Integration of Evidence:

Uses direct quotations and examples from the text to explain and prove its conclusion.

Name Text



CLAIM:

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Supporting Evidence

Supporting Evidence

Supporting Evidence

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Supporting Evidence

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