



All About Writing Standard #9: Standard Progression and Research Base



6th – 12th – Drawing Evidence

(Underlined portions indicate what is new to the grade level)

The following is an abbreviated version of the reading standards for History/Social Studies, Science and Technical Subjects. They can be found in their entirety at www.corestandards.org. The reading standards can help develop the questions we want students to find evidence of.

6 th - 8 th Grade	9 th - 10 th Grade	11 th - 12 th Grade
R.6-8.1Cite evidence and identify inferences R.6-8.2Determine central idea, provide summary R.6-8.3Analyze how key individuals, events or ideas is introduced R.6-8.4Determine word/phrase meaning R.6-8.5Analyze sentence, paragraph, chapter or section’s fit in the structure R.6-8.6Determine point of view or purpose R.6-8.7Integrate information in different media or formats... R.6-8.8Trace and evaluate an argument... R.6-8.9Compare and contrast events R.6-8.10Read and comprehend	9-10.1Cite strong and thorough evidence and identify inferences 9-10.2 Determine central idea and analyze; provide summary 9-10.3 Analyze how author unfolds an analysis of ideas/events or order 9-10.4 Determine meaning of key terms, symbols, words and phrases 9-10.5 Analyze structure an author uses/or how ideas or claims are developed. 9-10.6 Analyze author’s purpose/ Compare the point of view of 2 or more authors 9-10.7 Integrate data with text/translate technical info. into visual and visual into text. 9-10.8 Assess the extent the reasoning and evidence supports a claim/evaluate a hypothesis 9-10.9 Compare and contrast 2 authors on the same topic 9-10.10 Read and comprehend	11-12.1Cite strong and thorough evidence and identify inferences 11-12.2Determine two or more central ideas - analyze development; provide summary 11-12.3 Follow a multi-step procedure Analyze and evaluate an author’s structure 11-12.4 Determine meaning of key terms, symbols, words and phrases 11-12.5 Analyze and evaluate effectiveness of structure 11-12.6 Analyze an author’s purpose 11-12.7 Integrate and evaluate multiple sources in diverse formats 11-12.8 Assess the extent the reasoning and evidence supports a claim/evaluate a hypothesis... 11-12.9 Synthesize information from a range of sources 11-12.10 Read and comprehend
WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.
About Standard #9		
Students in Grades 6-12 will respond to teacher-directed prompts in writing. The writing prompts will require students to draw evidence from informational or literary texts. Teachers will design the prompts using the reading standards for their grade level while steering students to analyze, reflect or engage in research.		



Research Base for Standard #9: Drawing Evidence to Support Analysis

Standard nine of the Common Core Anchor Standards asks students to “draw evidence from literary or informational texts to support analysis, reflection, and research. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources” (CCAS, 2010). In order to do this, teachers must consider the skills that support the approach to conducting analysis which stem from the reading standards. The CCSS intend for the standards to integrate literacy standards so that reading and writing are not separate subject matter, but combined. Presenting thoughts and ideas involves the speaking and listening standards and the use of technology. As a student reads texts that are informational or literary in nature, it is imperative that reflection, inferring and synthesizing of ideas be taught from an early grade. As students read, they write and speak to show what evidence they have found to support their analysis, reflection, and research. Many students do not come equipped with these strategies and much time should be devoted to them during literacy instruction. Teachers should not skip over these strategies for the sake of time or with struggling readers. It should be part of a daily diet of literacy coursework.

Let’s say a teacher begins with a analyzing text structure (RL4-5.5), through the reading standards. When a student understands the interworkings of author’s choices, the student can then become adept at communicating effectively when they write. Text structure is the basis of how a text is constructed and genre is how the writer shapes the meaning of the text. Many times authors use signal words that students can quickly learn to decipher the genre, text structure, and overall organization. “Understanding how text are put together helps students both comprehend the texts they read and communicate effectively in writing” (Hampton, 2009). Students must use the evidence from the structure that has been outlined to formulate their writing.

“For example, fourth and fifth graders generally understand that the thrust of a mystery story is a crime or a secret or a puzzle to be solve. They expect to find suspects, motives, and clues. They expect to unravel the mystery—with the crime solved, the secret revealed, the puzzle put together—by the end of the story. They read with these assumptions and expectation in mind. Furthermore, wide reading of mysteries helps student create a mental model of the genre, which helps them understand other mysteries” (Hampton, 2009, p. 34).

“Likewise, fourth and fifth graders who want to *write* a mystery story know that they might develop a plot filled with intrigue and suspense, create characters who are villains and sleuths, and create a sense of foreboding through language choice. Writing mystery stories then, is easier for students who can use their command of the structure and content of mystery stories to shape their own pieces” (Hampton, 2009, p. 34). The teacher then may ask some specific tasks that align with the reading standards that would meet writing standard nine. Students may be asked to collaborate with one another to define the multiple story lines that are emerging in the mystery that is being studied or to analyze the good versus evil theme in mysteries as a whole. Evidence is used from texts to support the answers.

Teachers should provide purposeful tasks that resemble those in the standards so that they mirror the skills of asking students to use evidence from the texts to support analysis. "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]" or "explain how an author uses reasons and evidence to support particular points in a text" (CCSS, 2010, 4th grade). Not only should these types of tasks be expected to be placed in written form but also communicated through an interactive process as well. Students need time to collaborate with one another for higher order thinking skills and analytical development to occur. The

following chart can be used as prompts with students to analyze texts in both a written or interactive manner.

Prompt Ideas for Analyzing Literature and Informational Texts
Adapted from *Total Literacy Techniques* (Himmele, Himmele, & Potter, 2014)

Analyzing Literature	Analyzing Informational Texts
What are the various story lines? How are they connected?	What issues are raised and why is the concept important?
Draw connections between the characters in the story and famous personalities. Explain connections.	Were any questions left unanswered from the text? Explain.
How does the author use metaphors or symbolism to develop the story? What is the evidence to support your reasoning?	How does this issue connect any other life issues or concepts?
How are everyday issues or important life questions reflected in this text?	Are there other people or groups who may disagree with the information presented? Why?
How is the mood or theme set for this story? What part of the text portrays either best?	What occupations and economical implications are affected by the information presented in this text? How so?
How did the author use words to create settings that made you feel a certain way? Explain using evidence from the text.	What is the author’s purpose for writing this text and was it achieved? Was their bias involved? What words indicated your conclusion?
If you were to read the text aloud, what voice would you assign to certain characters and why?	How did the author set a tone, sense of urgency, or create a mood for this text? Explain.

References

Hampton, S. & Resnick, L. (2009). *Reading and writing with understanding: Comprehension in fourth and fifth grades*. Washington, D.C: International Reading Association.

Himmele, P., Himmele, W., & Potter, K. (2014). *Total literacy techniques: Tools to help students analyze literature and informational texts*. Alexandria, VA: ASCD.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards: English Language Arts*. Washington D.C. : National Governors Association Center for Best Practices.