Research Supporting Shift 2: Using Evidence from Text

Primary Research


Relevant findings:

- Compared an approach focused on the content of the text (i.e. evidence from text) with a strategy-based approach and a traditional basal approach in a low-performing urban district. Authors found a variety of benefits from the content approach including:
  - Length and quality of student recall was higher. (pg. 230-231)
  - Student discussion was dramatically more text-focused (97% vs. 66%). (pg. 237)
  - Length of student response was nearly triple. (pg. 237)
- Notably, students given strategies-based instruction were no more likely to use comprehension strategies than students given the content-based approach. (pg. 243)
- The study includes samples of classroom transcripts from differing approaches. (pg. 238 – 239)

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Relevant findings:
- Synthesis of research in cognitive science demonstrating that we understand and remember that which we pay attention to and think about. (Chapter 3)
- Implies that attending to evidence in the text, including the information and vocabulary within it, will lead to understanding and retention of that content.


Relevant finding:
- College instructors consider identifying, evaluating, and using evidence to support or challenge a thesis one of the most important skills expected of incoming college students. (pg. 15)


Relevant findings:
- Identifies lack of understanding of content as one of the key reasons for poor quality student writing.
- Teaches how to write using evidence.

For additional research, see also: