Welcome
5th Grade Claims, Evidence, and Reasoning (CER)
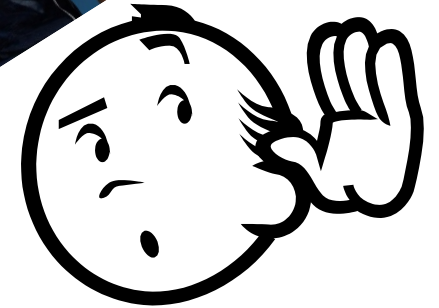
Hello!

- Let the introductions begin
  - At your group
    - Name
    - School
    - Grade/course

GROUP NORMS

Know Your Grade-Level Standards

Today's Training-Phase II

Professional Development for AZCCRS is being offered around the state in three phases:

PD Checklists for Phases 1, 2, and 3:

- **English Language Arts**
- **Mathematics**

ELA Instructional Strategies →

Phase 1 – Knowledge	Arizona English Language Arts/Literacy and/or Mathematics Standards trainings focused on content awareness, deconstruction of the standards, and instructional shifts.
Phase 2 – Application	Arizona English Language Arts/Literacy and/or Mathematics Standards trainings focused on content knowledge, application in the classroom, and pedagogy aligned to the rigor and expectations of the standards.
Phase 3 – Integration	Arizona English Language Arts/Literacy and/or Mathematics Standards embedded in: STEM, RTI, Career and Technical Education (CTE), school improvement, differentiated instruction for special education students, English language learners and gifted students, content integration, project-based learning, connections to other initiatives and grant-funded programs (i.e. teacher/principal

EQuIP Rubric 3-12th Grade

| I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment

Reading Text Closely: Makes reading text closely, examining textual evidence.
Text-based Answers: Students engage in rich and rigorous evidence based conversations about text.
Writing from Sources: Writing emphasizes use of evidence from sources to inform or make an argument.

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:
- Targets a set of grade-level CCSS ELA/Literacy standards.
- Includes a clear and explicit [purpose] for instruction.
- Selects text[s that mea]sure within [the grade-level text complexity band and are of sufficient quality and scop]e for [the stated purpose] (e.g., presents vocabular[y,] structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

A unit or longer lesson should:
- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.

II. Key Shifts in the CCSS

A unit or longer lesson should:
- **Increasing Text Complexity:** Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.
- **Building Disciplinary Knowledge:** Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.
- **Balance of Texts:** Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).
- **Balance of Writing:** Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

III. Instructional Supports

A unit or longer lesson should:
- Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).
- Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.
- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).
- Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:
- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:
- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

EQuIP Rubric K-2nd Grade

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: ○ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. ○ Includes a clear and explicit purpose for instruction. ○ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. ○ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. *A unit or longer lesson should:* ○ Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). ○ Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ○ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.	*The lesson/unit addresses key shifts in the CCSS:* ○ **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. ○ **Text-Based Evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). ○ **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. *A unit or longer lesson should:* ○ **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. ○ **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (*may be more applicable across a year or several units*). ○ **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.	*The lesson/unit is responsive to varied student learning needs:* ○ Cultivates student interest and engagement in reading, writing and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). ○ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. ○ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. ○ Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. ○ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. ○ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. ○ Provides extensions and/or more advanced text for students who read or write above grade level. *A unit or longer lesson should:* ○ Include a progression of learning where concepts, knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*). ○ Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*). ○ Provide for authentic learning, application of literacy skills and/or student-directed inquiry. ○ Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*). ○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	*The lesson/unit regularly assesses whether students are developing standards-based skills:* ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. *A unit or longer lesson should:* ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Agenda
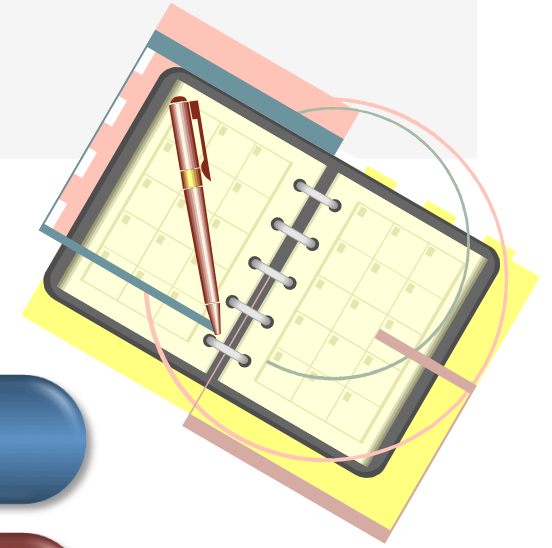
1. CERs

2. The WHAT of CERs

3. CER in action

4. How does it all connect?

5. Reflect

Learning Targets

I can examine and work with Claims, Evidence, and Reasoning-

so I will have a strategy for my students to utilize when reading closely that prompts them to support their thinking with evidence from the text.

Success Criteria:
- Define & describe CER
- Apply CERs in text with written response
- Reflect how I will use CERs in my classroom (keeping in mind cross curricular integration)

Delving Right In!

What is going on in this video?

How do you know?

Learning Targets

I can *examine* and work with Claims, Evidence, and Reasoning

Success Criteria:
- Define & describe CER

Let's get serious - The WHAT of CERs

Claims (5.W.1)

Claims are <u>statements</u> that

- that assert **a** main point of an argument.
- answer your original (scientific) question.

- The claim is usually one sentence in length
- It must be accurate, specific, and completely answer the question.

Evidence (5.RI.1, 5.RI.8)

- All the data that supports your claim
  - What is data??

  In text
  - information
  - author's words
  - quotes

- Must be related to your claim

- Comes from the text but can come from other sources

- The more pieces of evidence the better the claim is proven!

Reasoning (5.W.1)

- The explanation that connects your claim to the supporting evidence
  - Shows why the "data" you chose counts as evidence
  - Act as a "conclusion" to the reading (in Science this would be the experiment)
  - Shows detailed understanding of what the text is telling the reader and should use content vocabulary
  - Usually at least a few sentences in length

Real-World Claims

- People make claims all the time
- Friends, parents, and just about every commercial on TV is making a claim about something.

Discuss some claims you have heard at your table recently.

Some examples...

- Global climate change
- Energy drinks
- Sketchers
- Diets
- Airborne
- Air bags
- Solar
- Car Insurance

- Water usage
- Organic foods
- Bottled water
- Smoking

Let's Practice

- Pick an everyday claim that you might make.
- List evidence you could use to support your claim

1) Make a claim with one of the following sentence starters

  – The greatest (choose one) football/baseball/ hockey/etc player of is_____

  – The best movie is_____

  – The greatest musical artist is_____

Let's Practice!

2. Write down at least 3 pieces of evidence that support your claim.

    This data must be accurate!

3. Provide reasoning that explain why you used the evidence you did to determine the "best".

With your class…

1. You will sit with all others who chose the same category (example: best movie)

2. Share your claim, evidence, and reasoning with other students.

3. Have a debate.

Four corners??

Learning Targets

I can *examine and work* with Claims, Evidence, and Reasoning-

Success Criteria:
- Apply CERs in text with written response
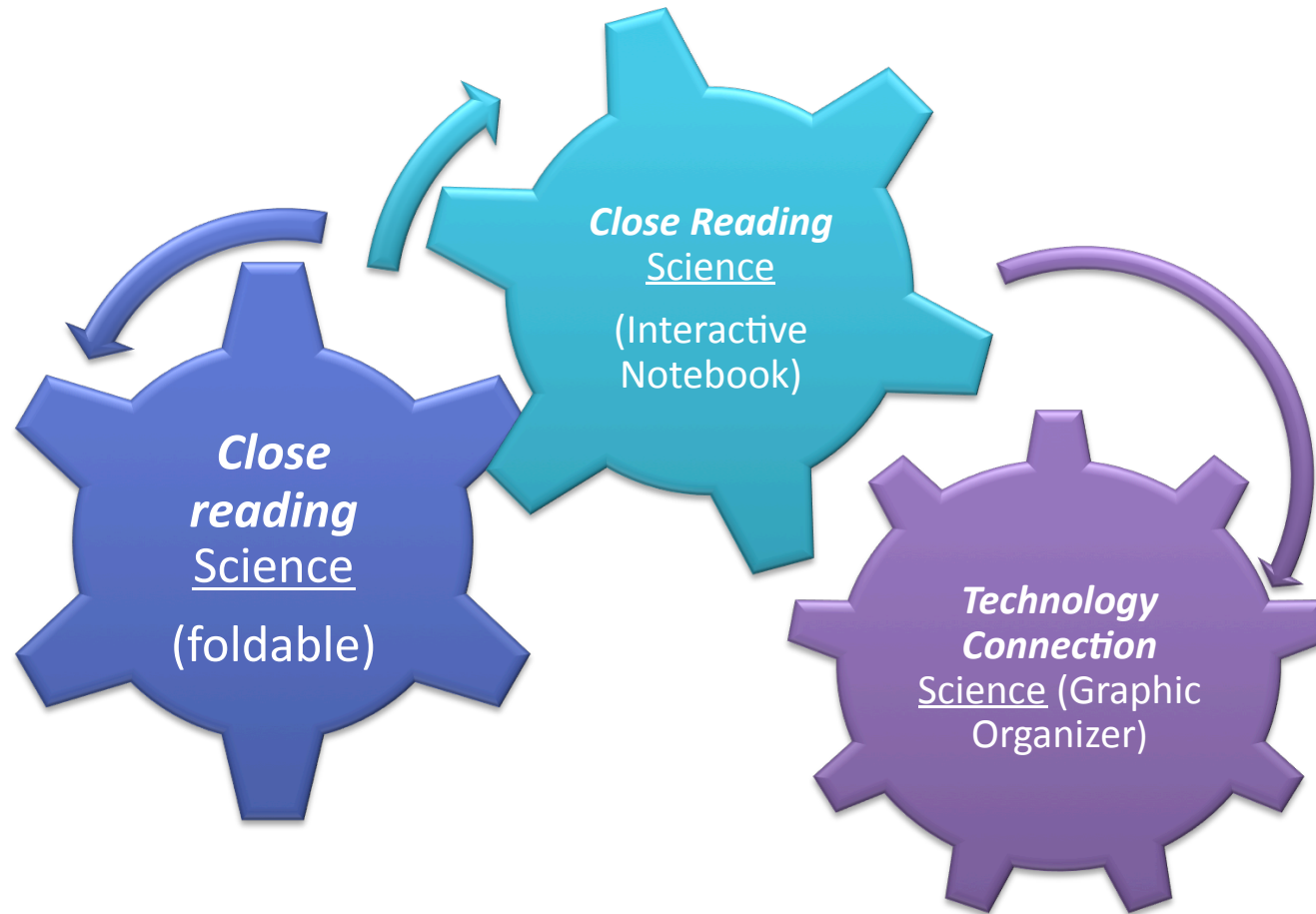- Reflect how I will use CERs in my classroom (keeping in mind cross curricular integration)

CER with Close Reading 5.RI.1; 5.RI.8; 5.W.1

- Read for the Gist

- Read for the Claim

- Read for the Evidence

- Write your Reasoning

Let's have fun- playing around with CERs

Close Reading
Science
(Interactive Notebook)

Close reading
Science
(foldable)

Technology
Connection
Science (Graphic Organizer)

TIMER CLOCK

CLOCK

7:0028

ST/STP   CLEAR   MEMORY   SET

http://www.online-stopwatch.com/eggtimer-countdown/full-screen/

Pulling it all together -First Turn/Last Turn

How does it all connect??

- "making evidence-based claims about texts is a core literacy and critical thinking proficiency that lies at the heart of CCSS
- a reader's thoughts "evolve not from someone else's truth about the reading, but from" the reader's "own observations
- "The second half of the skill is the ability to make valid claims about the new information"

- Close reading is about analyzing a passage in fine detail
- "   The first part is the ability to extract detailed information from texts and grasp how it is conveyed
- When beginning a close reading, one asks questions and through reading, arrive at some answers.
- and is done by analyzing texts.

When do we use questions???

- When a claim is not evident within a text.

- When you want a specific strategy or concept addressed.

Let's Reflect

What did we learn today?

...nd work with Clai...ce, and

so ...g a strategy for ... when reading closely that promot...eir thinking with evidence from...

Why did we learn it??

(your own connection)

Succe... iteria:

How do we know we learned it?

...ribe CER

...text with written response

...will use CERs in my classroom (keeping in m... rricular integration)

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Ticket Out the Door: Self-Reflection

- I can examine and work with Claims, Evidence, and Reasoning.

https://www.surveymonkey.com/s/HXTT6Z7

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odell_education_grade9_unit_making_evidence-based_claims.pdf..