

CLAIM EVIDENCE REASONING ACTIVITY

CLAIM EVIDENCE REASONING ACTIVITY IS A FUNDAMENTAL INSTRUCTIONAL STRATEGY DESIGNED TO ENHANCE CRITICAL THINKING AND SCIENTIFIC REASONING SKILLS IN EDUCATIONAL SETTINGS. THIS APPROACH HELPS STUDENTS DEVELOP COHERENT ARGUMENTS BY STRUCTURING THEIR EXPLANATIONS THROUGH THREE CORE COMPONENTS: CLAIM, EVIDENCE, AND REASONING. BY ENGAGING IN A CLAIM EVIDENCE REASONING ACTIVITY, LEARNERS PRACTICE MAKING CLEAR ASSERTIONS (CLAIMS), SUPPORTING THESE ASSERTIONS WITH DATA OR OBSERVATIONS (EVIDENCE), AND EXPLAINING THE LOGICAL CONNECTION BETWEEN THE EVIDENCE AND THE CLAIM (REASONING). THIS METHOD IS WIDELY USED ACROSS VARIOUS DISCIPLINES, INCLUDING SCIENCE, SOCIAL STUDIES, AND LANGUAGE ARTS, TO PROMOTE ANALYTICAL SKILLS AND DEEPEN UNDERSTANDING. THE FOLLOWING ARTICLE EXPLORES THE DEFINITION, IMPORTANCE, IMPLEMENTATION STRATEGIES, AND PRACTICAL EXAMPLES OF CLAIM EVIDENCE REASONING ACTIVITIES. EDUCATORS AND INSTRUCTIONAL DESIGNERS WILL FIND VALUABLE INSIGHTS TO EFFECTIVELY INCORPORATE THIS APPROACH INTO THEIR CURRICULUM.

- UNDERSTANDING CLAIM EVIDENCE REASONING ACTIVITY
- IMPORTANCE OF CLAIM EVIDENCE REASONING IN EDUCATION
- IMPLEMENTING CLAIM EVIDENCE REASONING ACTIVITIES
- EXAMPLES OF CLAIM EVIDENCE REASONING ACTIVITIES
- BENEFITS OF USING CLAIM EVIDENCE REASONING ACTIVITIES

UNDERSTANDING CLAIM EVIDENCE REASONING ACTIVITY

A CLAIM EVIDENCE REASONING ACTIVITY INVOLVES A STRUCTURED FRAMEWORK THAT GUIDES STUDENTS IN CONSTRUCTING WELL-FOUNDED ARGUMENTS. THE ACTIVITY REQUIRES LEARNERS TO MAKE A CLEAR CLAIM, PROVIDE SUPPORTING EVIDENCE, AND ARTICULATE REASONING THAT CONNECTS THE EVIDENCE TO THE CLAIM LOGICALLY. THIS TRIADIC STRUCTURE ENCOURAGES ANALYTICAL THINKING AND CLARITY IN COMMUNICATION.

COMPONENTS OF THE FRAMEWORK

THE CLAIM EVIDENCE REASONING FRAMEWORK CONSISTS OF THREE ESSENTIAL PARTS:

- **CLAIM:** A STATEMENT OR CONCLUSION THAT ANSWERS A QUESTION OR SOLVES A PROBLEM.
- **EVIDENCE:** DATA, FACTS, OR OBSERVATIONS THAT SUPPORT THE CLAIM.
- **REASONING:** EXPLANATION OF HOW AND WHY THE EVIDENCE SUPPORTS THE CLAIM, OFTEN INVOLVING SCIENTIFIC PRINCIPLES OR LOGICAL ARGUMENTS.

ORIGINS AND EDUCATIONAL CONTEXT

THE CLAIM EVIDENCE REASONING MODEL HAS ROOTS IN SCIENTIFIC INQUIRY AND ARGUMENTATION THEORY. IT ALIGNS WITH EDUCATIONAL STANDARDS FOCUSED ON DEVELOPING STUDENTS' ABILITIES TO THINK CRITICALLY AND PRESENT EVIDENCE-BASED ARGUMENTS. THIS ACTIVITY IS PARTICULARLY EFFECTIVE IN STEM EDUCATION BUT IS ADAPTABLE TO VARIOUS SUBJECTS REQUIRING ANALYTICAL DISCOURSE.

IMPORTANCE OF CLAIM EVIDENCE REASONING IN EDUCATION

INTEGRATING CLAIM EVIDENCE REASONING ACTIVITIES INTO INSTRUCTION FOSTERS CRITICAL THINKING AND COMMUNICATION PROFICIENCY. STUDENTS LEARN TO ANALYZE INFORMATION RIGOROUSLY, DISTINGUISH BETWEEN OPINION AND FACT, AND JUSTIFY THEIR CONCLUSIONS EFFECTIVELY. THIS SKILL SET IS VITAL FOR ACADEMIC SUCCESS AND REAL-WORLD PROBLEM-SOLVING.

PROMOTING SCIENTIFIC LITERACY

CLAIM EVIDENCE REASONING ACTIVITIES CULTIVATE SCIENTIFIC LITERACY BY ENCOURAGING STUDENTS TO ENGAGE WITH EMPIRICAL DATA CRITICALLY. LEARNERS EXPLORE HYPOTHESES, INTERPRET RESULTS, AND CONSTRUCT EVIDENCE-BASED EXPLANATIONS, WHICH MIRRORS AUTHENTIC SCIENTIFIC PROCESSES.

ENHANCING ARGUMENTATION SKILLS

STUDENTS DEVELOP PERSUASIVE COMMUNICATION SKILLS BY FORMULATING CLAIMS SUPPORTED BY CREDIBLE EVIDENCE. THE REASONING COMPONENT REINFORCES LOGICAL THINKING, ENABLING STUDENTS TO ANTICIPATE COUNTERARGUMENTS AND STRENGTHEN THEIR POSITIONS.

IMPLEMENTING CLAIM EVIDENCE REASONING ACTIVITIES

EFFECTIVE IMPLEMENTATION OF CLAIM EVIDENCE REASONING ACTIVITIES REQUIRES CAREFUL PLANNING AND SCAFFOLDING. EDUCATORS MUST DESIGN TASKS THAT PROMPT INQUIRY, PROVIDE ACCESS TO RELEVANT EVIDENCE, AND GUIDE STUDENTS IN LINKING EVIDENCE TO CLAIMS THROUGH REASONING.

STEPS FOR CLASSROOM IMPLEMENTATION

1. **POSE A CLEAR QUESTION OR PROBLEM:** PRESENT A FOCUSED QUESTION THAT REQUIRES A CLAIM AS AN ANSWER.
2. **GATHER EVIDENCE:** PROVIDE OR HAVE STUDENTS COLLECT DATA, OBSERVATIONS, OR TEXTS RELEVANT TO THE QUESTION.
3. **FORMULATE CLAIMS:** ENCOURAGE STUDENTS TO MAKE PRECISE AND DEFENSIBLE STATEMENTS ADDRESSING THE QUESTION.
4. **DEVELOP REASONING:** GUIDE STUDENTS TO EXPLAIN HOW THE EVIDENCE SUPPORTS THEIR CLAIMS, LINKING TO UNDERLYING CONCEPTS.
5. **SHARE AND REFLECT:** FACILITATE DISCUSSIONS WHERE STUDENTS PRESENT THEIR CLAIM EVIDENCE REASONING AND RECEIVE FEEDBACK.

TOOLS AND RESOURCES

VARIOUS RESOURCES CAN SUPPORT CLAIM EVIDENCE REASONING ACTIVITIES, INCLUDING GRAPHIC ORGANIZERS, SENTENCE STARTERS, AND RUBRICS. THESE TOOLS HELP STRUCTURE STUDENTS' RESPONSES AND CLARIFY EXPECTATIONS.

EXAMPLES OF CLAIM EVIDENCE REASONING ACTIVITIES

CLAIM EVIDENCE REASONING ACTIVITIES CAN BE TAILORED TO DIFFERENT GRADE LEVELS AND SUBJECT AREAS. BELOW ARE ILLUSTRATIVE EXAMPLES THAT DEMONSTRATE ITS VERSATILITY AND EFFECTIVENESS.

SCIENCE CLASSROOM EXAMPLE

STUDENTS INVESTIGATE THE EFFECT OF SUNLIGHT ON PLANT GROWTH. THE CLAIM MIGHT BE, "PLANTS GROW TALLER IN SUNLIGHT THAN IN SHADE." EVIDENCE INCLUDES MEASUREMENTS OF PLANT HEIGHT UNDER DIFFERENT LIGHT CONDITIONS. REASONING EXPLAINS HOW SUNLIGHT ENABLES PHOTOSYNTHESIS, LEADING TO INCREASED GROWTH.

SOCIAL STUDIES CLASSROOM EXAMPLE

WHEN STUDYING HISTORICAL EVENTS, STUDENTS MIGHT CLAIM, "ECONOMIC FACTORS CONTRIBUTED TO THE START OF THE CIVIL WAR." EVIDENCE COULD INCLUDE DATA ON INDUSTRIALIZATION AND TARIFFS, WHILE REASONING CONNECTS ECONOMIC TENSIONS TO POLITICAL CONFLICTS.

LANGUAGE ARTS CLASSROOM EXAMPLE

IN LITERATURE ANALYSIS, A STUDENT MAY CLAIM, "THE PROTAGONIST DEMONSTRATES COURAGE THROUGHOUT THE NOVEL." EVIDENCE CONSISTS OF SPECIFIC TEXTUAL EXAMPLES, AND REASONING INTERPRETS THESE INSTANCES TO SUPPORT THE CLAIM ABOUT CHARACTER TRAITS.

BENEFITS OF USING CLAIM EVIDENCE REASONING ACTIVITIES

INCORPORATING CLAIM EVIDENCE REASONING ACTIVITIES YIELDS NUMEROUS EDUCATIONAL BENEFITS, ENHANCING BOTH COGNITIVE AND COMMUNICATIVE ABILITIES IN STUDENTS.

DEVELOPING CRITICAL THINKING

THIS ACTIVITY CHALLENGES STUDENTS TO EVALUATE INFORMATION RIGOROUSLY AND AVOID UNSUPPORTED ASSERTIONS. IT FOSTERS ANALYTICAL SKILLS NECESSARY FOR ACADEMIC INQUIRY AND INFORMED CITIZENSHIP.

IMPROVING COMMUNICATION SKILLS

ARTICULATING CLAIMS SUPPORTED BY EVIDENCE AND REASONING ENHANCES STUDENTS' WRITTEN AND ORAL EXPRESSION. THESE SKILLS ARE TRANSFERABLE ACROSS DISCIPLINES AND ESSENTIAL IN PROFESSIONAL CONTEXTS.

ENCOURAGING ENGAGEMENT AND OWNERSHIP

BY ACTIVELY CONSTRUCTING ARGUMENTS, STUDENTS TAKE OWNERSHIP OF THEIR LEARNING PROCESS. THIS ENGAGEMENT PROMOTES DEEPER UNDERSTANDING AND RETENTION OF CONTENT.

- SUPPORTS DIFFERENTIATION BY ALLOWING VARIED EVIDENCE AND REASONING COMPLEXITY.
- FACILITATES FORMATIVE ASSESSMENT THROUGH CLEAR DEMONSTRATION OF STUDENT UNDERSTANDING.

- PREPARES STUDENTS FOR STANDARDIZED TESTS THAT EMPHASIZE ARGUMENTATION AND EVIDENCE-BASED WRITING.

FREQUENTLY ASKED QUESTIONS

WHAT IS A CLAIM EVIDENCE REASONING (CER) ACTIVITY?

A CLAIM EVIDENCE REASONING (CER) ACTIVITY IS AN EDUCATIONAL EXERCISE WHERE STUDENTS MAKE A CLAIM ABOUT A PHENOMENON, SUPPORT IT WITH EVIDENCE, AND EXPLAIN THEIR REASONING CONNECTING THE EVIDENCE TO THE CLAIM.

WHY IS THE CER FRAMEWORK IMPORTANT IN SCIENCE EDUCATION?

THE CER FRAMEWORK HELPS STUDENTS DEVELOP CRITICAL THINKING AND SCIENTIFIC ARGUMENTATION SKILLS BY ENCOURAGING THEM TO JUSTIFY THEIR CLAIMS WITH EVIDENCE AND LOGICAL REASONING.

HOW CAN TEACHERS IMPLEMENT CER ACTIVITIES EFFECTIVELY?

TEACHERS CAN IMPLEMENT CER ACTIVITIES BY PROVIDING STUDENTS WITH CLEAR PROMPTS, GUIDING THEM TO IDENTIFY RELEVANT EVIDENCE, AND ENCOURAGING EXPLANATIONS THAT CONNECT EVIDENCE TO CLAIMS THROUGH REASONING.

WHAT TYPES OF EVIDENCE ARE USED IN CER ACTIVITIES?

EVIDENCE IN CER ACTIVITIES CAN INCLUDE EXPERIMENTAL DATA, OBSERVATIONS, SCIENTIFIC TEXTS, GRAPHS, OR OTHER CREDIBLE SOURCES THAT SUPPORT THE CLAIM BEING MADE.

HOW DOES REASONING FUNCTION IN A CER ACTIVITY?

REASONING EXPLAINS WHY THE EVIDENCE SUPPORTS THE CLAIM, SHOWING THE LOGICAL CONNECTION AND SCIENTIFIC PRINCIPLES THAT JUSTIFY THE CLAIM BASED ON THE EVIDENCE.

CAN CER ACTIVITIES BE USED ACROSS DIFFERENT SUBJECTS?

YES, WHILE CER IS POPULAR IN SCIENCE EDUCATION, IT CAN BE ADAPTED FOR SUBJECTS LIKE SOCIAL STUDIES, LANGUAGE ARTS, AND MATH TO DEVELOP ARGUMENTATION AND CRITICAL THINKING SKILLS.

WHAT ARE COMMON CHALLENGES STUDENTS FACE IN CER ACTIVITIES?

STUDENTS OFTEN STRUGGLE WITH DISTINGUISHING BETWEEN EVIDENCE AND REASONING, CITING APPROPRIATE EVIDENCE, AND ARTICULATING CLEAR EXPLANATIONS LINKING EVIDENCE TO THEIR CLAIM.

HOW CAN TECHNOLOGY SUPPORT CLAIM EVIDENCE REASONING ACTIVITIES?

TECHNOLOGY TOOLS LIKE DIGITAL LABS, INTERACTIVE SIMULATIONS, AND COLLABORATIVE PLATFORMS CAN PROVIDE DYNAMIC EVIDENCE SOURCES AND FACILITATE THE CONSTRUCTION AND SHARING OF CER RESPONSES.

WHAT ASSESSMENT STRATEGIES ARE EFFECTIVE FOR EVALUATING CER ACTIVITIES?

RUBRICS THAT ASSESS THE CLARITY OF THE CLAIM, RELEVANCE AND ACCURACY OF EVIDENCE, AND THE STRENGTH OF REASONING ARE EFFECTIVE FOR EVALUATING STUDENTS' CER RESPONSES.

ADDITIONAL RESOURCES

1. *MAKING THINKING VISIBLE: HOW TO PROMOTE ENGAGEMENT, UNDERSTANDING, AND INDEPENDENCE FOR ALL LEARNERS*

THIS BOOK EXPLORES STRATEGIES FOR ENCOURAGING STUDENTS TO ARTICULATE THEIR REASONING AND EVIDENCE IN A CLEAR, STRUCTURED WAY. IT EMPHASIZES THE IMPORTANCE OF VISIBLE THINKING ROUTINES THAT HELP LEARNERS MAKE THEIR THOUGHT PROCESSES EXPLICIT. EDUCATORS WILL FIND PRACTICAL ACTIVITIES THAT SUPPORT CLAIM-EVIDENCE-REASONING FRAMEWORKS ACROSS SUBJECTS.

2. *CLASSROOM DISCUSSIONS: USING MATH TALK TO HELP STUDENTS LEARN, GRADES K-6*

FOCUSED ON MATH EDUCATION, THIS BOOK PROVIDES TECHNIQUES TO FOSTER RICH CLASSROOM DISCUSSIONS WHERE STUDENTS PRESENT CLAIMS, BACK THEM WITH EVIDENCE, AND EXPLAIN THEIR REASONING. IT OFFERS ACTIONABLE ADVICE FOR GUIDING YOUNG LEARNERS THROUGH REASONING ACTIVITIES THAT DEEPEN THEIR UNDERSTANDING. THE APPROACH HELPS BUILD CRITICAL THINKING AND COMMUNICATION SKILLS.

3. *SCIENCE AS ARGUMENT: CASE STUDIES FOR INTEGRATING INQUIRY, NATURE OF SCIENCE, AND ARGUMENTATION*

THIS RESOURCE HIGHLIGHTS HOW SCIENTIFIC INQUIRY NATURALLY INVOLVES MAKING CLAIMS AND SUPPORTING THEM WITH EVIDENCE AND REASONING. THROUGH CASE STUDIES, IT DEMONSTRATES HOW TEACHERS CAN INCORPORATE ARGUMENTATION INTO SCIENCE LESSONS TO ENHANCE STUDENT COMPREHENSION. THE BOOK ENCOURAGES ACTIVE LEARNING AND CRITICAL EVALUATION OF SCIENTIFIC IDEAS.

4. *ENGAGING IN ARGUMENT FROM EVIDENCE IN MIDDLE SCHOOL SCIENCE*

DESIGNED FOR MIDDLE SCHOOL EDUCATORS, THIS BOOK OUTLINES METHODS TO ENGAGE STUDENTS IN CONSTRUCTING AND CRITIQUING SCIENTIFIC ARGUMENTS. IT EXPLAINS HOW TO SCAFFOLD CLAIM-EVIDENCE-REASONING ACTIVITIES THAT IMPROVE SCIENTIFIC LITERACY. TEACHERS WILL FIND LESSON PLANS AND ASSESSMENT TOOLS TAILORED TO SUPPORT ARGUMENTATION SKILLS.

5. *WRITING TO EXPLAIN: HOW TO DEVELOP SCIENTIFIC EXPLANATION AND ARGUMENTATION SKILLS*

THIS BOOK FOCUSES ON DEVELOPING STUDENTS' ABILITIES TO WRITE COHERENT SCIENTIFIC EXPLANATIONS USING CLAIMS, EVIDENCE, AND REASONING. IT PROVIDES STEP-BY-STEP GUIDANCE ON TEACHING WRITING STRATEGIES THAT REINFORCE UNDERSTANDING OF SCIENTIFIC CONCEPTS. THE TEXT INCLUDES EXERCISES THAT INTEGRATE LITERACY AND SCIENCE EDUCATION.

6. *ARGUMENT-DRIVEN INQUIRY IN BIOLOGY: LAB INVESTIGATIONS FOR GRADES 9-12*

AN INSTRUCTIONAL GUIDE FOR HIGH SCHOOL BIOLOGY TEACHERS, THIS BOOK PRESENTS LAB ACTIVITIES THAT REQUIRE STUDENTS TO FORMULATE CLAIMS BASED ON EXPERIMENTAL EVIDENCE AND JUSTIFY THEIR REASONING. IT PROMOTES INQUIRY-BASED LEARNING THROUGH ARGUMENTATION. THE ACTIVITIES AIM TO ENHANCE CRITICAL THINKING AND SCIENTIFIC COMMUNICATION.

7. *EVIDENCE-BASED WRITING IN THE SOCIAL STUDIES CLASSROOM*

THIS BOOK OFFERS METHODS FOR TEACHING STUDENTS TO SUPPORT THEIR SOCIAL STUDIES CLAIMS WITH CREDIBLE EVIDENCE AND SOUND REASONING. IT INCLUDES STRATEGIES FOR ANALYZING PRIMARY AND SECONDARY SOURCES TO BUILD ARGUMENTS. EDUCATORS WILL FIND TOOLS TO IMPROVE STUDENTS' WRITING AND CRITICAL ANALYSIS SKILLS.

8. *TEACHING STUDENTS TO CONSTRUCT ARGUMENTS USING TEXTUAL EVIDENCE*

A PRACTICAL GUIDE THAT HELPS TEACHERS INSTRUCT STUDENTS ON HOW TO IDENTIFY AND USE TEXTUAL EVIDENCE TO SUPPORT CLAIMS IN WRITING AND DISCUSSION. IT EMPHASIZES THE CLAIM-EVIDENCE-REASONING MODEL AS A FOUNDATION FOR ARGUMENT CONSTRUCTION. THE BOOK PROVIDES ACTIVITIES SUITABLE FOR VARIOUS GRADE LEVELS AND CONTENT AREAS.

9. *BUILDING THINKING CLASSROOMS IN MATHEMATICS, GRADES K-12: 14 TEACHING PRACTICES FOR ENHANCING LEARNING*

THOUGH FOCUSED ON MATHEMATICS, THIS BOOK INCLUDES STRATEGIES THAT ENCOURAGE STUDENTS TO MAKE CLAIMS AND SUPPORT THEM WITH LOGICAL REASONING AND EVIDENCE. IT DESCRIBES TEACHING PRACTICES THAT PROMOTE DEEP CONCEPTUAL UNDERSTANDING THROUGH ARGUMENTATION. THE APPROACH NURTURES A CLASSROOM CULTURE WHERE REASONING IS VALUED AND SHARED.

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claim evidence reasoning activity: *Arguing From Evidence in Middle School Science* Jonathan Osborne, Brian M. Donovan, J. Bryan Henderson, Anna C. MacPherson, Andrew Wild, 2016-08-30 Teaching your students to think like scientists starts here! If you've ever struggled to help students make scientific arguments from evidence, this practical, easy-to-use activity book is for you! Give your students the critical scientific practice today's science standards require. You'll discover strategies and activities to effectively engage students in arguments about competing data sets, opposing scientific ideas, applying evidence to support specific claims, and more. 24 ready-to-implement activities drawn from the physical sciences, life sciences, and earth and space sciences help teachers to: Align lessons to the Next Generation Science Standards (NGSS) Engage students in the 8 NGSS science and engineering practices Establish rich, productive classroom discourse Facilitate reading and writing strategies that align to the Common Core State Standards Extend and employ argumentation and modeling strategies Clarify the difference between argumentation and explanation Includes assessment guidance and extension activities. Learn to teach the rational side of science the fun way with this simple and straightforward guide!

claim evidence reasoning activity: *Artificial Intelligence in Education* Carolyn Penstein Rosé, Roberto Martínez-Maldonado, H. Ulrich Hoppe, Rose Luckin, Manolis Mavrikis, Kaska Porayska-Pomsta, Bruce McLaren, Benedict du Boulay, 2018-06-20 This two volume set LNAI 10947 and LNAI 10948 constitutes the proceedings of the 19th International Conference on Artificial Intelligence in Education, AIED 2018, held in London, UK, in June 2018. The 45 full papers presented in this book together with 76 poster papers, 11 young researchers tracks, 14 industry papers and 10 workshop papers were carefully reviewed and selected from 192 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

claim evidence reasoning activity: *Teaching Primary Science Constructively* Keith Skamp, Christine Preston, 2017-09-05 Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning. This best-selling text explains the principles of constructivism and their implications for learning and teaching, and discusses core strategies for developing science understanding and science inquiry processes and skills. Chapters also provide research-based ideas for implementing a constructivist approach within a number of content strands. Throughout there are strong links to the key ideas, themes and terminology of the revised Australian Curriculum: Science. This sixth edition includes a new introductory chapter addressing readers' preconceptions and concerns about teaching primary science.

claim evidence reasoning activity: *STEM for All* Leena Bakshi McLean, 2024-10-18 Help close the STEM gap through theory and practical tools Containing all of the practical tools needed to put theory into practice, *STEM for All* by Leena Bakshi McLean provides a roadmap for teachers, instructional coaches, and leaders to better understand the challenges that create low engagement and scores in STEM subjects and implement exciting and culturally relevant teaching plans. This book covers a wealth of key topics surrounding the subject, including classroom culture, discourse, identity, and belonging, family and community participation, and justice-centered core learning. This book uses the Connect, Create, and Cultivate framework from STEM4Real, an organization that provides socially just and culturally relevant STEM teaching and standards-based learning strategies, combined with stories and case studies of real students throughout to provide context for key concepts. In this book, readers will learn about: Six pillars that can throw off the foundation of a

classroom, including non-inclusive curriculum and lack of equal access Moments of triumph and resilience that can be used to navigate rocky and recalcitrant relationships Implicit and unconscious biases that can unravel our impact despite our best intentions STEM for All earns a well-deserved spot on the bookshelves of all educators motivated to close the STEM gap and better prepare their students for future college and career opportunities in math and science fields.

claim evidence reasoning activity: English Language Arts, Grade 10 Module 2 PCG Education, 2015-12-14 Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

claim evidence reasoning activity: *Big Book of Tools for Collaborative Teams in a PLC at Work®* William M. Ferriter, 2020-05-01 Build your team's capacity to become agents of positive change. Organized around the four critical questions of PLC at Work®, this comprehensive book of field-tested, easy-to-use tools provides an explicit structure for collaborative teams. Rely on these resources and best practices to help you establish team norms, navigate common challenges, develop collective teacher efficacy, and more. Use this resource to monitor the quality of your team's work: Discover how to address the many challenges teams face, and develop the skills necessary to improve student learning. Understand how to build a solid foundation for your collaborative efforts. Study strategies for effectively developing a guaranteed and viable curriculum, common formative assessments, and remediation and extension opportunities. Obtain targeted support and tools that you can use immediately to strengthen the work of your collaborative team. Explore the core behaviors that are essential to collaborative success. Contents: Acknowledgments Table of Contents About the Author Introduction Chapter 1: Strengthening the Collegial Practices of Learning Teams Chapter 2: What Do We Want Students to Learn? Chapter 3: How Will We Know Students Are Learning? Chapter 4: How Will We Respond When Some Students Don't Learn? Chapter 5: How Will We Extend the Learning for Students Who Are Already Proficient? References Index

claim evidence reasoning activity: Planning Science Instruction for Emergent Bilinguals Edward G. Lyon, Kelly M. Mackura, 2023 Drawing on extensive and current research, the authors show how secondary educators can use students' own language and lived experiences, coupled with authentic science practices, to provide rich and relevant language support. The text offers a set of tools, including blank templates and completed examples, to guide educators through

the planning process--

claim evidence reasoning activity: Teaching and Learning Online Franklin S. Allaire, Jennifer E. Killham, 2023-01-01 Science is unique among the disciplines since it is inherently hands-on. However, the hands-on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we, as science teachers, deliver high-quality experiences to secondary students in an online environment that leads to age/grade-level appropriate science content knowledge and literacy, but also collaborative experiences in the inquiry process and the nature of science? The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning (Killham et al., 2014; Wong et al., 2018), PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments (Molnar et al., 2021; Seaman et al., 2018). This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy (Brigido, Borrachero, Bermejo, & Mellado, 2013; Gunning & Mensah, 2011). *Teaching and Learning Online: Science for Secondary Grade Levels* comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing secondary teachers and students when teaching and learning science in online environments. All three sections include alignment with Next Generation Science Standards, tips and advice from the authors, online resources, and discussion questions to foster individual reflection as well as small group/classwide discussion. Teacher's Journeys and Lesson Plan sections use the 5E model (Bybee et al., 2006; Duran & Duran, 2004). Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation.

claim evidence reasoning activity: Literacy Classrooms That S.O.A.R. Susan O'Hara, Robert Pritchard, Debi Pitta, 2020 SOAR Teaching Frames for Literacy provides a unique approach to planning, implementing, and elevating instruction that drives improvement in teaching and learning. SOAR focuses on the high-impact teaching practices that research identifies as key to student learning. In this book, the authors present and unpack these practices within the context of Teaching Frames. The frames provide a common language and a set of tools to foster informal self-evaluation, as well as teacher-to-teacher and coach-to-teacher collaboration. All stages of implementation are illustrated with classroom examples from the authors' 15 years of research and professional development throughout the United States. School principals, coaches, and classroom teachers can use *Literacy Classrooms That S.O.A.R.* to support professional learning and growth across schools and districts. "The SOAR Teaching Frames have been an invaluable tool as we work to transform teaching practices in the Robla Elementary School District in Sacramento, California. Robla serves a community where families face the challenges of poverty every day, and nearly half of our students speak a language other than English at home. The SOAR Frameworks provided us with a tool to help students find their voice. Classrooms are now filled with many points of view and more high-level thinking. Our entire school system is more coherent as these teaching practices have become part of the school day in all grades." —Ruben Reyes, superintendent, Robla Elementary School District

claim evidence reasoning activity: Evidence-Based Science Activities in Grades 3–5 Patrick Brown, James Concannon, 2019-01-10 This new book shows elementary teachers how evidence-based science activities help students achieve deeper conceptual understanding. Drawing on a wealth of research, authors Patrick Brown and James Concannon demonstrate how direct, hands-on experience in the science classroom can enable your students to become more self-reliant learners. They also provide a plethora of model lessons aligned with the Next Generation Science Standards (NGSS) and offer advice on how to create your lesson plans and activities to satisfy the demands of your curriculum. With the resources in this book, you and your students will be able to

ditch the textbook and embark upon an exciting and rewarding journey to scientific discovery.

claim evidence reasoning activity: **Primary Science Education** Anne Forbes, 2023-06-15
Primary Science Education: A Teacher's Toolkit is an accessible guide to primary science education and its effective practice in classrooms.

claim evidence reasoning activity: Wicked Problems in PreK-12 Science Education Jennifer Kreps Frisch, Daniel Mason Alston, Allan Feldman, Rita Hagevik, Michelle Schpakow, 2025-10-30
This resource offers science teachers and science teacher educators strategies for tackling wicked problems in their classrooms. Contributors from across diverse PreK-12 educational contexts share how they confront and address these complex scientific or social problems. Chapters are organized into four sections: PreK-12 students, teacher candidates, in-service teachers, and teacher educators. Within each, science educators discuss how they have dealt with both systemic and non-straightforward wicked problems, such as climate change, social justice, ecojustice/climate justice, white privilege, political attacks on education, economic disparity, and other socioscientific issues. Chapters also include case studies that demonstrate how teachers broach wicked problems with their students. Ideal for science educators at all levels, this book can be a great supplement to any methods course covering science topics, or useful for professional development for in-service teachers who desire to learn more about how to attend to, maneuver, and grapple with teaching controversial or complex science topics. The Editors and Contributors cultivate and encourage important conversation around complex scientific problems that will inspire educators to address and navigate the complexities of wicked problems in their teaching practices.

claim evidence reasoning activity: *English Language Arts, Grade 11 Module 2* PCG Education, 2015-12-18
Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

claim evidence reasoning activity: Teaching Science Students to Communicate: A Practical Guide Susan Rowland, Louise Kuchel, 2023-04-25
This highly-readable book addresses how to teach effective communication in science. The first part of the book provides accessible context and theory about communicating science well, and is written by experts. The second part focuses on the practice of teaching communication in science, with 'nuts and bolts' lesson plans direct from the pens of practitioners. The book includes over 50 practice chapters, each focusing on one or more

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