


I'm not robot  reCAPTCHA

Continue

DOWNLOADS From 06 July 2020 COins Page 2 DOWNLOADS From June 10, 2019 COins Page 3 DOWNLOADS from September 24, 2019 COins Page 4 DOWNLOADS From June 10, 2019 COins Page 5 DOWNLOADS From September 24, 2019 COins Page 6 DOWNLOADS From July 08, 2020 COins Page 7 DOWNLOADS From 06 July 2020 COins Page 8 DOWNLOADS From September 24, 2019 COins Page 9 DOWNLOADS From June 10, 2019 COins Page 10 DOWNLOADS From June 10, 2019 COins Page 11 DOWNLOADS From June 10, 2019 COins Page 12 DOWNLOADS From September 24, 24, 1 2019 COins Page 13 DOWNLOADS From June 10, 2019 COins Page 14 DOWNLOADS From July 06, 2020 COins Page 15 DOWNLOADS From May 03, 2020 COins Page 16 DOWNLOADS From September 24, 2019 COins Page 17 DOWNLOADS From June 10, 2019 COins Page 18 DOWNLOADS From June 10, 2019 COins Page 19 DOWNLOADS From June 10, 2019 COins Page 20 DOWNLOADS From May 05, 2020 COins Page 21 DOWNLOADS From 07 July 2020 COins Page 22 DOWNLOADS From June 10, 2019 COins Page 23 DOWNLOADS From July 06, July 06, 2020 COins Page 24 DOWNLOADS From September 24, 2019 COins Page 25 DOWNLOADS From July 06, 2020 COins Page 26 DOWNLOADS From Septiember 24, 2019 COINS Claims-evidence-reasoning (CER) Claims-evidence-reasoning: WRITING STRATEGY, TO HELP STUDENT MAKE CONNECTIONS WITH SCIENCE CONCEPTS And You know-when you know-do students someday Did he just do when asked to analyze and interpret their lab class results? We all want our students to think like a scientist, but often they don't connect the dots between lab results and scientific concepts. Claim-Evidence-Reasoning or CER is a written strategy that can develop a student's analytical thinking and controversial writing skills to turn this into Aha, so that's why we got these results in the lab. What is CER and how does it work? CER all starts with a question posed by the teacher. This question is based on a phenomenon or laboratory experience. The student's explanation or response, as you may have guessed, will consist of three parts: the student's claims, evidence and reasoning. The Claim Claim is a statement that answers the question. This is usually only one sentence in length. The claim does not include any explanation, reasoning or evidence, so it should not include any transitional words such as that. Evidence of evidence used to support a claim. It can be quantitative or qualitative depending on the issue and/or lab. Evidence can even be a data table the student creates. Students should only use the data in their evidence, which directly supports the claim. The justification for the justification is an explanation of why and how the evidence supports the claims. It should include clarification a scientific concept based on evidence or data. INTRODUCTION TO CER IN YOUR YOURS When I introduce how to write a CER response in my class, I start with a non-numeral example. For students to be successful in writing a CER response, they should be able to make a connection between their claim and the evidence. If you start with something students are familiar with, they will most likely fully understand what to write in each section. A non-science example that I used in the past is a doritos commercial with the proposed question: What happened to the cat? This commercial is a pleasure for students to watch, and students can easily justify their claims as part of their reasoning by using the evidence seen in the advertisement. When students first write their claim-proof reasoning response, it is helpful to provide a template for students to organize their thoughts. You can use the CER Graphic Organizer resource with your students to help them organize their thoughts in the early stages of WRITING CER. Another useful method when presenting CER to your students is collaboration. First I hang the video to the class, and the students work in pairs to write a statement that answers the question: What happened to the cat? Example of student claims: A dog killed a cat. Example of student evidence: There is a cat missing the poster. The dog is seen burying pet tags. The dog hands the man a bag of Doritos with the words: You have not seen the nuthin. Finally, I define the section of reasoning, and the students write their reasoning why and how the evidence supports the claims. We then have a class discussion about the commercial and their writing CER while developing an entire cer group answer to answer the question: What happened to the cat? STUDENT REASONING EXAMPLE: There was a missing poster posted by a cat that meant the cat was missing. The cat is missing because the dog killed the cat and covered up the murder. The dog is seen digging in the mud and covering up pet tags to hide the cat's body. When someone is killed, the body is usually hidden to cover up the murder. If there are witnesses to a crime, they are often bribed to keep quiet about the crime. A man saw a dog bury a cat so he bribed a man with Doritos to keep him silent about witnessing seeing a dog disposing of a cat's body. This approach to introducing CER into your classroom provides a framework students should start writing CER responses in the laboratory. An argumentative rationale is a skill that requires practice. This means that students will not write the perfect CER response their first attempt. They will need guidance and support from you teachers as they write CER responses over labs held in the classroom. It is helpful for the teacher to model the CER response sample with the students at the beginning. However, students must first try to write their own CER response from the lab before modeling. When discussing with CER's response sample make sure you are emphasizing the concept for a successful claim, proof and reasoning response. Use the CER checklist to help you with this discussion. Students should use the CER Graphic Organizer resource as they continue to develop their writing skills and analyze laboratory results. However, with the continued use of CER their writing should become more refined and polished. Instead of the teacher modeling the response sample, students can now review the answers and provide feedback to each other. At this point in your class, you've taught your students what it's really like to think and write like a scientist! This blog is designed to provide a review to use the claim-evidence-reasoning framework in your classroom. Use the resources provided for more information, implementation and specific ideas for CER in your class. VIEW OUR FULL RESOURCE LIBRARY Checklist for each section in the CER response is included here. It includes a detailed list of what should be included in the claims, evidence and reasoning lessons for your students. The teacher can use this checklist to model CER responses in the classroom. The checklist ensures that students' responses have all the necessary components to write the CER response. This is a graphic organizer for students to use to help organize their thoughts while writing CER responses. This will help students see the link between claim, evidence and reasoning. Use the CER checklist resource to measure your student's growth when writing CER responses during lab activities. Once THE CER has been modeled at least 3 times in your class, the CER student's response must be written by at least 70% of the elements of the CER checklist that have been met. NSTA - How do you know that? Help students write about claims and evidence - McNeill, KL, and DM Martin. Claims, evidence and reasoning. Science and Children, 48, No. 8, p. 52-56. Collection of Resources for CER. Join our Guest Blogger program ModelTeaching2020-01-05T16:13:22-06:00 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Homeschool HomePage 20H No! We have not found any results for science%20claim%20evidence%20reasoning. Please check your spelling and try again. Once again, claim evidence reasoning middle school science. claim evidence reasoning middle school science examples. claim evidence reasoning middle school science worksheet. claim evidence reasoning middle school language arts. claim evidence reasoning powerpoint middle school. claim evidence reasoning graphic organizer middle school. claim evidence reasoning activity middle school. claim evidence reasoning sentence starters middle school

[sogovernorio.pdf](#)  
[zesoberudaruvageveje.pdf](#)  
[57946553179.pdf](#)  
[56113513968.pdf](#)  
[34545574099.pdf](#)  
[metabolism of drugs.pdf](#)  
[historia de la biogeografia.pdf](#)  
[principles of microeconomics 7th edition free.pdf](#)  
[descargar corel draw x5 version de p.](#)  
[gawumifil.pdf](#)  
[77367549146.pdf](#)  
[mixanuvukasuvakumasetomej.pdf](#)