CLAIM, EVIDENCE, REASONING

Using the Scientific Process within a Character Study

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Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. [...] Students also acquire the habits of reading independently and closely, which are essential to their future success.

From: http://www.corestandards.org/ELA-Literacy/CCRA/R
Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CHARACTER STUDY

- Read-aloud model
- IDR practice with novels
- Note-taking
- Reader Response

What’s missing?
Now that we’ve taught our students how to read critically, how do we assess that they are in fact doing so? How do we deepen their thinking even further?

**CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
What do you know?  
How do you know that?

Claim + Evidence + Reasoning = Explanation

Why does your evidence support your claim?
Claim: What Do You Know?

In other words, what is your **claim or theory about the character**?
For example:
My claim is that Byron isn't really a bully.
In other words, what is the evidence from the text that supports your claim about the character?
For example, I think there is more to Byron than just bullying. Based on what I read, Byron stood up for Kenny more than once in the book. For instance, when Kenny was brought in to read to the upper class, Byron told him that they should pay him for it. The author stated that Byron is getting along with his dad and his grandma's friend. For example, he is polite to grandma and listens to her. Lastly, Byron is trying to keep Kenny and Joetta safe. For instance, he didn't want Kenny to go to the "Woolpool."
Reasoning: Why Does Your Evidence Support Your Claim?

In other words, why does the evidence from the book support your claim about the character?
For example, I know that Byron isn't a bully because bullies are not polite. In my experience with bullies, they don't help younger kids. Bullies also don't try to help kids stay out of trouble or danger. Because Byron tried to stop Kenny and Joetta getting hurt from going to the "Wool-pool," it proves that he's not really a bully. Byron cares about his family and is polite. He can’t be a bully.
Questioning: What Questions Do You Still Have about Your Claim?

In other words, raise a question related to your claim about your character.
For example,
• Do bullies sometimes change?
• Could Byron still be a bully at times?
• Has Byron changed for good?
• What will happen when Byron goes back home to Flint, Michigan?
Let’s try it!

Read the chapter closely. Based on what you’ve read, use specific evidence to create a claim about a character. Reason why you believe so, and come up with 1-2 questions pushing your thinking about your claim.

Let’s share!
What about the other standards?

Craft and Structure

• **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

• **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

• **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

How can we use CER to teach to these standards?
What about the other standards?

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

How does CER help in achieving these standards?
THINK ABOUT THE WAYS IN WHICH YOU CAN USE CER WITH YOUR STUDENTS.

QUESTIONS?
THANK YOU

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