

15 Day Challenge

Grade/Subject:	5 th – Reading
Unit:	Claim-Evidence-Reasoning - (introduction to the CER format) <i>Note: This is an introductory unit. We loop back to this standard (CER format) in all subjects which will move students forward to proficiency/mastery as the year progresses.</i>
Standard	CCSS RL/RI 5.1 – <i>Quote accurately from what the text says explicitly and when drawing inferences from the text.</i>
Prerequisites:	<ul style="list-style-type: none"> ● Understand the term opinion. ● Restate the plot/topic of a text. ● Understand authors write for various purposes.
Essential Skills/Targets:	<ul style="list-style-type: none"> ● Identify key details and examples important in the text. ● Use text and background knowledge to draw inferences about the text. ● Cite specific details and examples from the text ● Use the author’s name or sentence stems when quoting ● Present an explanation of how the key details chosen support the claim
Key Words:	claim, opinion, inference, background knowledge (schema), textual evidence, support, explicit, quote, conclude (i.e. reasoning/explanation)

Assessments

Preassessment: CER: Spaghetti (in google folder)

CFA #1: Forming Claims from Key Details and Examples (page 4 of this document)

CFA #2: Identifying Key Details and Examples that Support a Claim (page 5 of this document)

CFA #3: Quoting and Explaining Text Evidence (page 6 of this document)

Summative – CER: Taco Head (in google folder)

<p>Day 1</p> <p>Pretest: CER: <u>Spaghetti</u></p> <p>Target: <i>Identify key details and examples important in the text.</i></p> <p>What do these details reveal about the text, characters, author?</p>	<p>Day 2</p> <p>Target: <i>Use text and background knowledge to draw inferences about the text.</i></p> <p>How did you determine what the details revealed about the text, character, or author <i>(text+background knowledge (schema) = inference.)</i> Inferences are opinions/claim</p>	<p>Day 3</p> <p>Target <i>Use text and background knowledge to draw inferences about the text.</i></p> <p>Students read texts and draw inferences (text, the characters, topic, author, author’s purpose, author’s point of view, etc.)</p> <p>Practice Texts: TBD</p>	<p>Day 4</p> <p>CFA #1: Forming Claims from Key Details and Examples</p> <p>After the CFA... Student go back to the claims they made on day 3 and highlight/post-it the details that led them to make that claim (color code if they made multiple claims)</p>	<p>Day 5</p> <p>Target: <i>Cite specific details and examples from the text that support your inference.</i></p>
<p>Day 6</p> <p>Target: <i>Cite specific details and examples from the text that support your inference.</i></p>	<p>Day 7</p> <p>CFA #2: Identifying Key Details and Examples that Support a Claim</p>	<p>Day 8</p> <p>Target: <i>Introduce and quote details and examples from the text.</i></p>	<p>Day 9</p> <p>Target: <i>Explain to your reader how the key details chosen support the claim.</i></p>	<p>Day 10</p> <p>Target: <i>Tightening up your explanation.</i></p>
<p>Day 11</p> <p>CFA #3: Quoting and Explaining Text Evidence</p> <p>After CFA... Students practice the CER process with an unfamiliar text.</p>	<p>Day 12</p> <p>Target: <i>I can quote accurately from what the text says explicitly and when drawing inferences from the text (Putting it all together)</i></p> <p>Pair students up to review each other’s CER and give feedback.</p> <p>Students reflect on feedback and determine where they need review.</p>	<p>Day 13</p> <p>Target: <i>I can quote accurately from what the text says explicitly and when drawing inferences from the text (Putting it all together)</i></p> <p>Form small groups or peer teachers to help students prepare for summative based on where they determined they need assistance.</p>	<p>Day 14</p> <p>Summative Assessment</p> <p>CER: <u>Taco Head</u></p>	<p>Day 15</p> <p>Reteaching/ Extension Day</p> <p>We will continue to revisit this standard in other subjects which will also allow for more reteaching and extension.</p>

What Do We Plan to Do If...?
(PLC Question 3-4 Response Plan)

	Tier 2 They don't fully grasp the concept yet.	Extension
Post CFA #1		
Post CFA #2		
Post CFA #3		
Post Summative		

Common Formative Assessment #1

Name: _____

Learning Target: *I can form claims from key details and examples. (RL/RI.5.1)*

Text: Whitewater Adventure (RWW p. 36-39)

Directions: Read the text, make claims (inferences/opinions) as you read. Finally, explain what details in the story helped you make this claim.

Claim	Which details helped you make this claim?

Common Formative Assessment #2

Name: _____

Learning Target: *I can identify key details and examples from the text that support a claim. (RL/RI.5.1)*

Text: Suki's Kimono

Directions: Read the text. Read each claim (inferences/opinions) and find one or two details or examples from the text that best supports each claim.

Claim	Detail/Example from the Text
Suki is confident.	
Suki loves her family's culture.	
Suki's classmates changed because of Suki's choices.	

Common Formative Assessment #3

Name: _____

Learning Target: *I can introduce and quote key details from a text and explain how they support a claim.*
(RL/RI.5.1)

Text: TBD

Directions: Read the text. Read each claim and find one detail from the text that best supports each claim. Introduce and quote the detail you chose, and then explain how it supports the claim.

Claim	Introduce, Quote and Explain Your Text Evidence

