

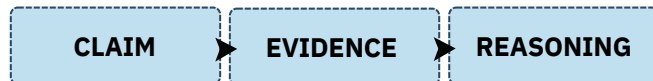


📖 Designed for Grades 6 - 12 | ELA | Science | Social Studies

Text Evidence Bootcamp

Purpose of this guide: A curriculum toolkit that teaches students to write and speak with evidence in any subject (Grades 6 to 12)

CER Ladder (write stronger answers)



WHAT THIS TOOL BUILDS

- Stronger constructive responses
- CER writing + academic discussion routines
- Annotations that improve comprehension
- Evidence selection (best quote/detail)
- Academic language upgrades (frames)

INSIDE THIS RESOURCE:

Page 2: How to use + outcomes + alignment

Page 3: CER mini-lesson + quote vs paraphrase

Page 4: Annotated example + common mistakes

Page 5: Guided practice (texts + prompts + frames)

Page 6: Rubric + skill tracker + differentiation

HOW TO USE (10 - 15 Minutes)

Prompt >>> Annotate >>> Select Evidence >>> Write CER >>> Revise with rubric

Learning Outcomes + Curriculum Alignment

This mini tool teaches evidence-based thinking and communication. The routines below support ELA, science, and social studies performance while strengthening executive function and academic language.

Students can...

- Identify the question type (explain, argue, compare, analyze).
- Write a clear claim that directly answers the prompt.
- Select strong evidence (not just any detail) and cite it.
- Explain reasoning: how the evidence proves the claim.
- Revise for clarity using a quick checklist and rubric.

Standard connections (examples)

- **ELA:** cite textual evidence; determine central idea; write arguments/informative responses.
- **Literacy in Science/SS:** integrate information; evaluate sources; support claims with evidence.
- **Academic language:** precise vocabulary, sentence structures, and reasoning words (because, therefore).
- **Assessment skills:** short responses, constructed responses, and written explanations.

Facilitator flow (30-45 minutes)

5 min - Warm-up: What counts	Students sort examples: fact, opinion, evidence, reasoning. as evidence?
10 min - Mini-lesson (page 3)	Model CER using the first practice text.
15 min - Guided practice (page	Students write a CER response using sentence frames.
10 min - Strategy reps (page 4)	Annotate + select evidence + justify why it is strongest.
5 min - Exit ticket	Underline claim, box evidence, circle reasoning.

Implementation tip: Students improve fastest when they do 2 short CER responses per week (5-8 sentences each), then revise using the rubric on page 6.

Mini-Lesson: CER That Actually Scores Point

Use the mini-lesson to teach students what graders look for. The goal is a response that is clear, supported and explained.

CER in 3 sentences (the starter version)

- **C - Claim:** Answer the question in one sentence.
- **E - Evidence:** Include a quote OR a specific detail (with a line/paragraph reference if available).
- **R - Reasoning:** Explain how the evidence proves the claim using because/so/therefore.

Evidence rules (what counts)

- Evidence is **specific** (a detail, data point, or quote), not a vague statement.
- Evidence is **relevant** to the claim (it proves it, not just related).
- Use one strong piece of evidence before adding more.
- Paraphrase accurately; do not change the meaning.
- When quoting, keep it short (a phrase) and explain it.

Model the moves: Read the short text on page 5, prompt 1. Then write a response and label it C/E/R

Example CER response

C: The school's new schedule helped students learn more effectively by giving them focused time without distractions.

E: The text says students had a daily "quiet work block" where phones were stored, and teachers provided short check-ins.

R: Because the quiet block removed distractions and added quick support, students could concentrate and complete more challenging work, which supports the claim that learning improved.

Quick checklist before you submit

- . Did I answer the question directly?
- . Did I include at least one strong, specific piece of evidence?
- . Did I explain how the evidence proves the claim (reasoning)?
- . Did I use academic language and avoid vague words (stuff, things)?
- . Did I re-read for clarity and punctuation?

Mini-Lesson: CER That Actually Scores Point

Use the mini-lesson to teach students what graders look for. The goal is a response that is clear, supported and explained.

A. Annotation code (fast and consistent)

- Underline key idea (main point).
- Box evidence (facts, numbers, examples).
- Circle vocabulary that matters.
- Write a margin note: 'This proves ... '

B. Source it (especially in social studies)

- Who wrote it? What is their role?
- When was it created (context)?
- Purpose: inform, persuade, report, entertain?
- Bias: what might they want you to believe?

C. Evidence ladder (pick the strongest)

- Level 1: general detail (weak)
- Level 2: specific detail (better)
- Level 3: specific detail + direct connection to prompt (strong)
- Choose Level 3 whenever possible.

D. Sentence frames (upgrade academic language)

- The author suggests that _____
- One piece of evidence is _____
- This matters because _____
- Therefore _____

2-Minutes Routine: Read >>> Annotate >>> Pick 1 best evidence >>> Write C/E/R >>> Revise with checklist

Common Mistakes	The Fix
Evidence is a summary	Use one exact detail or short quote
Evidence is copied but not explained	Add reasoning with because/so/therefore
Claim is vague	Restate the prompt and choose a clear position
Off topic	Underline the prompt words you must answer

Practice Set: Two Original Texts and Prompts

Students can practice CER with these original short texts. Use the frames from page 4 if needed

Text 1: The Quiet Work Block

At Ridgeview Middle School, teachers noticed that many students struggled to finish assignments during class. The school tried a new schedule: each day included a 25-minute quiet work block. During that time, phones were stored in a class pouch, and teachers held brief check-ins with students who had missing work. After four weeks, teachers reported fewer incomplete assignments, and students said they felt less stressed because they knew they would have time to start their work at school.

Prompts for Text 1

- **Explain:** How did the new schedule affect students, and why?
- **Argue:** Should schools include a daily quiet work block? Support your claim with evidence.
- **Analyze:** What problem was the school trying to solve, and what evidence shows the change helped?

Text 2: Bus Routes and Attendance

A district transportation office reviewed attendance data and found that one neighborhood had more late arrivals than others. The office adjusted two bus routes so that buses would arrive closer to the school start time, and the district sent families a simple message explaining the change. Over the next month, late arrivals in that neighborhood dropped, but a few students were still late because they missed the bus. The office added a reminder text 10 minutes before the bus arrived and partnered with a community center to offer a supervised morning check-in location for students who arrived early.

Prompts for Text 2

- **Explain:** What actions did the district take to reduce late arrivals, and which seems most effective? Why?
- **Analyze:** Identify one cause of late arrivals that remained and propose a solution using evidence from the text.
- **Compare:** How are the approaches in Text 1 and Text 2 similar in solving a problem?

Templates + Rubric + Differentiation

Print this page for ongoing use. Reuse the templates each week with class texts and assignment

CER Organizer (Quick)

Claim:

Evidence:

Reasoning:

Evidence Tracker

Prompt keywords:

Best Evidence:

Why it is strongest

Score	Claim	Evidence	Reasoning	Language
4	Clear, precise, fully answers prompt	Strong, specific, well-chosen detail/quote	Explains how evidence proves claim	Academic, precise, coherent
3	Answers prompt; mostly clear	Relevant evidence; some specificity	Explains connection; minor gaps	Mostly academic; understandable
2	Partial/unclear answer	Weak or general evidence	Limited explanation	Informal or unclear in places
1	Off-topic/no claim	No evidence or inaccurate	No reasoning	Hard to understand

Differentiation (UDL/ELL/IEP)

- **Support:** sentence frames + word bank + highlight evidence in the text.
- **Chunk:** write claim first, then evidence, then reasoning (one at a time).
- **Access:** read aloud, glossary, visuals, guided notes as appropriate.
- **Extend:** require 2 pieces of evidence and a counterclaim/rebuttal.

Tutor/Teacher Quick Guide

- Model CER once.
- Co-write a second response.
- Students write independently.
- Revise with a rubric.
- Track progress weekly.

Goal: 2 CER responses/week, 10-15 minutes each, using real class texts.