



CER Identification Practice General, Grades 6-12

Assignment Objectives

After completing this assignment, students will be able to:

- Define what makes a strong claim, evidence, and reasoning in writing
- Identify claims, evidence, and reasoning in written work
- Evaluate the strength of claims, evidence, and reasoning in written work

Teacher Instructions

- This resource will allow students to practice identifying and evaluating the claim, evidence, and reasoning employed in written work. Be sure to make a copy of this document in order to make any changes.
- Define the following terms with your students and share strong example paragraphs with them: claim, evidence, and reasoning.
- Provide students with a written piece of work (passage, document, etc) that you would like them to identify the claim, evidence, and reasoning in.
- Assign students the attached student worksheet that will walk them through identifying and evaluating the claim, evidence, and reasoning of the work.

Ideas for Use

- Pair with documents or nonfiction written work that students are learning to analyze. This might serve as prep for a DBQ or analysis essay.
- Pair with a routine such as “Article of the Week” to help students practice analyzing written work.
- Use as prep for students writing their own CER paragraphs.
- For younger students, you can shorten the activity to identifying only, or have the analyzed piece of work be only 1-2 paragraphs long.



CER Writing Practice

General, Grades 6-12

Student Instructions:

This assignment will help you to identify and evaluate the claims, evidence, and reasoning in a written piece of work with a Paper Live Help tutor. Complete the steps below.

- Complete the first box and define claim, evidence, and reasoning. Make sure to also include how you can evaluate the strength of claims, evidence, and reasoning as well as provide examples.
- Open up the assignment from your teacher that you are working on.
- Open Paper, select your course, and select “chat with a tutor.”
- Send your tutor the piece of writing you are analyzing and your assignment.
- Discuss with your tutor what the claim(s) of the writing is and write down your ideas in the second table.
- Discuss with your tutor if the claim(s) is strong or not. Summarize the conversation and make your decision in the table below.
- Repeat the same steps for identifying the evidence and reasoning in the writing.

1. Define claim:
 - a. What makes a claim strong?
 - b. Provide an example:

2. Define evidence:
 - a. What makes evidence strong?
 - b. Provide an example:

3. Define evidence:
 - a. What makes evidence strong?
 - b. Provide an example:

Claim(s)	Claims found in piece	Summarize discussion from Live Help tutor	Strength of Claim(s)
Evidence	Evidence found in piece	Summarize discussion from Live Help tutor	Strength of Evidence
Reasoning	Reasoning found in piece	Summarize discussion from Live Help tutor	Strength of Reasoning