



Question Students use this space to writing the question they are answering.



I think

Students can use this space to make a simple statement that answers a question or addresses a problem based on observations or experiences. In science, we call the answer to a question a claim. Example: "Plants need sunlight to grow."

My model is



Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- *Identify arguments that are supported by evidence.
- *Distinguish between explanations that account for all gathered evidence and those that do not.
- *Analyze why some evidence is relevant to a scientific question and some is not.
- *Distinguish between opinions and evidence in one’s own explanations.
- *Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument.
- Construct an argument with evidence to support a claim.
- *Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.



Evidence

Students can use this space to identify, or state evidence that supports their claim. Evidence is the information or data that supports the claim. It can be based on observations, measurements, or experiences. Example Evidence: "I noticed that the plants in our classroom that are near the window are taller and greener than the plants on the shelf away from the window."



Peer Feedback



These spaces allow students to give feedback about the relevance of the evidence to a scientific question and/or distinguish between explanations that account for all gathered evidence and those that do not.

Peer Feedback

