

TABLE 1

Five levels of scaffolding Claim-Evidence-Reasoning framework.

	Most Scaffolding				Least Scaffolding
	Choose One	Fill-in-the-Blank	Sentence Starter	Word Bank	Student-Generated
Claim	Provide 2+ prewritten claims for the students to choose between.	Provide a prewritten claim with a blank for them to write in the key concept.	Rewrite the guiding question into a sentence starter for students to build a claim.	Provide some key terms in a word bank or word wall but the student generates the claim.	Allow students to independently form their claim statement based on the guiding question.
	Displayed Data Set	Single Data Set	Relevant Data	List of Data Sources	Student-Identified
Evidence	Gather and display relevant data collected by the class as a single source.	Focus the CER on data gathered from a single experience / source.	Provide students with a list of sources of relevant data sources from classroom activities.	Provide a general list of data sources to practice identifying relevant sources.	Allow students to independently choose evidence they feel is appropriate to answer the claim.
	Provided Samples	Finish the Statement	Sentence Starter	Structured Reminder	Student-Generated
Reasoning	Display samples of unrelated reasoning statements that clearly connect a question, claim, and evidence.	Provide targeted sentence starters for each source of data.	Provide general sentence starters for reasoning statements.	Remind students to use a reasoning statement to connect cited evidence back to the guiding question and claim.	Allow students to independently form their reasoning statement based on their claim and evidence.