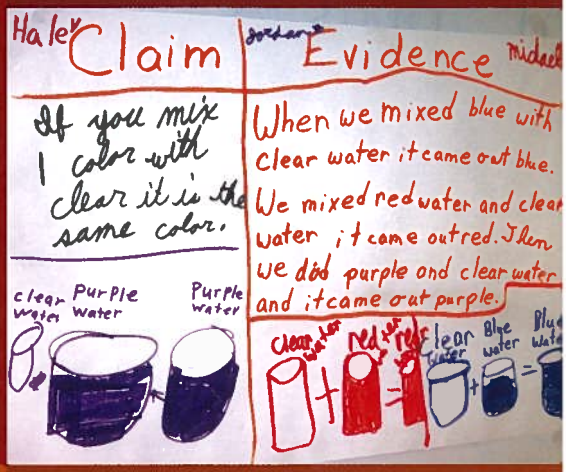
Lori Norton-Meier · Brian Hand · Lynn Hockenberry · Kim Wise

Questions Claims and Evidence



The Important Place of Argument in Children's Science Writing

Contents

I am so pleased that this book is going to be out in the professional conversation, especially in a time when science teaching and the understandings about our world that come about because of it get pushed aside.

—Katie Wood Ray

Author of *About the Authors*

Questions, Claims, and Evidence presents a new approach to science teaching that engages students fully by linking literacy and inquiry. With it you'll replace the lab reports of traditional science teaching with the writing of scientists searching for answers. And in the process, you and your students may well discover that you enjoy and learn from science time more than ever.

Step by step *Questions, Claims, and Evidence* immerses students in scientific inquiry and writing. It transforms experiments from following directions and making notes into chances to pose and answer questions that interest students. Its approach helps you:

- **increase students' interest in science** by showing students how to ask good questions and design their own experiments to answer them
- **improve their analysis skills** by giving them tools to make and support scientific claims
- **boost their science writing** by offering meaningful opportunities to argue for, reflect on, and summarize their findings.

But *Questions, Claims, and Evidence* doesn't only support student learning. It improves your science teaching by:

- **broadening your professional knowledge** with the latest research and theory
- **providing self-evaluation tools** for monitoring your performance
- **answering frequently asked questions** about the *Questions, Claims, and Evidence* approach.

Try something new that will motivate your students and improve their writing abilities. Read *Questions, Claims, and Evidence*, and don't be surprised if your students agree with this fifth grader's sentiment: "*I love the way that we do science now because I learn more and I get to do more. I actually feel like I am smart.*"

Lori Norton-Meier has been intrigued by children's stories since her time as a kindergarten teacher. She is currently an assistant professor at Iowa State University in Literacy Education. Her areas of interest include early childhood literacy, science literacy, family literacy, and media literacy.

Brian Hand is a science educator at the University of Iowa who is involved in research on student learning and how we use language in science classrooms to help the learning process. Brian was a school teacher for eleven years before moving into the university system, where he has published in a wide range of journals.

Lynn Hockenberry (left) is a twenty-four-year teaching veteran. She implemented the Science Writing Heuristic approach in *Questions, Claims, and Evidence* and knows the power that linking science with literacy has to engage students. Now a reading consultant with Loess Hills AEA 13 in Southwest Iowa, she provides literacy professional development to K–12 teachers.

A former elementary and middle school teacher, **Kim Wise** (right) has been involved in science education for fifteen years. Now a reading consultant with Loess Hills AEA 13, she provides professional development in the areas of science curriculum, instruction, and assessment.

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