

Claim, Support, Question

A routine for reasoning with evidence.

Drawing on your investigation, experience, prior knowledge, or reading:

Make a **claim** (explanation, interpretation) about the topic.

Identify **support** (things you see, feel, know) for your claim.

Ask a **question** related to your claim. What isn't explained?

Purpose: What kind of thinking does this routine encourage?

This routine encourages the process of reasoning by asking students to form interpretations and to support them with evidence. Questioning interpretations can help students see reasoning as an ongoing process.

Application: When and where can I use it?

Statements of fact or belief are presented everywhere. This routine is designed to help students take notice of claims presented and thoughtfully examine them. Use the routine with any topic, work of art, piece of text, poem, etc. to invite careful explanation, evaluation, or interpretation.

Launch: What are some tips for starting and using this routine?

The routine can work well for individuals, in small groups, and for whole group discussions. Begin by modeling the routine in the whole group: Identify a *claim*, ask the group for evidence that *supports* the claim, then invite students to *question* the claim or any of the evidence that has been offered to support it. As you process each step of the routine, document students' comments in a way that is accessible to all students. For example, you may want to write the claim on a chalkboard, then draw two columns, one for *supports* and one for *questions*.

Once students have practiced the routine in the whole group, they can use the routine individually or in small groups, documenting their responses in a journal or in a way that can be displayed with their small groups. You may want to return to the whole group discussion - inviting individuals or small groups to share their claims, supports, and questions with the whole group. Leave time for the other students to respond with additional supports for the claim or to raise additional *questions*. If there's time, reflect on the activity - What new thoughts do students have about the topic?

Keep in mind that students are often in the habit of simply agreeing or disagreeing with claims. You might need to slow down and give students time to think as they generate *supports* and questions about a claim. You may need to encourage deeper thinking by asking: What are some other questions you might want to ask about this claim? Can you think of reasons why this might be true? Why might it not be true? Thoughtful questions that challenge the plausibility of a claim often lead to a deeper understanding of the topic and the reasoning process.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #ClaimSupportQuestion.