

11.2 JUSTIFY CLAIMS WITH TEXT EVIDENCE

PURPOSE: I support my claims with evidence to strengthen the power of my voice and help others understand my perspective. Justifying claims with evidence is a skill that helps me speak and write with influence in and beyond school.

EXPECT

What students will know and be able to do:

	LITERACY GOALS	LANGUAGE FOR SUCCESS
Support	<p>I can support my thinking with evidence and explanation.</p> <p>I can quote or paraphrase relevant text evidence.</p> <p>I can explain how the text evidence supports my inference.</p>	<p>I can explain my ideas in conversations with peers and also ask questions to encourage peers to justify their ideas (e.g., “How do you know?”).</p> <p>I can write with expository organization to support my claims with evidence and explanation.</p> <p>I can use transitions and referents to connect ideas across sentences.</p>

ENGAGE

What students do to learn and demonstrate current understandings about justifying a claim: Use this routine every time students reread a text to make inferences, draw conclusions, or respond to any open-ended task that requires students to make and justify claims. Watch students during these tasks as a formative assessment before, during, and beyond teaching the skill.

Use a three-step task to engage students:

1. **REREAD:** After reading a text (or excerpt) for literal comprehension, students reread it to make inferences or draw conclusions. This can be a broad task (e.g., making an inference) or a focused task guided by a specific question (e.g., “What is the theme?”).
2. **ANNOTATE:** Write inferences in the margin or on a self-stick note. Underline clues in the text that support the ideas.

3. **COLLABORATE IN CONVERSATION:** Collaborate to make claims about the text, and justify thinking with text evidence and explanation.
4. **WRITE A SHORT RESPONSE (OPTIONAL):** When students demonstrate success with the first three steps and you have instructional time to bring the conversation to writing, have students write a paragraph of three or more sentences in which they write their claim and support their idea with text evidence and explanation. (See the next section for specific strategies and scaffolds for this step.)

Find scaffolds for this task on pages 248–253. When your primary goal is assessment, use the minimum scaffolds needed to ensure students understand and can actively engage in the task. Then, as you repeat this routine with new texts, adjust based on what you observe to strategically support and challenge all students.

OBSERVE

What teachers watch and listen for as students engage:

Literacy goals:

- Do students **support** their thinking with text evidence? When students reference text evidence, do they quote it or paraphrase in effective ways?
- Do students **explain** how the text evidence supports their inferences?

Language use:

- What language choices do students make when speaking and writing about inferences? What do these reveal about their strengths and needs with language essential for success with the task?
- In writing, do students connect ideas coherently within and across sentences in a paragraph? Notice, for example, their use of transitions (e.g., “*For example . . .*”) or referents (e.g., “*This shows . . .*”) to connect ideas across sentences.

Collaborative conversations:

- Are students contributing to the conversation and listening?
- Do students justify their thinking in conversations with peers? Do they prompt one another for evidence, as appropriate (e.g., “How do you know? What did you read that gave you that idea?”).

SUPPORT

Use what you learned from observing students to prioritize what you will teach and support to help them thrive with justifying claims about texts in collaborative conversations and writing.