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**Professional Development Series for Grades 3-12:  
Content Literacy in Action (Supporting Literacy in  
All Content Areas)**

**Session 7: Creating a Claim**

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October 26, 2022

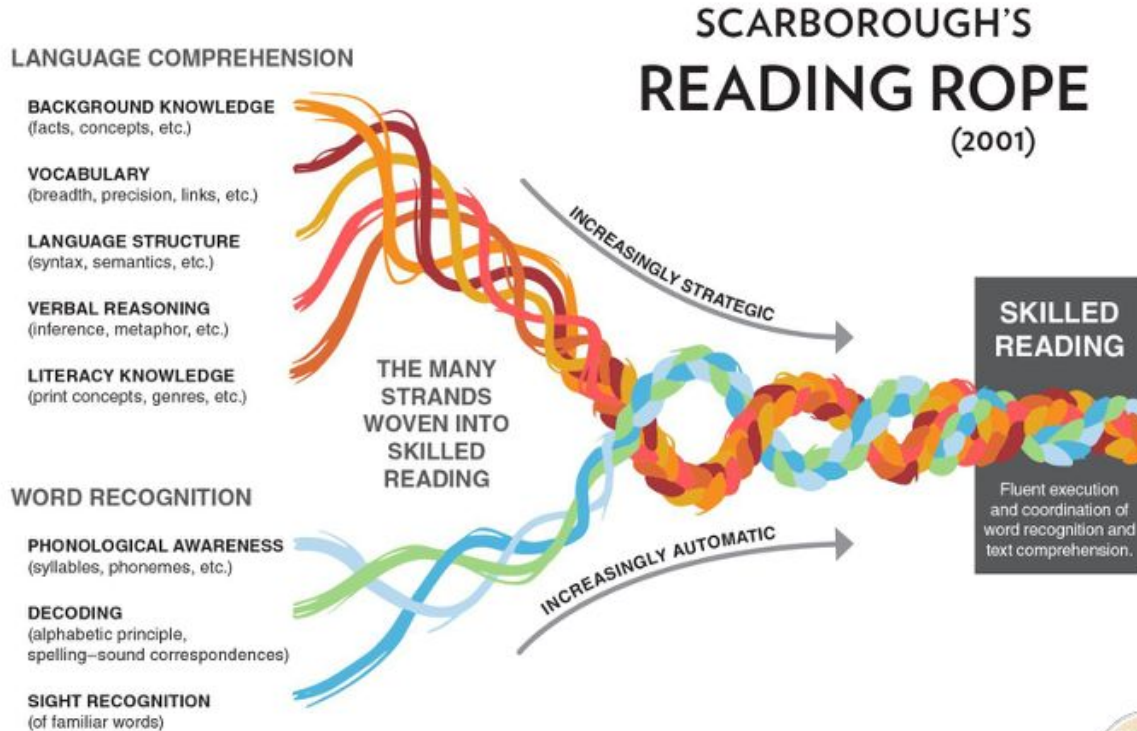
# Objectives

- Participants will be able to
  - implement the Creating a Claim Support with students while using High Quality Instructional Materials.

# Agenda

- Review of Content Literacy Series
- Purpose of Creating a Claim Support
- Creating a Claim In Action
- Next Steps
- Closure

# Literacy in Grades 3-12



# Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
  - Reading
    - Whole Class Read Aloud
    - Partner Reading
    - Independent Reading
    - Annotating Text
    - Direct and Explicit Vocabulary Instruction
    - Reading and Writing for a Purpose

# Content Literacy Series Continued

- Writing
  - [Creating a Claim](#)
  - Reading and Writing for a Purpose
  - Summary Writing to Develop Comprehension
  - Using Rubrics
  - Using Student Exemplars
  - Writing Frames
- Speaking and Listening (coming soon)
  - Discussion Tracker
  - Socratic Seminar
  - Fishbowl Discussion

# Purpose of Creating a Claim

- to understand what good writing looks like so that students can duplicate good writing across the content areas
- to understand the steps involved in writing a strong claim so that the claim can be developed throughout the writing
- to synthesize information from a variety of sources and for a variety of purposes (Sources could include text, graphs, charts, maps, tables, pictures, etc.)

# Creating a Claim in Action

- Preview or create the writing prompt or question. Review the elements of a good claim, or introduce the elements if you have not already done so.
- Communicate the purpose of the support to students.
- Display and discuss the definition of a claim: *A claim is an argument you are making, as a writer, in response to a question, and it can be backed up with reasons and evidence.*
- Fully break down the prompt so that students know what is asked of them. If they are already proficient with this step, allow them time to do so.




# Creating a Claim in Action Continued

- Model what a good claim looks and sounds like. Do a think-aloud so that students know how to recreate one. Label what makes it a good claim and the process you went through to create it. See [Using Student Exemplars](#) for more help.
- When creating your own claim to model, keep these things in mind:
  - Your claim should explain what the entire paper/paragraph will be about.
  - It should be clear and concise. Claims should not be overly wordy, and they should get straight to the point.
  - There should be ample evidence to defend your claim/argument, but that information is reserved for the sentences after the claim.
  - The claim should be stated as a fact.
  - The claim should be written with the proper style and proper audience of the purpose of your paper.
  - Be sure to place your claim in the proper spot. When writing a short-answer response, it is often the first sentence. When writing an essay or extended response, it is often the last sentence of the introduction.

# Creating a Claim in Action Continued

- Teacher Talk:
  - “Good morning, class. Today you will create a claim for our Unit 1 Assessment. Remember, practicing claim writing allows you to see what good writing looks and sounds like so that you can duplicate it on your own. It will also help you to understand how to develop your claim and synthesize information from all kinds of sources.”
  - “Also remember: A claim is an argument you are making, as a writer, in response to a question, and it can be backed up with reasons and evidence.”
  - “Let’s start by looking at and breaking down the prompt.”

# Creating a Claim in Action

- Unit 1 assessment writing prompt: *How did challenging the British government lay the foundation and shape the American identity in its earliest years?*
- “Let’s refer to our anchor chart for claim writing.”
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- “Now it’s time for you to write your own claim. Be sure to refer to our example, as well as the anchor chart.”
- Circulate to provide feedback and offer specific feedback when grading.

## Next Steps

- Look at upcoming lessons/assessments to decide where this strategy would be most valuable. [Using Student Exemplars as Part of the Writing Process](#) can be another option when scaffolding help for claim writing.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?



# Closure

- Claims have to be made in all content areas, and it is a skill that most students could use more support with.
- When students see good writing on a regular basis, and talk through how that writing was developed, they will become more proficient writers.
- This strategy allows you to customize the support needed to an entire class of students, and can also be customized further in a small group setting.

# Questions or Comments

If you have any questions or comments you can reach out to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

