



Support: Creating a Claim

ELA	Math	Science	Social Studies
<ul style="list-style-type: none"> → responding to constructed or extended response questions → at the end of a lesson or unit as a culminating activity to express understanding of the lesson/unit → supporting an opinion → writing a topic sentence 	<ul style="list-style-type: none"> → problems that require mathematical reasoning or explanation of a model → when reasoning about data; making claims about patterns; information obtained from that data in consideration of the context the data arose → to show progress of mathematical argumentation from more concrete (elementary) to generalized and more formal arguments, such as conjectures (high school) 	<ul style="list-style-type: none"> → constructing an evidence-based claim to support or refute explanation(s) or solutions about the natural and designed world → to include evidence from a variety of sources, including prior experiences, use of observations, and reputable scientific texts → to show progress in sophistication according to guidance provided in the Learning Progressions for Science and Engineering Practices 6 and 8 → collecting relevant data and/or evidence across various, valid resources → comparing various sources to create a coherent understanding of a phenomenon → revising a consensus model 	<ul style="list-style-type: none"> → responding to constructed or extended response questions → at the end of a lesson or unit as a culminating activity to express understand of the lesson/unit

Who could this support?

Students who may need more support in writing a stronger claim.

Purpose:

- 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.)

Communicating the purpose:

It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.



Process

- Prework** Preview or create the writing prompt or question. Review the elements of a good claim, or introduce the elements if you have not done so already.
- Step 1** Communicate the purpose of the support (Creating a Claim) to the students.
- Step 2** Communicate the definition of a claim so that students know what the intended product should be. 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.*
- Step 3** Fully break down the prompt so that students know what is being asked of them. If students are already proficient with breaking down a prompt, simply allow time for them to do so.
- Step 4** 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.
- Step 5** Allow students to practice writing their own claims. Ask them to refer back to the notes and steps you outlined for them during the model so that they can self-correct and reflect.
- Step 6** Give timely and specific feedback on their claims about what makes them high quality or what could be improved.
- I know I'm successful when...**
- You will be successful when you see students constructing a claim that meets the criteria of the rubric and success criteria for your content area, as well students constructing claims that are accurate and grammatically correct.



Additional Considerations

- Students with disabilities or English Language Learners may need additional support such as sentence frames.
- Students may also benefit from a review of how to annotate for an answer, so that they know how to locate an answer before they go to write their claim statement. Also, be sure to model how to extract information from all types of sources: text, graphs, charts, maps, tables, pictures, etc. See [Annotating](#) guidance for more assistance with this support.
- All students who need extra support should have clear steps for how to duplicate, and may even benefit from small group instruction with an additional model and think-aloud.
- Collaborative groupings are also a great structure for additional support. Allow students to brainstorm possible claims in their groups, or give each other feedback prior to checking it. Model what these conversations should sound like and circulate to ensure they are meaningful.

References

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither

Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.