



Claim + Evidence + Order

Duration: 10-15 minutes | **Overview:** Nudge students to regularly think about claims, evidence strength, and sequencing.

Steps:

1. At the end of class, set a timer for 8-15 minutes. (Students will be able to do this more quickly over time as they have had more practice with it!)
2. Provide students with a topic or question as a prompt based on what students learned in class that day.
3. Then, ask them to
 - a. Draft a claim
 - b. Select at least two pieces of evidence
 - c. Choose the order of that evidence (What should come first? What should come next? What should go last?) and briefly explain the order.

Students can write this down on a slip of paper or stick-note or complete in a Google form. This is a quick formative assessment of learning as well as students' progress toward mastery with argument-building skills.

Variation and Extension Options:

This activity can be broken down into smaller pieces and then built-up as students practice and build strength with these skills. Here's what a scaffolded version might look like:

- Just a claim!
- A claim as a class or small group + 1 piece of individually-chosen evidence
- An individual claim + 1 piece of individually-chosen evidence
- An individual claim + 2 or more pieces of evidence
- An individual claim + 2 or more pieces of *ordered* evidence (with explanation)

