

Visible Thinking

Claim, Support, Question

Purpose: The routine helps students develop thoughtful interpretations by encouraging them to reason with evidence. It can be useful in making predictions in a text, seeking patterns in math, engaging in a science experiment, and/or making assertions about current and historical events.



- ▶ Make a **claim** about the topic:

What do you think is true?

- ▶ Identify **support** for your claim:

What evidence do you have to support your claim?

What evidence do you have to refute somebody else's claim?

- ▶ Ask a **question** related to your claim:

What if....

What new questions arise while you prove/disprove your claim?



Visible Thinking

I Used to Think...Now I Think...

Purpose: This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as students identify their new understandings, opinions, and beliefs. By examining and explaining how and why their thinking has changed, students are developing their reasoning abilities and recognizing cause and effect relationships.



- ▶ **I used to think** _____

- ▶ **And now I think** _____

Tip: This routine can be used whenever students' initial thoughts, opinions, or beliefs are likely to have changed as a result of instruction or experience. For instance, after reading new information, watching a film, listening to a speaker, experiencing something new, having a class discussion, at the end of a unit of study, and so on.

