

# Constructing Support

Building a system of support or proof for an assertion  
(6 of 13 thinking/reasoning skill processes)

## Creating a Performance Task

**Step 1:** Identify a content standard to be taught.

**Step 2:** Select thinking/reasoning skill processes.

**Step 3:** Write a 1<sup>st</sup> draft of the task incorporating steps 1 and 2.

**Step 4:** Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

**Step 5:** Identify what kind of product/performance will be produced, add it to the performance task description.

## Teaching a Thinking Skill

- Introduce skill, give several examples, and discuss its performance (when, where, how to use it).
- Explain mental processes to do the thinking, model the process.
- Let students practice the skill several times using personal, easy to understand content.
- Put the skill into the context of your academic content.
- Model, model, model!

## Questions the Process Helps Explore

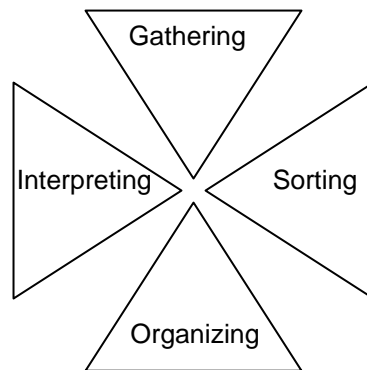
- What is an argument that would support this claim?
- What are the limitations of or assumptions underlying this argument?
- How is this information trying to persuade you?

## Steps in the Process

1. Identify whether you are stating facts or opinions.
2. If you are stating an opinion, determine whether the situation warrants support.
3. If the situation warrants support, provide supporting argument, making use of the different ways that support can be offered.
4. If you cannot provide a supporting argument, acknowledge the fact by stating that your claims should be considered opinion.

## Optional Graphic Organizers

| Facts | Opinions |
|-------|----------|
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |



## Example

A vocational education teacher asks students to construct arguments, using an appeal to reason for or against the claim use of ethanol over gasoline.