

What Makes You Say That?



What's going on?

What do you see, hear or read that makes you say that?

purpose

This routine helps learners identify the basis for their thinking by asking them to elaborate on the thinking that lies behind their responses. This routine when used regularly helps foster evidential reasoning.

Digging
Deeper Into
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine asks learners to share their interpretations backed with evidence so that others have an opportunity to consider multiple viewpoints and perspectives on a topic or idea. It empowers the entire learning community to examine reasons and evidence behind possible explanations to determine their worth.

APPLICATION

When and where can it be used?

Use this routine:

- Across any Key Learning Area
- When examining objects, works of art, historical artefacts, literary and factual texts, scientific or mathematical observations

ASSESSMENT

How can I use this routine as an assessment?

- The routine invites reasons based in what one has seen, noticed or drawn upon from prior experience or contextual evidence.
- Over time, look for deepening responses.
- *Are learners going beyond a simple insistence that they are right or a reliance on an outside authority?*
- *Are learners beginning to offer their reasons without prompting?*
- *Do learners provide support for other people's assertions as a way of strengthening them?*

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → This routine doesn't need to be set up, as much as placed at the appropriate time. Look for moments when the students make assertions, give explanations, provide interpretations, or offer opinions.
2. **Push for elaboration with evidence** → As students share their ideas and explanations, it is important to follow up by asking the key question of this routine **What makes you say that?** The goal here is to both elicit and support students' attempts at justification.
3. **Share the Thinking** → This routine exists mainly in the interchanges between teachers and students, so while documenting students' thinking is an option, simply creating an opportunity for more learners to share what they are thinking using the prompt is often enough to enrich conversation.