

Effective Communicator: Logical Reasoning



A QUICK GUIDE FOR TEACHERS

CER:

A writing framework

Claim:

strong claims
express a clear
opinion or answer to
the prompt

Evidence:

effective evidence
includes information
found in the text(s) to
support a claim

Reasoning:

logical reasoning
explains how the
evidence supports the
claim

Supporting Students to Use Logical Reasoning to Communicate Effectively

According to *Kentucky Academic Standards (KAS) for Reading and Writing*, students are expected to evaluate an author's reasoning in arguments according to Guiding Principle for Reading Informational Text 4: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. Starting in grade 7, students evaluate if reasoning is sound, and by high school, they recognize whether false reasoning is used (grades 9-10) or analyze faulty reasoning (grades 11-12). Guiding Principle for Composition 1 outlines student outcomes related to using reasoning in writing: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. In text-based writing tasks, students are expected to explain how the evidence chosen supports their claim. Further clarity in students' use of reasoning can be seen in the KAS Composition Conferencing Guides and Rubrics where outcomes shift from students' explanations to using logical reasoning in grades 7-8 and valid reasoning in grades 9-12 to link evidence to claims.

Connection to Evidence-Based Instructional Practices

Explicit instruction, specific writing strategies and targeted feedback are evidence-based instructional practices teachers should use to support student writing. (Schopf et al., 2026) Explicit writing instruction supports student learning and provides clarity for what success looks like. Reasoning builds strong arguments because it is the author's thinking that explains how and why the evidence chosen proves or supports the claim. In the Claim Evidence Reasoning framework, reasoning is made visible to students to demonstrate where students are using their own thinking to elaborate with logical connections rather than simply using the author's details or evidence. When teachers model their own thinking using sentence stems, they show the inferences they are making about the claim. Students need to see multiple sentence stems for reasoning to vary and strengthen their writing. Stems may include:

- These are signs of...
- When this happens, so does...
- This supports my claims because
- This is significant because...

Students may benefit from the following formula for reasoning: Text Clues + Background Knowledge = Inference.

Connection to High-Quality Instructional Resources (HQIRs)

Explicit instructional support for teaching students to recognize and use logical reasoning to support ideas can be found in your HQIR. An HQIR may use the word *reasoning* in argumentative writing and use the word *explanation* for informational writing. Many HQIRs use strategies such as the Painted Essay (EL Education) model to show that claim, evidence, and explanation and/or reasoning are the three parts of a body paragraph. For more HQIR examples see: [Logical Reasoning in my HQIR](#).

Instructional Considerations to Strengthen Reasoning

Verbal Reasoning represents one of the five language comprehension sub-skills on Scarborough's Reading Rope. (2001) Recent studies concluded that students who engaged in oral argumentation significantly improved their writing. Therefore, reasoning is best supported through structured, collaborative discourse where students can try their thinking out with peers. (Schopf et al., 2026)

*[References](#)



Kentucky Department of
EDUCATION