

## Schaffer Model Vertical Teaming

9th Grade	10th grade	11th grade
<b>Introduction (3 sentences)</b>	<b>Introduction (4-5 sentences)</b>	<b>Introduction (5 sentences)</b>
<ol style="list-style-type: none"> <li>1. Hook               <ol style="list-style-type: none"> <li>a. NO: questions</li> <li>b. YES: figurative language, quotes, bold statements</li> </ol> </li> <li>2. TAGSS</li> <li>3. Thesis statement</li> </ol>	<ol style="list-style-type: none"> <li>1. Hook begins to expand (1-2 sentences)</li> <li>2. TAGSS- vary the sentence structure (1-2 sentences)</li> <li>3. Thesis statement</li> </ol>	<ol style="list-style-type: none"> <li>1. Hook moves beyond the simple (2 sentences)</li> <li>2. TAGSS (2-3 sentences): Becomes more background/global statement</li> <li>3. Thesis (1-2 sentences): Thesis is still clear and at the end of the paragraph BUT TAGSS information can be included</li> </ol>
<b>Body Paragraphs (3 body paragraphs)</b>	<b>Body Paragraphs (3 paragraphs)</b>	<b>Body Paragraphs (3 paragraphs)</b>
<ol style="list-style-type: none"> <li>1. TS, CD, CM, CM, CD, CM, CM, CS (8 sentences)</li> <li>2. TS: Subclaim that supports the thesis</li> <li>3. CD: For example, In addition               <ol style="list-style-type: none"> <li>a. Focus= strong lead-ins and accurate citations + effective evidence</li> </ol> </li> <li>4. CM: Analysis of text and connecting and proving topic sentence/thesis</li> <li>5. CS: Restates the subclaim</li> </ol>	<ol style="list-style-type: none"> <li>1. TS, CD, CM, CM, CD, CM, CM, CS (8 sentences)</li> <li>2. TS: Subclaim that supports the thesis</li> <li>3. CD: New transitions and appropriate use               <ol style="list-style-type: none"> <li>a. Focus= strong lead-ins and accurate citations + effective evidence</li> </ol> </li> <li>4. CM: Analysis of text and connecting to topic sentence.               <ol style="list-style-type: none"> <li>a. Remove "This shows" and "This also shows"</li> </ol> </li> <li>5. CS: Restates the subclaim               <ol style="list-style-type: none"> <li>a. focus on restating in new words</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. TS, CD, CM, CM, CM, CD, CM, CM, CM, CS (10 sentences)               <ol style="list-style-type: none"> <li>a. Focus= Begin to change the order of structure and play with syntax</li> </ol> </li> <li>2. TS: Subclaim that supports the thesis</li> <li>3. CD: Mastery of TLQD format               <ol style="list-style-type: none"> <li>a. Focus= Smooth transition into quote</li> <li>b. Focus= Manipulation of quote to embed</li> </ol> </li> <li>4. CM: Analysis of text and connecting proving topic sentence/thesis</li> <li>5. CS: Restates the subclaim               <ol style="list-style-type: none"> <li>a. focus on restating in new words</li> </ol> </li> </ol>
<b>Conclusion (3 sentences)</b>	<b>Conclusion (3 sentences)</b>	<b>Conclusion (3 sentences)</b>
<ol style="list-style-type: none"> <li>1. Rewrite introduction upside down</li> </ol>	<ol style="list-style-type: none"> <li>1. Rewrite introduction upside down               <ol style="list-style-type: none"> <li>a. drawing globalized conclusions from text</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Rewrite introduction upside down</li> <li>2. Big ideas and globalized conclusions from the text</li> </ol>

# Annotation Guidelines

Annotating a text is an active reading strategy to help readers conduct meaningful close reading of a text. By annotating, you gain a deeper initial reading and an understanding of the text that lasts. When you annotate effectively, you evaluate the entire passage and begin to recognize and isolate key information. If and when you come back to the text, that initial interchange is recorded for you, making an excellent and entirely personal study tool. Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading.

## 1. **Before reading: number the paragraphs** *(optional)*

Before you read, take a moment to number the paragraphs. This will act as a reference so you can easily refer to specific sections of the text.

## 2. **First reading**

Read the text all the way through once without writing anything to allow you to get a feel for the text as a whole from start to finish without interruptions.

## 3. **Second reading: annotation markings**

Conduct a second reading of the text using the symbols below to mark important information:

- **Underline** - Main Idea(s) / Claim(s)
-  (**Squiggly Line**) - New Vocabulary
- **?** (**Question Mark**) - Questions about text
-  (**Star**) - Important Information (supporting information)
-  (**Circle**) - Key terms
- **Optional:** Add annotation symbols to align with the reading task as specified by the teacher (i.e. if looking for ethos, pathos, and logos, develop symbols for each to streamline annotations).

## 4. **Third reading: writing in the margins**

Read the text a third time, adding to your annotations by writing/explaining what your marks mean. This can be done in the margins of the text or as Cornell Notes to be attached to the text. Your teacher may also include more specific annotations to be made based on your purpose for reading. Additional annotations may include one or more of the Six Strategies for Writing in the Margins (handout), identifying specific textual elements, labeling literary devices, etc.

## 5. **After reading: summary**

When you finish reading and marking the text, you should write a 3-5 sentence summary of the main ideas presented in the text. This requires you to synthesize all relevant information and present it in your own words. Your summary should include the main and supporting claims without giving too much specific detail of the text. This is an overview of what you have read.

## Six Strategies for Writing in the Margins

The six strategies below will help readers create meaning and understand complex texts. Writing in the margins helps students interact with a text so as to read critically and actively. One or more of these strategies can be used for any chosen text. Thoughts can be written in the margins of the text, on sticky notes, or in Cornell notes.

<p><b>Visualize</b> Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p style="text-align: center;"><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> <li>● What does this look like?</li> <li>● How can I draw this concept/idea?</li> <li>● What visual and/or symbol best represents this idea?</li> </ul>	<p><b>Summarize</b> Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p style="text-align: center;"><i>Summaries will:</i></p> <ul style="list-style-type: none"> <li>● State what the paragraph is about</li> <li>● Describe what the author is doing</li> <li>● Account for key terms and/or ideas</li> </ul>
<p><b>Clarify</b> Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will in read your understanding of the ideas in the text.</p> <p style="text-align: center;"><i>In order to clarify information, you might:</i></p> <ul style="list-style-type: none"> <li>● Define key terms</li> <li>● Retread sections of the text</li> <li>● Analyze or connect ideas in the text</li> <li>● Paraphrase or summarize ideas</li> </ul>	<p><b>Connect</b> Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</p> <p style="text-align: center;"><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>● How does this relate to me?</li> <li>● How does this idea relate to other ideas in the text?</li> <li>● How does this relate to the world?</li> </ul>
<p><b>Respond</b> Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.</p> <p style="text-align: center;"><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> <li>● Interesting ideas</li> <li>● Emotional arguments</li> <li>● Provocative statements</li> <li>● Author’s claims</li> <li>● Facts, data, and other support</li> </ul>	<p><b>Questions</b> Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p style="text-align: center;"><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>● What is the author saying here?</li> <li>● What is the author doing?</li> <li>● What do I understand so far?</li> <li>● What is the purpose of this section?</li> <li>● What do I agree/disagree with?</li> </ul>

## Kelly Gallagher's ABCD Strategy for On-Demand Writing

### Attack the prompt

- Circle any words that ask you to do something.
- Draw an arrow from each circled word to what it specifically tells you to do.
- Rewrite and number the circled words. Rewrite what the word asks you to do.

### Brainstorm possible answers

- Create a web or some other graphic organizer to help gather your thoughts.
- Give yourself time to do this; you may need to narrow your topic later, but get your ideas down on paper!

### Choose the order of your response

- Number the parts of your brainstorming you'll use first, second, etc.
- Cross out any ideas you've decided not to use.

### Detect errors before turning the draft in

- Look for punctuation and capitalization errors.
- Reread to make sure what you've written makes sense and is complete.

### Reference citation:

This strategy as presented is based on pages 40-46 in:

Gallagher, K. 2006. *Teaching Adolescent Writers*. Portland, ME: Stenhouse Publishers.

**Of Mice and Men final essay**

**A** Write a 5 paragraph essay in which you address how John Steinbeck's *Of Mice and Men* and Franklin D. Roosevelt's first inaugural address use ethos, pathos, and logos to depict the 1930s American dream.

Your **rough draft** essay should be a PRINTED copy that is brought to class on 11/18.

Your **final draft** essay should be submitted on turnitin.com by 11:59 P.M. on **Friday, November 21st**. Be sure your essay complies with the requirements for typed assignments laid out in the class syllabus.

Use the below space to apply the ABCD model to map out your essay.

- write - 5 P → Intro  
Body 1 → ethos  
Body 2 → pathos  
Body 3 → logos  
Conclusion
- address - use of ethos, pathos, logos  
↳ A.D.

TS  
CD - omm  
CM  
CM  
CD - FDR  
CM  
CM  
CS

**B** Intro → thesis (what the essay is about)  
title / author

**Ethos**

**Pathos**

**Logos**

omm - John Steinbeck  
- Dialect  
- realistic pictures of the dream  
- Lifestyle of "Burrhead"  
pg. 14

omm  
"  
"  
"

omm

FDR  
• "speak the truth, the whole truth, frankly and boldly"

FDR pg. 2-4  
• "present situation"

FDR pg. 2-4  
• "nameless, unreasoning, ..."

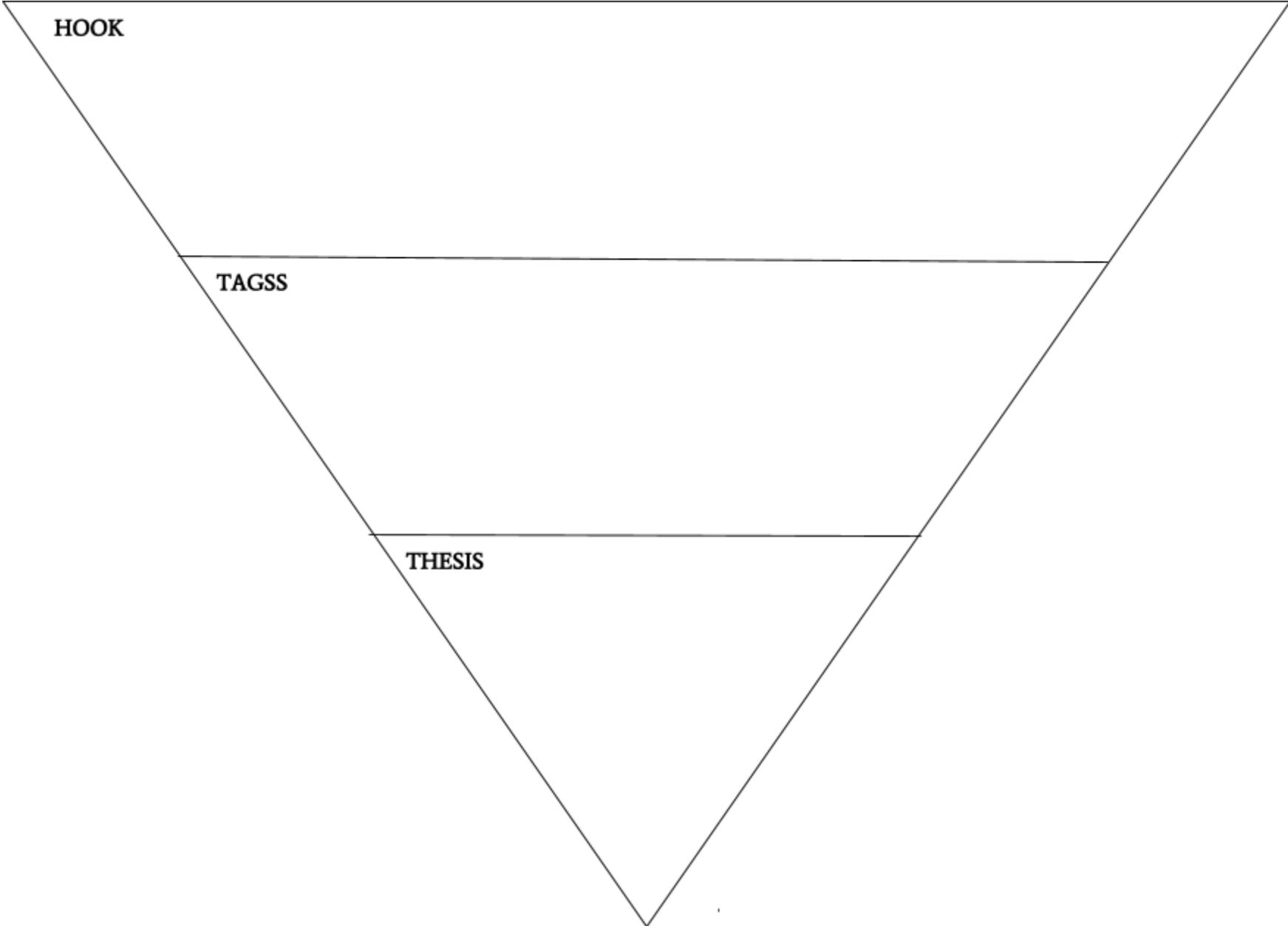
*Franklin D. Roosevelt's First Inaugural Address*

**Literary Analysis Essay: Ethos, Pathos, and Logos**

**Prompt:** In this speech, President Roosevelt utilizes a number of different rhetorical appeals and strategies to engage his audience and build support for his plans for the country. Which appeal or strategy does he use the most effectively? Your evidence should include identification of Roosevelt's use of specific rhetorical appeals, analysis of word choice, tone, and other literary devices.

Thesis Statement (write this to answer the prompt once you are done brainstorming):

**INTRODUCTION FRAMEWORK**



## Basics of a Good Thesis Statement

### 1. The thesis fits the size of the argument:

*Too Broad:* Art is important.

*Revised:* Art instruction for young children has surprising benefits.

*Too narrow:* One of my legs is longer than the other.

*Revised:* Although one of my legs is two inches shorter than the other, technology allows me to function perfectly.

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### 2. The thesis states a single main point or portion about the topic:

Two main points can split the writing's focus and confuse the readers:

*High schools should sell healthy food instead of junk food, and they should start later in the morning.*

- Two very different ideas
- Splits the writer's and the reader's focus
- Would need to give reasons to support each point (essay is not cohesive)

*High schools should sell healthy food instead of junk food.*

**OR**

*High schools should start later in the morning.*

You can have a multi-part thesis (more than one point) that previews the essay's supports:

*High schools should sell healthy food instead of junk food because it is better for students, it is often less expensive, and it can boost levels of energy and nutrition.*

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### 3. The thesis is specific:

*Vague:* Students are often overwhelmed.

*Specific:* Working college students have to learn how to juggle many responsibilities.

*Multi-part:* Working college students have to learn how to successfully juggle many responsibilities: doing a good job at work, getting to class regularly and punctually, being alert in class, and doing the homework assignments.

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#### 4. The thesis is an idea that you can show, explain, or prove:

If a main idea is so obvious that it does not need support, or if it states a fact with which most people would agree, then it will not make an effective thesis statement.

*Obvious:* Models are very thin.

Many people like to take vacations in the summer.

*Fact:* Violent crime was up ten percent this summer.

More than sixty percent of all Americans aged twenty and older are overweight.

*Revised:* Too often, young women believe that they should be as thin as the models they see everywhere in the media.

**OR**

The rising crime rate, which leads to overcrowded prisons, will endanger higher taxes for Broward County's citizens.

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#### 5. The thesis is forceful, confident, and definite statement:

- Get right to the point-- more forceful than working your way up to it.
- Expressions like "I think" and "I believe" signal a lack of confidence in your point--avoid them!

*Weak:* In this essay, I will talk about why people go to college.

*Forceful:* People have many complex reasons for going to college.

*Weak:* In my opinion, everyone should exercise.

*Forceful:* Everyone should exercise to reduce stress, maintain a healthy weight, and feel better overall.

*Weak:* I think student fees are much too high.

*Forceful:* Student fees need to be explained and justified.

## The TLQD

T= transition

L=lead-in

Q=quote (evidence/CD)

D=documentation (author's last name and page number)

Example:

First, transition	the author states, lead-in	“He was such a practical man” quote	(Hughes 23). documentation
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### Lead-ins

- Don't always use the same lead-in throughout your essay.
- Look at your power verbs to use instead of states.
- When writing about fiction and wanting to take your lead-in to the next level, instead of saying *he author states*, say what is happening right before the quote in the work.
- Lead-ins provide background and context before introducing the quote.

Example:

For example, when the wife is talking about her husband to her nephew, she proudly says, “He is such a practical man” (Hughes 23).

# TLQD

Topic Sentence:

<b>T</b>	<b>L</b>	<b>Q</b>	<b>D</b>
<b>Transition Phrase</b> (For example OR In addition)	<b>Lead-in</b> What happened directly before the quoted section?	<b>Revealing Quotation</b> Don't simply pick anything; find something with meaning that supports the topic sentence.	Documentation (Last Name #)

# Transitional Words and Phrases

<p style="text-align: center;"><b>Transitions that illustrate</b></p> <p style="text-align: center;"><i>Typically used as transition for the first CD in the paragraph</i></p>	<p style="text-align: center;"><b>Transitions that compliment</b></p> <p style="text-align: center;"><i>Typically used as transition for the second or third CD in the paragraph</i></p>	<p style="text-align: center;"><b>Transitions that contrast</b></p> <p style="text-align: center;"><i>Used as a transition when showing the opposite of what is proven in the CD directly before this one</i></p>	<p style="text-align: center;"><b>Other useful transitions</b></p> <p style="text-align: center;"><i>Can be used in place of any other transition provided it works with the flow of the essay</i></p>	<p style="text-align: center;"><b>Transitions that conclude</b></p> <p style="text-align: center;"><i>Used as a transition at the beginning of the last sentence in each body paragraph (CD) or as a transition at the beginning of the concluding paragraph</i></p>
<p>For example, Thus, For instance, To illustrate, In other words, In particular, Specifically, With this in mind,</p>	<p>In addition, Furthermore, Moreover, Equally important, Similarly, In fact, On one hand,</p>	<p>On the other hand, Although ,  On the contrary, Nevertheless, Conversely, At the same time , Alternatively,</p>	<p>Above all else, Indeed, Of course, Certainly, In fact, In truth, After , Most importantly, Before , Meanwhile, Previously, Eventually, Subsequently,</p>	<p>As a result, In short, Consequently, In brief, Simply put, Therefore, To summarize, Hence, Remarkably, Without a doubt, Incidentally, In conclusion,</p>

## Active Verbs

**Note of Caution:** Only use the verbs you're familiar with unless you take the time to examine the definition in the dictionary. **This is NOT a list of synonyms.** Each word has specific usage patterns that are unique to its meaning.

<b>Literary Essay:</b> <i>analysis of literary texts</i>	<b>Explanatory or Argumentative Essay:</b> <i>referring to expert opinion or research studies</i>	<b>Explanatory or Argumentative Essay:</b> <i>describing beginnings, causes, effects, etc.</i>	<b>Argumentative Essay:</b> <i>assessing ideas, how they build on one another, how they support claims, etc.</i>	<b>Explanatory or Argumentative Essay:</b> <i>involving laws or legal proposals</i>
Alludes to	Analyzes	Advances	Accomplishes	Authorizes
Attests	Assumes	Affects	Achieves	Allows
Clarifies	Concludes	Compels	Aids	Permits
Confirms	Confirms	Discovers	Alleviates	Sanctions
Conveys	Considers	Empowers	Ameliorates	Licenses
Denotes	Construes	Forces	Assembles	Documents
Depicts	Deduces	Generates	Assists	Consents
Determines	Deliberates	Ignites	Attains	Forbids
Displays	Demonstrates	Impacts	Attempts	Prohibits
Emphasizes	Examines	Imposes	Augments	Disallows
Entails	Explores	Incites	Builds	Endorses
Establishes	Identifies	Includes	Constructs	Bans
Exemplifies	Imparts	Influences	Delivers	Secures
Explains	Indicates	Initiates	Develops	Guarantees
Exposes	Maintains	Initiates	Discourages	Bars
Expounds	Manifests	Commences	Emits	Outlaws
Highlights	Misconstrues	Instigates	Encourages	Inhibits
Hints	Observes	Introduces	Engenders	Hinders
Illustrates	Perceives	Involves	Enhances	Prevents
Implies	Pinpoints	Kindles	Enriches	Precludes
Connotes	Presumes	Launches	Establishes	Thwarts
Indicates	Questions	Leads to	Expands	Averts
Portrays	Reasons	Presents	Facilitates	Defends
Represents	Refers	Pressures	Grants	Protects
Reveals	Remarks	Promotes	Improves	Safeguards
Shows	Scrutinizes	Prompts	Increases	Guards
Signifies	Speculates	Provokes	Manufactures	Neglects
Substantiates	Substantiates	Results in	Offers	
Suggests	Supports	Sparks	Produces	
Typifies	Supposes	Stimulates	Progresses	
Underscores	Theorizes	Triggers	Provides	
	Upholds	Yields	Reaches	
	Validates		Supplies	
	Verifies		Transforms	

# Power Verbs for Writing Essays

Acknowledges	Distinguishes	Organizes
Addresses	Emphasizes	Outlines
Adds	Endorses	Praises
Advises	Entertains	Predicts
Answers	Entices	Presents
Asks	Enumerates	Proposes
Asserts	Evaluates	Provides
Assures	Explains	Questions
Blames	Explores	Recommends
Captures	Expresses	Reports
Clarifies	Features	Researches
Classifies	Furnishes	Reviews
Compares	Gives	Simplifies
Confirms	Identifies	Solves
Confronts	Illustrates	States
Considers	Interviews	Suggests
Contrasts	Investigates	Supports
Defends	Invites	Teaches
Demonstrates	Judges	Tells
Denounces	Lists	Traces
Depicts	Mentions	
Describes	Names	
Details	Offends	
Discourages	Offeres	

**BODY Paragraph**

Topic Sentence (TS): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): For example, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ “ ( \_\_\_\_\_ ) .

Commentary (CM): This shows that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): In addition, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ “ ( \_\_\_\_\_ ) .

Commentary (CM): This shows that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence (CS): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Body Paragraph

Topic Sentence:

CD: *(remember to use the TLQD format)*

CM: This shows

CM: This also shows

CD: *(remember to use the TLQD format)*

CM: This shows

CM: This also shows

Concluding Sentence:

# Informative Graphic Organizer

Thesis:

Reason:

Evidence:

Evidence:

Reason:

Evidence:

Evidence:

Reason:

Evidence:

Evidence:

Conclusion:

# Argumentative Graphic Organizer

Introduction:

Argument/Supporting Claim/Reason:

Evidence:

Evidence:

Argument/Supporting Claim/Reason:

Evidence:

Evidence:

Argument/Supporting Claim/Reason:

Evidence:

Evidence:

Conclusion:

## ESSAY SHAPING SHEET

### INTRODUCTION

Hook: \_\_\_\_\_  
\_\_\_\_\_

TAGSS (title, author, genre, simple summary): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thesis: \_\_\_\_\_  
\_\_\_\_\_

### BODY PARAGRAPH #1

Topic Sentence (TS): \_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): For example, \_\_\_\_\_  
\_\_\_\_\_ “ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): In addition, \_\_\_\_\_  
\_\_\_\_\_ “ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ESSAY SHAPING SHEET

Concluding Sentence (CS): \_\_\_\_\_  
\_\_\_\_\_

**BODY PARAGRAPH #2**

Topic Sentence (TS): \_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): For example, \_\_\_\_\_  
\_\_\_\_\_ “ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): In addition, \_\_\_\_\_  
\_\_\_\_\_ “ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence (CS): \_\_\_\_\_  
\_\_\_\_\_

**BODY PARAGRAPH #3**

Topic Sentence (TS): \_\_\_\_\_  
\_\_\_\_\_

ESSAY SHAPING SHEET

Concrete Details (CD): For example, \_\_\_\_\_  
“ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concrete Details (CD): In addition, \_\_\_\_\_  
“ \_\_\_\_\_ “( \_\_\_\_\_ ).

Commentary (CM): This shows that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commentary (CM) This also shows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence (CS): \_\_\_\_\_  
\_\_\_\_\_

**CONCLUSION**

Restate thesis: \_\_\_\_\_  
\_\_\_\_\_

Tie back to the hook: \_\_\_\_\_  
\_\_\_\_\_

## Extended Essay Outline

**Introduction** (at least 5 sentences; include HOOK and TAGS)

**Thesis** (1-2 sentences; specific, narrowed answer to the prompt question)

**Body Paragraph #1**

**Topic sentence**

*Subclaim that support thesis*

**Textual Evidence #1**

*Part of text that supports topic sentence*

Transition + lead in + quote + (documentation).

**Analysis of Textual Evidence #1**

*(THREE SENTENCES)*

*Explain **how** the textual evidence supports the topic sentence and **why** it is important*

**Conclusion sentence**

*Restate subclaim using different wording*

**Textual Evidence #2**

*Another example from the text that supports topic sentence*

Transition + lead in + quote + (documentation).

**Analysis of Textual Evidence #2**

*(THREE SENTENCES)*

*Explain **how** the textual evidence supports the topic sentence and **why** it is important*

<p><b>Body Paragraph #2</b>  <b>Topic sentence</b>  <i>Subclaim that support thesis</i>  <i>*different from Body Paragraph #1</i></p>	<p><b>Textual Evidence #1</b>  <i>Part of text that supports topic sentence</i>  Transition + lead in + quote + (documentation).</p>	<p><b>Analysis of Textual Evidence #1</b>  <i>(THREE SENTENCES)</i>  <i>Explain <b>how</b> the textual evidence supports the topic sentence and <b>why</b> it is important</i></p>
<p><b>Conclusion sentence</b>  <i>Restate subclaim using different wording</i></p>	<p><b>Textual Evidence #2</b>  <i>Another example from the text that supports topic sentence</i>  Transition + lead in + quote + (documentation).</p>	<p><b>Analysis of Textual Evidence #2</b>  <i>(THREE SENTENCES)</i>  <i>Explain <b>how</b> the textual evidence supports the topic sentence and <b>why</b> it is important</i></p>

<p><b>Body Paragraph #3</b>  <b>Topic sentence</b>  <i>Subclaim that support thesis</i>  <i>*different from Body Paragraph #1 &amp; #2</i></p>	<p><b>Textual Evidence #1</b>  <i>Part of text that supports topic sentence</i>  Transition + lead in + quote + (documentation).</p>	<p><b>Analysis of Textual Evidence #1</b>  <i>(THREE SENTENCES)</i>  <i>Explain <b>how</b> the textual evidence supports the topic sentence and <b>why</b> it is important</i></p>
<p><b>Conclusion sentence</b>  <i>Restate subclaim using different wording</i></p>	<p><b>Textual Evidence #2</b>  <i>Another example from the text that supports topic sentence</i>  Transition + lead in + quote + (documentation).</p>	<p><b>Analysis of Textual Evidence #2</b>  <i>(THREE SENTENCES)</i>  <i>Explain <b>how</b> the textual evidence supports the topic sentence and <b>why</b> it is important</i></p>
<p><b>Conclusion</b> (at least 3 sentences; upside down restatement of introduction)  <i>Review big ideas and globalized conclusions from text</i></p>		

## Features of Accountable Talk

### Accountability to the Learning Community

- a. Careful listening to each other
- b. Using and building on each other's ideas
- c. Paraphrasing and seeking clarification
- d. Respectful disagreement
- e. Using sentence stems

### Accountability to Accurate Knowledge

- f. Being as specific and accurate as possible
- g. Resisting the urge to say just "anything that comes to mind."
- h. Getting the facts straight
- i. Challenging questions that demand evidence for claims

### Accountability to Rigorous Thinking

- j. Building arguments
- k. Linking claims and evidence in logical ways
- l. Working to make statements clear
- m. Checking the quality of claims and arguments

# SOCRATIC SEMINAR SENTENCE STARTERS

**Directions:** During any Socratic seminar or discussion that we have in class, you are expected to use academic language when you speak. In turn, you are also expected to apply good listening skills during the activity.

Please utilize the following sentence frames while you speak in order to incorporate strong academic language structures into your natural vocabulary and deepen the level of intellectual discussion in an academic setting.

## **Sentence Frames for Clarification:**

- \_\_\_\_\_, could you please rephrase that?
- I did not understand \_\_\_\_\_, could you repeat that, please?
- I did not understand \_\_\_\_\_, do you mean \_\_\_\_\_? (*here you rephrase what you think the group member said and wait for clarification*)
- It's not quite clear. Can you explain what you said about \_\_\_\_\_?
- Can you say more about that?
- In other words, are you saying \_\_\_\_\_?
- I have a question about \_\_\_\_\_. *State your question.*

## **Sentence Frame for changing the subject:**

- I think we've exhausted the topic of \_\_\_\_\_, can we move on to \_\_\_\_\_?
- Moving on to \_\_\_\_\_
- Does anyone have any final comments to add about \_\_\_\_\_ or shall we move on to a new subject?

## **Sentence Frames for affirming an idea and adding to it:**

- My idea is related to \_\_\_\_\_'s idea \_\_\_\_\_.
- I really liked \_\_\_\_\_'s idea about \_\_\_\_\_.
- I agree with \_\_\_\_\_. Also, \_\_\_\_\_.
- My idea builds on \_\_\_\_\_'s idea. I \_\_\_\_\_.

## **Presenting a different angle on a subject:**

- While I can see why you believe this, I see this differently. In my opinion \_\_\_\_\_.
- I understand where you are coming from, but I see it a bit differently. From my perspective, \_\_\_\_\_.
- That's a valid point, but I feel \_\_\_\_\_.
- On the other hand, \_\_\_\_\_.
- I do agree with the part about \_\_\_\_\_ but \_\_\_\_\_.

## **Expressing your opinion:**

- I believe that \_\_\_\_\_.
- In my opinion \_\_\_\_\_.
- I feel that \_\_\_\_\_.
- I think that \_\_\_\_\_ because \_\_\_\_\_.
- To me, it seems obvious that \_\_\_\_\_.

## Accountable Language Stems

### Agreement

- “I agree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I like what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I agree with \_\_\_\_\_; but on the other hand, \_\_\_\_\_.”

### Disagreement

- “I disagree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I’m not sure I agree with what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I can see that \_\_\_\_\_; however, I disagree with (or can’t see) \_\_\_\_\_.”

### Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said \_\_\_\_\_. Could you say more about that?”
- “What’s your evidence?”
- “How does that support our work/mission at \_\_\_\_\_?”

### Confirmation

- “I think \_\_\_\_\_.”
- “I believe \_\_\_\_\_.”

### Confusion

- “I don’t understand \_\_\_\_\_.”
- “I am confused about \_\_\_\_\_.”

### Extension

- “I was thinking about what \_\_\_\_\_ said, and I was wondering what if \_\_\_\_\_.”
- “This makes me think \_\_\_\_\_.”
- “I want to know more about \_\_\_\_\_.”
- “Now I am wondering \_\_\_\_\_.”
- “Can you tell me more about \_\_\_\_\_?”

### Review

- “I want to go back to what \_\_\_\_\_ said.”