

Schaffer Model Vertical Teaming

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

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>Visualize 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"> ● What does this look like? ● How can I draw this concept/idea? ● What visual and/or symbol best represents this idea? | <p>Summarize 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"> ● State what the paragraph is about ● Describe what the author is doing ● Account for key terms and/or ideas |
| <p>Clarify 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"> ● Define key terms ● Retread sections of the text ● Analyze or connect ideas in the text ● Paraphrase or summarize ideas | <p>Connect 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"> ● How does this relate to me? ● How does this idea relate to other ideas in the text? ● How does this relate to the world? |
| <p>Respond 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"> ● Interesting ideas ● Emotional arguments ● Provocative statements ● Author's claims ● Facts, data, and other support | <p>Questions 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"> ● What is the author saying here? ● What is the author doing? ● What do I understand so far? ● What is the purpose of this section? ● What do I agree/disagree with? |

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 "Butcher"
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, ..."

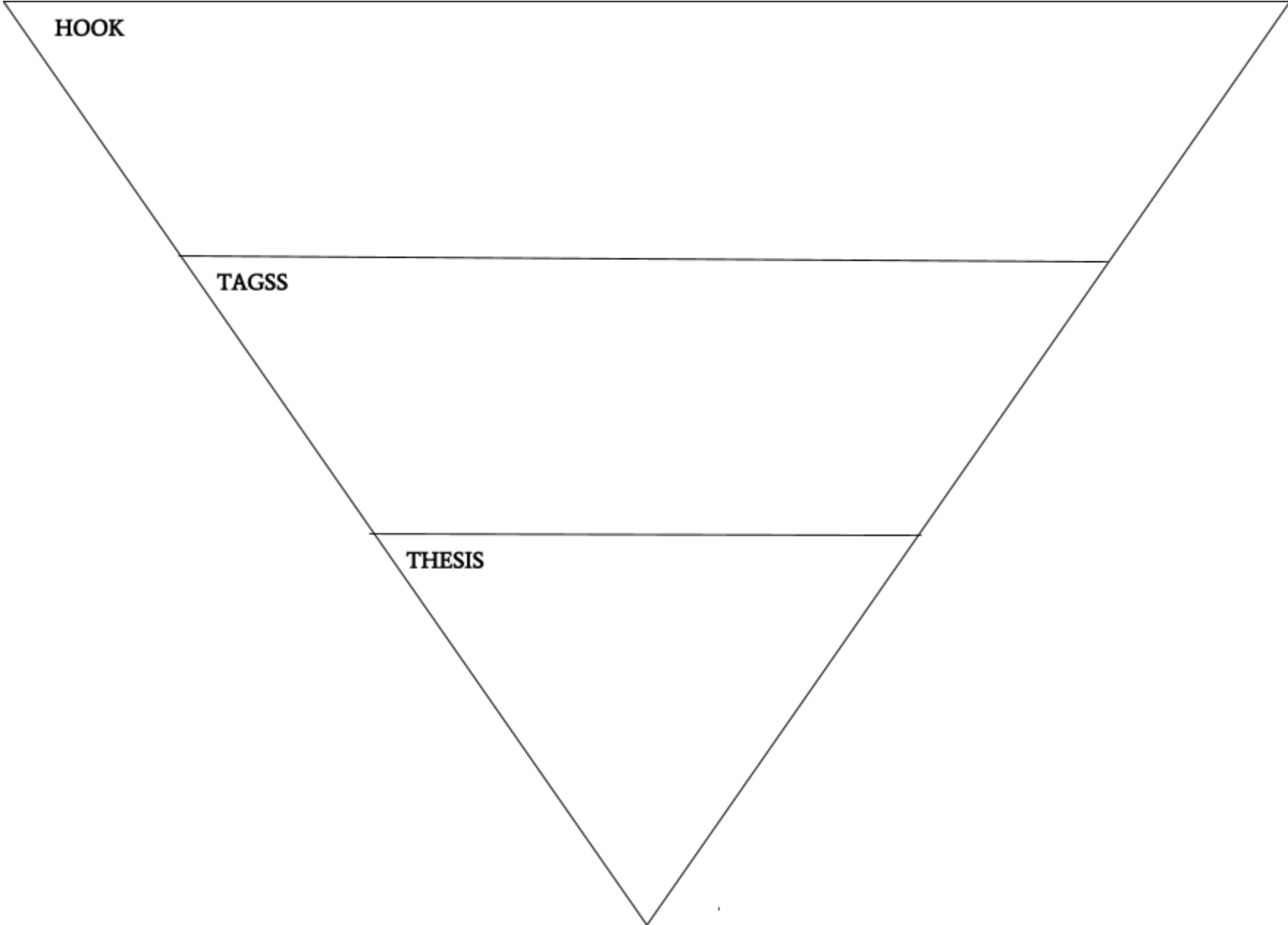
Franklin D. Roosevelt's First Inaugural Address

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.

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.

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.

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.

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 |
|----------------------|-------------------------------|--|-------------------------------|

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:

| T | L | Q | D |
|--|---|---|--------------------------------|
| Transition Phrase (For example OR In addition) | Lead-in What happened directly before the quoted section? | Revealing Quotation 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;">Transitions that illustrate</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;">Transitions that compliment</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;">Transitions that contrast</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;">Other useful transitions</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;">Transitions that conclude</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.

| Literary Essay: <i>analysis of literary texts</i> | Explanatory or Argumentative Essay: <i>referring to expert opinion or research studies</i> | Explanatory or Argumentative Essay: <i>describing beginnings, causes, effects, etc.</i> | Argumentative Essay: <i>assessing ideas, how they build on one another, how they support claims, etc.</i> | Explanatory or Argumentative Essay: <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>Body Paragraph #2 Topic sentence <i>Subclaim that support thesis</i> <i>*different from Body Paragraph #1</i></p> | <p>Textual Evidence #1 <i>Part of text that supports topic sentence</i> Transition + lead in + quote + (documentation).</p> | <p>Analysis of Textual Evidence #1 <i>(THREE SENTENCES)</i> <i>Explain how the textual evidence supports the topic sentence and why it is important</i></p> |
| <p>Conclusion sentence <i>Restate subclaim using different wording</i></p> | <p>Textual Evidence #2 <i>Another example from the text that supports topic sentence</i> Transition + lead in + quote + (documentation).</p> | <p>Analysis of Textual Evidence #2 <i>(THREE SENTENCES)</i> <i>Explain how the textual evidence supports the topic sentence and why it is important</i></p> |

| | | |
|--|---|--|
| <p>Body Paragraph #3 Topic sentence <i>Subclaim that support thesis</i> <i>*different from Body Paragraph #1 & #2</i></p> | <p>Textual Evidence #1 <i>Part of text that supports topic sentence</i> Transition + lead in + quote + (documentation).</p> | <p>Analysis of Textual Evidence #1 <i>(THREE SENTENCES)</i> <i>Explain how the textual evidence supports the topic sentence and why it is important</i></p> |
| <p>Conclusion sentence <i>Restate subclaim using different wording</i></p> | <p>Textual Evidence #2 <i>Another example from the text that supports topic sentence</i> Transition + lead in + quote + (documentation).</p> | <p>Analysis of Textual Evidence #2 <i>(THREE SENTENCES)</i> <i>Explain how the textual evidence supports the topic sentence and why it is important</i></p> |
| <p>Conclusion (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.”