Start of Year/Schaffer Intro/The Argument

Essential Question (Objective of lesson)	Standards (South Carolina standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)

1. What does it mean to infer?	RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.
	
	C-1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and audience.
		• Read the letter from last year's student that is on your desk.
		  ○ Underline anything that appears to be something that needs to be proved.
		  ○ Circle anything you think is used to try to prove another point
		• Turn and talk briefly to someone seated near you about what you read—give a brief summary
		• Sit back down and write a paragraph about what you're expecting for this class.
			1 Introductory statements:
			  1.1 rules/expectations
			  1.2 reading list/course load/notes
			2 Think/Pair/Share about impression: Use Activating Strat as "think" portion
			3 Regroup three pairs: Organize them into categories
			4 Four-corners: expectations and headings
			5 Debrief as class but make sure not to include "why" type questions
			6 Present "inferring" using "Inference and Evidence" graphic organizer
			  6.1 Infer = verb
			  6.2 inference = noun
			  6.3 definition: to conclude/deduce from evidence and reasoning rather than from explicit statements.
			  6.4 Steps:
			    6.4.1 gather evidence
			    6.4.2 make logical conclusion from evidence
			7 Connect Think/Pair/Share with inferences from point Error: Reference source not found (debrief as class)
			8 Closing thoughts: "Infer" will become a basic element of your vocabulary.
			9 Administrative: web sites
				• "Inference and Evidence" graphic organizer
				• Informal teacher observation
				• Ticket out the door (on same note card): 1-3 new inferences about this class/teacher

2. What are the basic elements of an argument? *1.5 days*	RI-11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	
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	W-1.1 a. introduce a precise claim and differentiate between the claim and counterclaims
		With a partner, write as many definitions of "argument" as you can think of.	1 Terminology
			  1.1 Claims
			  1.2 Evidence
			  1.3 Reasons
			2 Introduce Schaffer using inductive reasoning with pairs (handout_inductive_reasoning.odt)
			3 Letters from last year's students (analyze for argument)
			  3.1 Letters:
			    3.1.1 W. Luce
			    3.1.2 D. Kelly
			  3.2 In pairs, look for the following (briefly define before splitting into pairs)
			4 schaeffer_body_paragraph.ppt
			5 Example paragraph exampleparagraph.doc
			  5.1 With partner, identify parts according to Schaffer model
			  5.2 Debrief/check as class
				• Inductive reasoning work
				• Informal teacher observation

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			6 Practice writing chunks with writing_chunk_practice.docx	

3. How am I going to make this an excellent year?	RI-11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	
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	W-1.1 a. introduce a precise claim and differentiate between the claim and counterclaims
		Think/Pair/Share: What is the more difficult part of writing: planning, organizing, or just figuring out what to say next?	1 Day 1
			1.1 Intro to Schaffer outlining
			1.2 Thesis: The best way for us to succeed in English I is...
			1.3 Scaffold:
			   1.3.1 Class: TS: "We must avoid procrastination"
			   1.3.2 Pair: "."
			   1.3.3 Singly:
			1.4 Pair work: Plan the second paragraph
			2 Day 2
			2.1 Complete pair work with teacher
			2.2 Teacher intervention/reteaching as necessary
				• Informal teacher observation
				• Schaffer work product