

# Introduction to S.S.E.E.I.T.T.

A Helpful Acronym for  
Examining  
Arguments through  
Lenses

# Teacher Guide

This resource provides a brief introduction to the \$.S.E.E.I.T.T. acronym. Students often struggle with narrowing and framing arguments, particularly when the argument they are being asked to develop is unfamiliar to them. The \$.S.E.E.I.T.T. acronym provides students with potential avenues for their argument and can aid them in overcoming this particular challenge.

While this resource is only an editable PowerPoint that I have created to introduce students to the acronym, there are many ways you can use this tool and incorporate it into your lessons. After introducing students to \$.S.E.E.I.T.T., you can provide them with texts and request that they identify components of the argument that may fit into one of the \$.S.E.E.I.T.T. categories. You may also place students into groups, assigning each with a lens, and then request that each group develop an argument using the assigned lens.

If you have any questions about how to use this resource, feel free to email me at [teachertodayteachertomorrow@gmail.com](mailto:teachertodayteachertomorrow@gmail.com).

\*Please note I did not come up with \$.S.E.E.I.T.T. I have simply created this resource which I use in my classroom and am sharing for free to all teachers who wish to use them.\*

# Common Core Standards

## CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

### CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

# AP Language Enduring Understandings and Skills

## CLAIMS AND EVIDENCE (CLE)

Enduring Understanding: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

**4.A** Develop a paragraph that includes a claim and evidence supporting the claim.

**4.B** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

**4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.

## REASONING AND ORGANIZATION (REO)

Enduring Understanding: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

**6.A** Develop a line of reasoning and commentary that explains it throughout an argument

**6.C** Use appropriate methods of development to advance an argument.

# Thank You For Purchasing!!

I hope you find these materials useful in your own classroom. If you have any questions about this resource or ideas for how to improve it, please feel free to reach out to me at [teachertodayteachertomorrow@gmail.com](mailto:teachertodayteachertomorrow@gmail.com). I would like to encourage you to leave a review of this resource for others, and make sure to follow me to stay updated on my new resources and products! As always, thank you for your support.

~Teacher Today, Teacher Tomorrow

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