Analyzing the Prompt 1st Semester 10th Grade

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| **RHS Instructional Format:** | | Focus Strategies: |
| Planning | **Daily Learning Target(s):**  **Literacy Target(s):**   * I can annotate text to understand author’s purpose and message. * I can develop a written response to what one has read, viewed or heard. * I can expand and connect text to self, to community, and to the world. | |
| Beginning | **Opener: (5 minutes)**   1. Select a visual (graph, table, picture, video clip) 2. Engage students in the visual either through:    1. A two minute power write.    2. [Analyzing Graphs and Charts](http://www2.klett.de/sixcms/media.php/229/DO04104510_Environment_50_51.pdf) Across the Curriculum | **Focus Strategies:**   * **Questioning** * **Student Discourse** * AVID * Differentiation * Student Reflection * Formative Assessment * Literacy Strategies      * Vocabulary Strategies |
| During | **Instructional Strategies & Student Activities: Analyze the Prompt and Annotate Text**  [**Analyzing the Prompt**](http://www2.powayusd.com/teachers/stbass/Literacy%20TA%20Strategies/analyzingmarkingprompts.pdf) **(15 minutes)**   * This is new learning. Make sure you explicitly take them through the 4 steps. * Provide a prompt that stems from the reading. * Instruct students what the steps are for analyzing a prompt. * Give them time to go through each step of the process.   **Student Discourse:** [**Think-Write-Pair-Share**](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) **(5 minutes)**   * After students have had time to analyze the prompt alone, have them pair up and share their analysis of the prompt. * Another student discourse strategy could be utilized if you prefer others.   **Instructional Strategies & Student Activities: Analyze the Prompt and Annotate Text**  **Annotating the Text:** [**READ Strategy**](https://www.emaze.com/@AOROIILC/AVID:--Marking-and-Annotating-Text) **(15 minutes)**   * This is not new learning. After numbering the paragraphs as a class, students should know what to do.   **Student Discourse:** [**Give one-Get one**](http://www.scholastic.com/teachers/classroom-solutions/2009/11/give-one-get-one-engaging-shy-students)**(5 minutes)**   * Students share out their annotations, especially those written in the margins. |
| Ending | ***Formative Assessment:***   * ***Collect student work.*** * ***Use the rubrics for annotation and analyzing the prompt as well as the answers in the closer to gauge student understanding.*** * ***Identify common misconceptions for the class.***   **Closer: Answer the prompt. (10 minutes)**  Fully answer the prompt. Make sure your response is in complete sentences. |
|  | [**Re-Engagement**](http://www.sfusdmath.org/reengagement.html) **(Re-Teach): Addressing Misconceptions**   * If many students are struggling with annotation or analyzing the prompt, find another prompt or text to incorporate into your class sometime in the next few weeks. | |