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.
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| 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
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| 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/%40AOROIILC/AVID%3A--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.
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| 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.
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