**Annotation Symbols / But, So, Because 9th Grade - 2nd Semester**

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| **RHS Instructional Format:** | Focus Strategies: |
| Planning | **Daily Learning Target(s):****Literacy Targets:*** I can identify, define, and begin to effectively use academic vocabulary in my writing.
* I can annotate text to understand author’s purpose and message.
* I can convey my thinking, in complete sentences, using proper writing conventions.
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| Beginning | **Opener:** [**Academic Vocabulary Word Map**](http://www.slideshare.net/ncmsa/vocabulary-word-map-2) **(5 minutes)** | **Focus Strategies:*** **Questioning**
* **Student Discourse**
* AVID
* Differentiation
* Student Reflection
* Formative Assessment
* Literacy Strategies

 * Vocabulary Strategies
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| During | **Instructional Strategies & Student Activities:****Teacher Talk:** [**Annotation using Symbols and writing in the margins**](https://www.emaze.com/%40AOROIILC/AVID%3A--Marking-and-Annotating-Text) **(10-15 minutes)*** Explain:
	+ Each of the symbols.
	+ EVERY TIME they use a symbol, they need to write something in the margin about what they are thinking.
	+ Why they should write in the margins, both to make sense of and engage in the text, as well as the fact that it is helpful when studying later (college connection).
* Number paragraphs as a class (including title, author and/or source as #1).

**Independent practice – (10 minutes)*** Students annotate using the READ strategy, symbols and writing in the margins.
* They then share out their annotations

**Sentence Writing Activity -** [**But, So, Because**](http://teachlikeachampion.com/blog/hochmans-sentence-expansion-activity/) **– (15 minutes)*** Teacher shares examples of 3 simple sentences and 3 (Exemplars) crafted using the conjunctions: But, so, and because. Sentence exemplars are crafted from content article.
* **Student Discourse suggestion:** Teacher pairs students into partners to craft sentences using a partnering strategy like [“sole mates”](https://www.literacyta.com/ecoach/5-practical-ways-promote-interactive-classroom) (students find a classmate at another table or across the room who has a similar style/color of shoe).
* **Differentiation:** Extension: Students can practice crafting their own “but, so because” sentence starters. Students who are struggling should complete sentences with a partner.
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| Ending | **Closer: (5 minutes)** [**What’s next?**](http://www.stma.k12.mn.us/documents/DW/Q_Comp/40_ways_to_leave_a_lesson.pdf) Students respond to the following prompt: *Based off of today’s targets, predict the purpose for using the R.E.A.D. strategy again in future classes. Predict how this strategy will help you comprehend texts in this class and in your other classes.*  **Teacher Note: Collect the organizers (3 sentences) and use students’ closers and attached rubric to formatively assess students’ skills.**  |
|  | [**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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