Claim – Evidence – Commentary/Reasoning 11th Grade 1st Semester

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| **RHS Instructional Format:** | | Focus Strategies: |
| Planning | **Daily Learning Target(s):**  **Literacy Target(s):**   * I can develop and support a thesis with accurately cited supporting evidence. * I can construct a viable written argument that includes, evidence, opposing views, and final conclusion. * I can use reading strategies to access, interpret, and record information. (Annotating an article prior to the lesson is a requirement). | |
| Beginning | **Opener:** [**Chalk Talk**](https://thosewhoteach.wordpress.com/2013/03/03/chalk-talk/) **& Thesis Statement (15 minutes)**   * Explain the goal, set up, expectations and process. * Students will rotate to one desk and provide feedback on the annotations. They will rotate to a second desk to provide feedback on the analysis of the prompt.   **Have students complete the chalk talk protocol and then write their thesis.**   * Use the information that you gained from your chalk talk to help you craft a thesis in response to the prompt   **Modifications:**   * **Modifications for chalk talk:** For students who did not do the homework, or were absent, they should have blank copies of the text and prompt on their desk. When students circulate to those desks, they will provide insights on those sheets. Additionally, the students who were absent or didn’t engage initially will have the opportunity to see other student annotations. * **Modifications for thesis statement:** For students who are not very proficient at writing a thesis statement, have one student who has a solid thesis statement share out their thesis statement and write it on the board. This will be the guiding statement for the reminder of the activity for students who need it. You could also craft the thesis statement as a class. | **Focus Strategies:**   * **Questioning** * **Student Discourse** * AVID * Differentiation * Student Reflection * Formative Assessment * Literacy Strategies      * Vocabulary Strategies |
| During | **Instructional Strategies & Student Activities:**  **Claim-Evidence-Commentary/Reasoning Definitions (5 minutes)**  Provide definitions of each for the students to make sense of the words in your subject area. The following definitions can be tweaked to more accurately encompass your subject area.   |  |  | | --- | --- | | **Word** | **Definition** | | **Claim** | This is what you (the student) intend to prove in your paragraph stated in a very direct and concise way. (This is usually one of three forecasts in your thesis statement). | | **Evidence** | This is how you will prove your claim. Use examples, facts, reasons or quotes to prove the point you have stated you will prove. | | **Commentary/**  **Reasoning** | The commentary is the interpretation or analysis of the evidence. | |
| During | **4 Corners (15 minutes)**  Provide 4-5 different statements that are either a claim, evidence or commentary/reasoning. Students will have to distinguish whether the statement is evidence, claim, or commentary. Use a [4 corners](http://www.theteachertoolkit.com/index.php/tool/four-corners) activity to engage (corners: evidence, claim, evidence, uncertain) or another engagement strategy.  **Organizing your Thinking - Answer the Prompt (15 minutes)**   * Two graphic organizers are provided to help students organize their thinking around answering the prompt. They can use either one they want. Remind students that “Claim” should support their thesis, and may even be a “forecast” in their thesis.   Two Graphic Organizer Options   |  |  |  | | --- | --- | --- | | **Claim** | **Evidence** | **Commentary/Reasoning** |   **Claim Evidence Commentary/Reasoning**    **Differentiation:** For students who complete this process quickly and accurately, they can complete an additional graphic organizer for claim, evidence, commentary/reasoning, the claim should be the same as the first claim, but they should extend their thinking with new evidence and commentary/reasoning.  **Differentiation:** Use the work time to provide more assistance to those students who need it one on one based on what you see while circulating. If the entire class is struggling, you can complete the process as a class or have students complete the graphic organizer with a partner. |
| Ending | **Closer: Answer the Prompt. (5 minutes)**  ***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.***   Write a sentence or two that includes the information from the graphic organizer in order to answer the prompt. |
|  | [**Re-Engagement**](http://www.sfusdmath.org/reengagement.html) **(Re-Teach): Addressing Misconceptions**   * If many students are struggling with using claim-evidence-commentary/reasoning, find another opportunity to incorporate it into your class in the next few weeks. | |