**Analyzing a Prompt / Claim, Evidence, Commentary 11th Grade 2nd 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 a final conclusion. * I can use reading strategies to access, interpret, and record information. | | |
| Beginning | ***Teacher note: This opener will be based off of the previous day’s lesson and/or homework (prior to today they need to have completed: Analysis of a Prompt, Annotation of a Text, and a Thesis Generator).***  **Opener (5 minutes):**  Thesis Review   * Take out your “analyzing the prompt” and “thesis generator” work from yesterday’s lesson (or last night’s homework). * Turn and talk with your neighbor about the following. Write down any new ideas that you think should be added to your organizer. Share what you have written in your “Topic” box, your claim and your three forecast statements. * When finished sharing, use your organizer to craft a thesis statement responding to the prompt. | |  |
| During | **Instructional Strategies & Student Activities:**  **Whole group instruction** **(8-10 minutes)**:   * Using a thesis statement that was created during the opener, model for students how to respond to the prompt by using a “forecast” reason. Ask for a volunteer to share a thesis statement, or have one prepared to model for the class. * Next, model how to find a piece of evidence by looking back at the annotated article to support the claim. Model how to fill in commentary/reasoning.   **Student Discourse: Student Partners / Table Group Collaboration (10 - 15 minutes)**   * Release responsibility to the students by asking them to use their text annotations to fill in the “evidence, commentary/reasoning” on their organizer.   *Student Discourse Idea: Pair students up or allow them to find a partner of their choice as they find the last piece of evidence and write their commentary/reasoning.*  *If students are in table groups, ask each group to finish the organizer as a team with each student responsible for filling in their own organizer with ideas generated as a table group.*   * Monitor students as they work. When students are finished, ask for 2-3 volunteers (or use a managing response rate strategy) to share their completed organizer under the document camera.   *Optional: If students finished the organizer in table groups, you can ask each group to write their claim, evidence and commentary/reasoning on the board for the class to see. When all table groups have one example on the board, you will know to transition to the next activity*.  ***Independent Practice (10 – 15 minutes):***   * Ask students to write the last “evidence – commentary/reasoning” on their organizer. Students will independently practice filling out the evidence, and commentary/reasoning chart. This will be collected at the end of class. * Teacher monitors the class. If needed, the teacher can bring the class back together to share a student example or model how to develop a final response to help students who might be stuck or unsure of what to write next. | | **Focus Strategies:**   * **Questioning** * **Student Discourse** * AVID * Differentiation * Student Reflection * Formative Assessment * Literacy Strategies      * Vocabulary Strategies |
| Ending | **Closer (5 minutes):**  Closer: *Ask students to reflect on their strengths and areas for growth using* claim, evidence, commentary/reasoning:  1 Strength:  1 Question or area for improvement:  **Teacher Note: *Collect organizers. Use responses from the organizer’s exit task the attached rubric to formatively assess students’ skills.*** | |

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|  | [**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. |