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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. | |
| 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 |
| During | **Instructional Strategies & Student Activities:**  **Explain why we are addressing literacy as a school wide focus.**  [**READ Strategy**](https://www.emaze.com/@AOROIILC/AVID:--Marking-and-Annotating-Text) **– Marking the Text (15 -20 minutes)**   * Explain the READ strategy. Number paragraphs as a class (including title, author and/or source as #1). * Students will do a “cold read” of the article. Teacher models READ strategy. Students complete READ strategy for paragraph #3 on their own then using Avervision, share their annotations. Teacher clears up misconceptions and adds any needed details or information. Students finish annotating article.   **Student Discourse**: ***Elevator Share* – (5 – 8 minutes)**   * Students should share out their annotations using a student discourse strategy. * Once students have read and annotated, ask students to stand in their rows or at their tables. One at a time, students share an annotation, and then they sit once they have shared. Once everyone is seated, the class is ready to transition to the next activity. **Student discourse extension**: Once everyone is seated from the elevator share activity, use a managing response rate strategy to call on 2-3 students to ask what they heard another student share.   **Summary –** [**GIST Statement**](http://www.ehow.com/facts_6955808_gist-statement_.html) **(10 minutes)**   * Teacher explains what a GIST statement is. * Teachers asks each student to craft a GIST statement, using complete sentences.   + This can be completed in groups, as a collaborative effort.   + You could also integrate a think-write-pair-share strategy.   **Share out of GIST statements (5 minutes)**   * Give one – get one: Students share their statements with an elbow partner. |
| Ending | **Closer (5 minutes):**  Rate yourself on your progress for each learning target next to the learning target above. Use the pirate ship scoring rubric to help you determine your score.  **Teacher Note: Collect the organizers and use students’ closers and attached rubric to formatively assess students’ skills.**   * + Rate yourself on how well   you use the READ strategy. \_\_\_\_\_\_\_\_   * + Rate yourself on writing a   GIST summary of the reading. \_\_\_\_\_\_\_\_\_\_\_ |

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|  | [**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. |