Writing a Thesis Statement 10th Grade 2nd Semester

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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. | |
| Beginning | **Opener: Analyze the Prompt (5 minutes)**   * Given a prompt that aligns to the article and asks students to make a claim or take a stand. Specifically, one that requires them to write a thesis statement. * Complete the [Analyze the Prompt](http://www2.powayusd.com/teachers/stbass/Literacy%20TA%20Strategies/analyzingmarkingprompts.pdf) protocol and share out their analysis utilizing movement. | **Focus Strategies:**   * **Questioning** * **Student Discourse** * AVID * Differentiation * Student Reflection * Formative Assessment * Literacy Strategies      * Vocabulary Strategies |
| During | **Instructional Strategies & Student Activities:**  **Annotate the Article (15 minutes)**   * Students will complete the [R.E.A.D. strategy](https://www.emaze.com/@AOROIILC/AVID:--Marking-and-Annotating-Text), use symbols and write in the margins. (Don’t spend time re-teaching this skill as a class.)   **Writing a Thesis Statement (25 minutes)**   * This is the new learning in the lesson. * Show students an example thesis statement that utilizes the graphic organizer. * Students should complete one example of the graphic organizer with the class or a partner. * Students will then craft their own thesis statement in response to the prompt. The graphic organizer can help students hold their thinking.     **Writing a Thesis Statement Differentiation**   * + If students are proficient at writing the thesis statement, have them more fully answer the prompt with evidence from the reading. Encourage them to write 3-4 more sentences that support their thesis.   + Identify students who are struggling as you circulate. As students who are proficient move on to the additional writing piece, provide extra guidance and support for those struggling students. |
| Ending | **Closer: Reflection (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.***   *[You have two options for a closer.]*   * Rate yourself on the learning targets. * Other [reflection questions](http://www.readingrockets.org/strategies/exit_slips) |
|  | **Re-Engagement (Re-Teach): Addressing Misconceptions**   * If many students are struggling with analyzing the prompt or writing a thesis statement, find another writing prompt to incorporate into your class sometime in the next few weeks. | |