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.
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| 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
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| During | **Instructional Strategies & Student Activities:****Annotate the Article (15 minutes)** * Students will complete the [R.E.A.D. strategy](https://www.emaze.com/%40AOROIILC/AVID%3A--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.
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| 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)
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|  | **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.
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