

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1	<u>1. Task engagement</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<u>Short Response with Bullets</u> In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	No Scoring	<ul style="list-style-type: none">■ Link this task to earlier class content.■ Discuss student responses.■ Clarify timetable and support plans for the task.
Day 1	<u>2. Task analysis</u> Ability to understand and explain the task’s prompt and rubric.	<u>Bullets</u> In your own words, what are the important features of a good response to this prompt?	No scoring	<ul style="list-style-type: none">■ Share examples of type of text students will produce (either from past students or from professional writers).■ Identify or invite students to identify key features of examples.■ Pair students to share and improve their individual bullets.■ Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
SKILLS CLUSTER 2: READING PROCESS				
Day 2	<u>1. Text selection</u> Ability to identify appropriate texts.	<u>Notes</u> For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.	<ul style="list-style-type: none">■ Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).■ Includes reasonable evidence that work is credible and/or worthy of study.	<ul style="list-style-type: none">■ Provide citation guide and discuss why each element of citation is needed.■ Ask students to brainstorm what makes an author credible and/or worthy of study.■ Provide access to research sources for students to assess the texts. <p>Note: for an “after researching” task, add teaching and time for students to select the texts they will use.</p>

Days 2 and 3	<u>2. Active reading</u> Ability to identify the central point and main supporting elements of a text. L2 Ability to identify and analyze competing arguments. L3 Ability to make clarifying connections or provide examples.	<u>Short reflective entry for each text</u> What is the author trying to accomplish? Which parts of the text show you that? L2 What competing arguments have you encountered or can you think of? L3 What historical or current examples can you note that relate to the task prompt?	<ul style="list-style-type: none"> Answers questions with credible response. 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
On-going	<u>3. Essential vocabulary</u> Ability to identify and master terms essential to understanding a text.	<u>Vocabulary list</u> In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Day 4	<u>4. Academic integrity</u> Ability to use and credit sources appropriately.	<u>Definition and strategies</u> Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Days 4 and 5	<u>5. Note-taking</u> Ability to select important facts and passages for use in one's own writing.	<u>Notes</u> From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Teach a sample format for note taking. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
SKILLS CLUSTER 3: TRANSITION TO WRITING				
Day 6	<u>1. Bridging</u> Ability to begin linking reading results to writing task.	<u>Bullets</u> In a quick write, note what you know now that you've read about _____(content).	No scoring	<ul style="list-style-type: none"> Discussion-based strategies, such as seminar. Small group discussion using question.
SKILLS CLUSTER 4: WRITING PROCESS				

Day 6	<u>1. Claim</u> Ability to establish a claim and consolidate information relevant to task.	<u>Opening paragraph</u> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Day 7	<u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an argumentation task.	<u>Outline/organizer</u> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence. L2 Include competing argument(s). L3 Include ___ example(s) of historical or current connections to topic/issue.	<ul style="list-style-type: none"> Creates an outline or organizer. Supports opening claim. Uses evidence from texts read earlier. L2 Identifies competing argument(s). L3 Provides appropriate number of sound connections.	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Days 8 and 9	<u>3. Development</u> Ability to construct an initial draft with an emerging line of thought and structure. L2 Ability to analyze competing arguments. L3 Ability to make clarifying connections and/or provide examples.	<u>Initial draft</u> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. L2 Identify competing argument(s). L3 Provide appropriate number of sound connections.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
Days 10 and 11	<u>4. Revision</u> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<u>Multiple drafts</u> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.
Day 12	<u>5. Editing</u> Ability to proofread and format a piece to make it more effective.	<u>Correct Draft</u> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.