

## 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, write your first reaction to the task prompt. Add some notes of things you know about this issue.	None	<ul style="list-style-type: none"><li>■ Link this task to earlier class content.</li><li>■ Discuss student responses.</li><li>■ Clarify timetable and support plans for the task.</li></ul>
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?	None	<ul style="list-style-type: none"><li>■ Share examples of type of text students will produce (either from past students or from professional writers).</li><li>■ Identify or invite students to identify key features of examples.</li><li>■ Pair students to share and improve their individual bullets.</li><li>■ Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li></ul>
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"><li>■ Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li><li>■ Includes reasonable evidence that work is credible and/or worthy of study.</li></ul>	<ul style="list-style-type: none"><li>■ Provide citation guide and discuss why each element of citation is needed.</li><li>■ Ask students to brainstorm what makes an author credible and/or worthy of study.</li><li>■ Provide access to research sources for students to assess the texts.</li></ul> <p><u>Note:</u> 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.	<u>Short reflective entry for each text</u>  What is the author trying to accomplish? Which parts of the text show you that?	<ul style="list-style-type: none"><li>■ Answers questions with credible response.</li></ul>	<ul style="list-style-type: none"><li>■ Invite students to brainstorm ways to figure out any author’s intent.</li><li>■ Invite students to share and discuss their answers for each text.</li><li>■ After the discussion, allow them to add to their entries.</li></ul>

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"> <li>■ Lists appropriate phrases.</li> <li>■ Provides accurate definitions.</li> </ul>	<ul style="list-style-type: none"> <li>■ After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>■ After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>
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"> <li>■ Provides accurate definition.</li> <li>■ Lists several appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>■ Discuss respect for others’ work to assemble evidence and create texts.</li> <li>■ Discuss academic penalties for stealing others thoughts and words.</li> </ul>
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"> <li>■ Identifies relevant elements.</li> <li>■ Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach a sample format for note taking.</li> <li>■ Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul>
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>				
Day 6	<u>1. Bridging</u> Ability to begin linking reading results to writing task.	<u>Bullets</u> In a quick write, write about what you know now that you’ve read about _____(content).	No scoring	<ul style="list-style-type: none"> <li>■ Discussion-based strategies, such as seminar.</li> <li>■ Small group discussion using question.</li> </ul>
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>				
Day 6	<u>1. Controlling idea</u> Ability to establish a controlling idea 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"> <li>■ Writes a concise summary statement or draft opening.</li> <li>■ Provides direct answer to main prompt requirements.</li> <li>■ Establishes a controlling idea.</li> <li>■ Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>■ Offer several examples of opening paragraphs.</li> <li>■ Ask class to discuss what makes them strong or weak.</li> <li>■ Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul>
Day 7	<u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an informational/ explanatory 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.	<ul style="list-style-type: none"> <li>■ Creates an outline or organizer.</li> <li>■ Supports controlling idea.</li> </ul> <p>Uses evidence from texts read earlier.</p>	<ul style="list-style-type: none"> <li>■ Provide and teach one or more examples of outlines or organizers.</li> <li>■ Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>

Days 8 and 9	<u>3. Development</u>  <i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	<u>Initial draft</u>  <i>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</i>	<ul style="list-style-type: none"> <li>■ Provides complete draft with all parts.</li> <li>■ Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Encourage students to re-read prompt partway through writing, to check that they are on-track.</li> </ul>
Days 10 and 11	<u>4. Revision</u>  <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>	<u>Multiple drafts</u>  <i>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.</i>	<ul style="list-style-type: none"> <li>■ Provides complete draft with all parts.</li> <li>■ Supports the opening in the later sections with evidence and citations.</li> <li>■ Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>■ Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>■ Assign students to provide each other with feedback on those issues.</li> </ul>
Day 12	<u>5. Editing</u>  <i>Ability to proofread and format a piece to make it more effective.</i>	<u>Correct Draft</u>  <i>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</i>	<ul style="list-style-type: none"> <li>■ Provides draft free from distracting surface errors.</li> <li>■ Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>■ Briefly review selected skills that many students need to improve.</li> <li>■ Teach a short list of proofreading marks.</li> <li>■ Assign students to proofread each other's texts a second time.</li> </ul>
Day 13	<u>6. Completion</u>  <i>Ability to submit final piece that meets expectations.</i>	<u>Final Piece</u>  <i>Turn in your complete set of drafts, plus the final version of your piece.</i>	<ul style="list-style-type: none"> <li>■ Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	

#### MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS