# [Insert Title]

# [Optional: Insert Art Work]

# Information Sheet for Informational or Explanatory Module

|  |  |
| --- | --- |
| Module title: |  |
| Module description (overview): |  |
| Template task (include number, type, level): |  |
| Teaching task: |  |
| Grade(s)/Level: |  |
| Discipline: (e.g., ELA, science, history, other?) |  |
| Course: |  |
| Author(s): |  |
| Contact information: |  |

# Section 1: What Task?

Teaching Task

|  |  |
| --- | --- |
| Background to share with students: |  |
| Teaching task: |  |
| Reading texts: |  |
| Extension (optional): |  |

COMMON CORE STATE STANDARDS

|  |  |
| --- | --- |
| **READING Standards for Informational or eXplanAtory** | |
| **“Built In” Reading Standards** | **“When Appropriate” Reading** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 6- Assess how point of view or purpose shapes the content and style of a text. | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| --- | --- |
| **WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** |  |
| **“Built In” Writing Standards** | **“When Appropriate” Writing Standards** |
| 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

Content Standards From State or District

|  |  |
| --- | --- |
| Standards source: |  |
| Number | Content StandardS |
|  |  |
|  |  |
|  |  |

teaching task Rubric (nformational or explanatory)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately, but with a weak or uneven focus. |  | | Addresses prompt appropriately and maintains a clear, steady focus. |  | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. |  | | Establishes a controlling idea with a general purpose. |  | | Establishes a controlling idea with a clear purpose maintained throughout the response. |  | | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

# Section 2: What Skills?

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| --- | --- |
| Skill | Definition |
| Skills Cluster 1: Preparing for the Task | |
| *1. Task engagement* | *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* |
| *2. Task analysis* | *Ability to understand and explain the task’s prompt and rubric.* |
| Skills Cluster 2: Reading Process | |
| *1. Text selection* | *Ability to identify appropriate texts.* |
| *2. Active reading* | *Ability to identify the central point and main supporting elements of a text.* |
| *3. Essential vocabulary* | *Ability to identify and master terms essential to understanding a text.* |
| *4. Academic integrity* | *Ability to use and credit sources appropriately.* |
| *5. Note-taking* | *Ability to select important facts and passages for use in one’s own writing.* |
| Skills Cluster 3: Transition to Writing | |
| *1. Bridging* | *Ability to begin linking reading results to writing task.* |
| Skills Cluster 4: Writing Process | |
| *1. Controlling idea* | *Ability to establish a controlling idea and consolidate information relevant to task.* |
| *2. Planning* | *Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.* |
| *3. Development* | *Ability to construct an initial draft with an emerging line of thought and structure.* |
| *4. Revision* | *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* |
| *5. Editing* | *Ability to proofread and format a piece to make it more effective.* |
| *6. Completion* | *Ability to submit final piece that meets expectations.* |

# Section 3: What Instruction?

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| --- | --- | --- | --- | --- |
| 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* | *1. Task engagement*  *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* | *Short Response with Bullets*  *In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.* | *None* | * *Link this task to earlier class content.* * *Discuss student responses.* * *Clarify timetable and support plans for the task.* |
| *Day 1* | *2. Task analysis*  *Ability to understand and explain the task’s prompt and rubric.* | *Bullets*  *In your own words, what are the important features of a good response to this prompt?* | *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* | *1. Text selection*  *Ability to identify appropriate texts.* | *Notes*  *For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study* | * *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.* | * *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.*   *Note: for an “after researching” task, add teaching and time for students to select the texts they will use.* |
| *Days 2 and 3* | *2. Active reading*  *Ability to identify the central point and main supporting elements of a text.* | *Short reflective entry for each text*  *What is the author trying to accomplish? Which parts of the text show you that?* | * *Answers questions with credible response.* | * *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* | *3. Essential vocabulary*  *Ability to identify and master terms essential to understanding a text.* | *Vocabulary list*  *In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.* | * *Lists appropriate phrases.* * *Provides accurate definitions.* | * *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* | *4. Academic integrity*  *Ability to use and credit sources appropriately.* | *Definition and strategies*  *Define “plagiarism” and list ways to avoid it.* | * *Provides accurate definition.* * *Lists several appropriate strategies.* | * *Discuss respect for others’ work to assemble evidence and create texts.* * *Discuss academic penalties for stealing others thoughts and words.* |
| *Days 4 and 5* | *5. Note-taking*  *Ability to select important facts and passages for use in one’s own writing.* | *Notes*  *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.* | * *Identifies relevant elements.* * *Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).* | * *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* | *1. Bridging*  *Ability to begin linking reading results to writing task.* | *Bullets*  *In a quick write, write about what you know now that you’ve read about \_\_\_\_\_\_\_(content).* | *No scoring* | * *Discussion-based strategies, such as seminar.* * *Small group discussion using question.* |
| Skills Cluster 4: Writing Process | | | | |
| *Day 6* | *1. Controlling idea*  *Ability to establish a controlling idea and consolidate information relevant to task.* | *Opening paragraph*  *Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition* | * *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 the controlling idea.* | * *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* | 2. Planning  *Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task.* | *Outline/organizer*  *Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.* | * *Creates an outline or organizer.* * *Supports controlling idea.*   *Uses evidence from texts read earlier.* | * *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* | *3. Development*  *Ability to construct an initial draft with an emerging line of thought and structure.* | *Initial draft*  *Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* | * *Encourage students to re-read prompt partway through writing, to check that they are on-track.* |
| *Days 10 and 11* | *4. Revision*  *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | *Multiple drafts*  *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.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* * *Improves earlier edition.* | * *Model useful feedback that balances support for strengths and clarity about weaknesses.* * *Assign students to provide each other with feedback on those issues.* |
| *Day 12* | *5. Editing*  *Ability to proofread and format a piece to make it more effective.* | *Correct Draft*  *Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.* | * *Provides draft free from distracting surface errors.* * *Uses format that supports purpose.* | * *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.* |
| *Day 13* | *6. Completion*  *Ability to submit final piece that meets expectations.* | *Final Piece*  *Turn in your complete set of drafts, plus the final version of your piece.* | * *Fits the “Meets Expectations” category in the rubric for the teaching task.* |  |

# Materials, references, and supports

|  |  |
| --- | --- |
| For Teachers | For Students |
|  |  |

# Section 4: What Results?

Student work samples

[Include at least two samples of student work at each scoring level.]

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

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| --- | --- |
| Background to share with students (optional): |  |
| Classroom assessment task |  |
| Reading texts: |  |

Informational or Explanatory Classroom Assessment Rubric

|  |  |
| --- | --- |
| **LDC Informational/Explanatory Classroom Assessment**  **MEETS EXPECTATIONS** | |
| Focus | Addresses prompt with a focused response. |
| Reading/Research | Presents and applies relevant information with general accuracy. |
| Controlling Idea | Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources. |
| Development | Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. \*L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question. |
| Organization | Applies a generally effective structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Attempts to present information relevant to prompt. |
| Controlling Idea | Controlling idea is weak and does not establish a purpose and/or address a research question. |
| Development | Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. \*L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question. |
| Organization | Applies an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. |

# Teacher Work Section

Here are added thoughts about teaching this module.

# Appendix

The attached materials support teaching this module.