

The Literacy Design Collaborative
Informational or Explanatory Module

3 Academic Modes of Writing – Grade 7

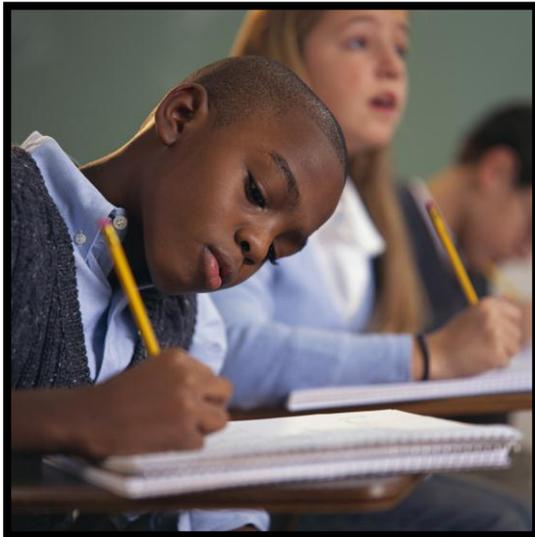
-Reach Associates



Informational/Explanatory Writing



Argumentative Writing



Narrative Writing

3 Academic Modes of Writing

Information Sheet for Informational or Explanatory Module

Module title:	3 Academic Modes of Writing
Module description (overview):	<p>This module has been written with the intent of implementation early in the school year. This informational module has been designed with four purposes in mind:</p> <ol style="list-style-type: none"> 1. Provide teachers a context to introduce and practice classroom routines, procedures, instructional strategies and learning behaviors that will be part of each day's teaching and learning. 2. Introduce students to the 3 modes, or types, of academic writing – argumentative, informational/explanatory, and narrative. 3. Allow students to demonstrate their learning about the 3 modes of academic writing and the features of writing authors use in each mode to convey their idea/thought through an informational essay. 4. Implement ELA grade level specific standards. <p>During this module, students will read information text about the three types of academic writing, deconstruct the organizational structure of each type, and write an informational essay describing the three academic modes of writing. The teaching task and rubrics will be reviewed daily to set a context/purpose for the day's instruction.</p> <p>This module includes the following Reach instructional strategies: ARTS, Frame-It, Front Loading, Discourse and Exit Slip. (See Appendix for a description of each strategy.)</p>
Template task (include number, type, level):	Task 14: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that describes _____ (content) and addresses the question. Support your discussion with evidence from the text(s). (Informational or Explanatory/Description)
Teaching task:	How do authors use features and traits of writing to convey their idea/thought? After reading informational text and examples of informational/explanatory, argumentative, and narrative writing, write an essay that describes each mode of writing and addresses the question. Support your discussion with evidence from the texts.
Grade(s)/Level:	Grades 7 Beginning of the year
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	
Author(s):	Reach Associates (with input from teachers from the School District of the City of Erie, Pennsylvania)
Contact information:	www.reachassoc.net

Section 1: What Task?

TEACHING TASK

Background to share with students:	<p>Background: Authors must make many thoughtful decisions as they get ready to write. Authors need to first think about the content, what he/she is writing about. Next, consideration is given to the purpose for writing in order to determine the appropriate mode, or kind, of academic writing which will be used.</p> <p>In this module, you will learn about the three modes, types, of academic writing (argumentative, informational/explanatory, narrative) by:</p> <ul style="list-style-type: none"> • reading informational text about each mode • examining writing samples from each mode to learn about the particular features and traits of informational, argumentative and narrative writing. <p>You will demonstrate your understanding of these writing types by developing an informational essay about the 3 modes of academic writing. Your essay will highlight the features and traits particular to each mode which authors use to convey their idea/thought(s). You will include in your essay examples from the writing samples we will have read to highlight specific features and traits particular to each mode.</p>
Teaching task:	<p>How do authors use features and traits of writing to convey their idea/thought? After reading informational text and examples of informational/explanatory, argumentative, and narrative writing, write an essay that describes each mode of writing and addresses the question. Support your discussion with evidence from the texts.</p>
Reading texts:	<p>Day 1 – <i>ARTS Behaviors</i></p> <p>Day 2 – <i>Three Academic Modes of Writing</i> (1050 L) http://www.vannet.k12.wa.us/inctr/LaWEB/modes.html</p> <p>Day 4 – <i>Informational or Explanatory Writing</i> (1150 L)</p> <p>Day 5 – <i>A Summer Scorcher</i> (1160 L) http://teacher.scholastic.com/activities/scholasticnews/articles/a-summer-schorcher-082012.htm</p> <p>Day 6 – <i>Argumentative Writing</i> (1150 L)</p> <p>Day 7 – <i>The Eternal Frontier</i> <i>The Language of Literature: Grade 7; McDougal Littell; pages 464-466</i></p> <p>Day 8 – <i>Narrative Writing</i> (1140 L)</p> <p>Day 9 – <i>Thank You, M’am</i> <i>The Language of Literature: Grade 7; McDougal Littell; pages 464-466</i></p>
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.

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:	Common Core State Standards http://www.corestandards.org/
NUMBER	CONTENT STANDARDS

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
W.7.10	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 discipline-specific tasks, purposes, and audiences.

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?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Academic Learning Behaviors (ARTS)	Ability to recognize and demonstrate learning behaviors (ARTS).
2. Task Analysis	Ability to understand and explain the task’s prompt and rubric.
3. Project Planning	Ability to plan so that the task is accomplished on time.
SKILLS CLUSTER 2: READING PROCESS	
1. Readyng for Reading	Ability to ready for reading by preparing a note-taking format.
2. Close Active Reading and Note Taking	Ability to: <ol style="list-style-type: none"> 1. read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 2. determine and analyze the development of central idea(s) of text 3. determine connotative and denotative definitions of words and phrases (and analyze their impact on meaning) 4. and cite reference source.
3. Organizing Notes	Ability to examine a topic, integrate evidence from different sources/formats, analyze and prioritize relevant content.
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Readyng as a Writer	Ability to understand the descriptive text structure and informational/explanatory writing.
2. Bridging Conversation to Writing	Ability to transition from reading to writing phase.
SKILLS CLUSTER 4: WRITING PROCESS	
1. Initiation of Task	Ability to introduce a topic clearly, write a focus/thesis statement and initial draft of an opening paragraph which previews what is to follow.
2. Planning	Ability to develop a line of thought and text structure appropriate and relevant to completing an informational/explanatory writing.
3. Development 1	Ability to: <ol style="list-style-type: none"> 1. construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples. 2. incorporate transition words, phrases and clauses 3. use precise language and domain-specific vocabulary.
4. Development 2	Ability to construct an initial draft of a concluding statement and closing paragraph which follows from and supports the information presented.
5. Revision	Ability to apply revision strategies to refine and strengthen the development of informational/explanatory writing, focusing on purpose and audience while maintaining a formal style.
6. Editing	Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling; and knowledge of language and its conventions when writing and speaking.

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	<p>Academic Learning Behaviors (ARTS) <i>Ability to recognize and demonstrate academic learning behaviors (ARTS)</i></p>	<p><i>Prompt: “What behaviors will assist us in being successful in our current lives, college and careers?” (Use additional scaffolds as needed: Which ARTS behavior would you like to set as a priority goal for yourself? What does that behavior look and sound like? How will you improve your ability to demonstrate this behavior? How will this benefit your learning?)</i></p> <p><i>Product: Participation in classroom discussion, acting out and creation of poster; short response</i></p>	No scoring	<ul style="list-style-type: none"> • ARTS – introduce the academic learning behaviors. • Frame-It - link to previous discussions regarding doing one’s personal best. • Front Loading- doing one’s personal best when demonstration ‘<u>A</u>ctive Participation, <u>R</u>espect, <u>T</u>enacity and <u>S</u>elf-Regulation’. • Front Loading – shared/choral reading. • Front Loading – orchestrating the metacognitive strategies, skills, and academic behaviors needed for effective reading. • Front Loading – underlining key points. • Discourse- introduce classroom routines for verbal discourse. • Discourse - Participate in reading, discussing and acting out ARTS Academic Behaviors. Create a class poster on ARTS Academic Behaviors. Individuals set a personal goal for this module. • Exit Slip - Student work sample - Personal Goal

<p>Day 2</p>	<p>Bridging Conversation <i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i></p>	<p><i>Prompt:</i> Participate in a class brainstorming session about the different modes and purposes for each mode of writing. Read <u>3 Academic Modes of Writing</u>. Participate in a class conversation about the 3 modes of academic writing and the features of each type/mode of writing.</p> <p><i>Product:</i> class conversation</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS – review the academic learning behaviors of ‘Active Participation’ and ‘Respect’ as one of the day’s learning objectives. • Frame-It - link to previous instruction in writing and doing one’s personal best. • Front Loading- doing one’s personal best when demonstration ‘Active Participation’ and ‘Respect’. • Front Loading- accessing one’s schema to make connections. • Front Loading – shared/choral reading. • Front Loading – orchestrating the metacognitive strategies, skills, and academic behaviors needed for effective reading. • Front Loading – underlining key points. • Discourse- introduce classroom routines for verbal discourse. • Exit Slip – student reflection on day’s learning and/or student work sample (‘New Learnings’).
<p>Day 3 – 30 minutes</p>	<p>Task Analysis <i>Ability to understand and explain the task’s prompt (and rubric).</i></p>	<p><i>Prompt:</i> Complete the teaching task rewrite template and rubric.</p> <p><i>Product:</i> Short response on teaching task rewrite and rubric rewrite.</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Completes teaching task rewrite template. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS – review the academic learning behaviors of ‘Tenacity’ and ‘Self-regulation’ as one of the day’s learning objectives. • Frame-It - link to previous day’s text and conversation and doing one’s personal best. • Front Loading- doing one’s personal best when demonstrating ‘Tenacity’ and ‘Self-regulation’. • Front Loading- accessing one’s schema to make connections to the task. • Front Loading – orchestrating the metacognitive strategies to deconstruct and analyze the teaching task (the prompt, type of writing and structure, the product and the rubric). • Discourse- introduce classroom routines for written discourse. • Exit Slip – student reflection on day’s learning and/or student work sample (task analysis).

<p><i>Pacing:</i> Day 3 -20 minutes</p>	<p>Project Planning <i>Ability to plan so that the task is accomplished on time.</i></p>	<p><i>Prompt:</i> Read and discuss the task timeline. <i>Product:</i> Timeline</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link to teaching task rewrite. • Front Loading –orchestrating the metacognitive strategies, skills and academic behaviors needed for effective reading. • Front Loading - the importance of planning and creating a task timeline - – circling key dates. • Front Loading- demonstrating the ARTS behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and/or student work sample (timeline’).
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SKILLS CLUSTER 2: READING PROCESS				
<p>Days 4, 5, 6, 7, 8, 9, 15 minutes each day</p>	<p>Readying for Reading <i>Ability to ready for reading by preparing a note taking format.</i></p>	<p><i>Prompt:</i> Create a 2 column note taking template- one column for recording important/relevant information for completing the task and the other column for recording examples of the important/relevant information. <i>Product:</i> Note taking format</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Creates a note taking template with 2 columns. • Includes a place for the reference source. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link to teaching task. • Front Loading – setting individual ARTS learning goal. • Front Loading –the ‘whats’, ‘hows’ and ‘whys’ of the 2 column note taking template including a place for the reference source. • Discourse- constructing meaning, sharing and recording thinking.

<p>*Days 4, 5, 6, 7, 8, 9 35 minutes each day</p>	<p>Close Active Reading and Note Taking</p> <p><i>Ability to:</i></p> <ol style="list-style-type: none"> <i>read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;</i> <i>determine and analyze the development of central idea(s) of text</i> <i>determine connotative and denotative definitions of words and phrases (and analyze their impact on meaning)</i> <i>and cite reference source.</i> 	<p><i>Prompt:</i> Use a note-taking format to record important facts relevant to the task (i.e. key features and essential vocabulary) from the informational text and examples of the important facts from the writing sample.</p> <p><i>Product:</i> notes</p> <p>*Day 4 – Informational Writing Text and Note Taking *Day 5 – Informational Writing Sample and Note Taking *Day 6 – Argumentative Writing Text and Note Taking *Day 7 – Argumentative Writing Sample and Note Taking *Day 8 – Narrative Writing Text and Note Taking *Day 9 – Narrative Writing Sample and Note Taking</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Uses a 2 column note taking form and records information relevant to the task and examples of important facts from the writing sample. • Includes reference source. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - review teaching task and note taking protocol. • Front Loading – the phrase “relevant to the task’. • Front Loading - orchestrating the metacognitive strategies for effective reading. • Front Loading – identifying, selecting and defining (connotatively and denotatively) important/relevant information and essential vocabulary related to completing the task. • Front Loading - identifying examples of important/relevant information and essential vocabulary related to completing the task. • Front Loading – analyzing what the text says explicitly. • Front Loading – making inferences drawn from text. • Front Loading – citing several pieces of textual evidence in note-taking • Front Loading – determine 2 or more central ideas in a text and analyze their development over the course of the text. • Front Loading - teach recording reference source. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (notes).
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Day 10	<p>Organizing Notes</p> <p><i>Ability to analyze, prioritize and narrow supporting information.</i></p>	<p><i>Prompt:</i> Reread and think about the notes and examples you have for each mode of writing. Prioritize, rank the information and examples according to importance.</p> <p><i>Product:</i> notes</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Prioritizes information and examples for each mode of writing. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - review teaching task. • Front Loading – prioritizing/ranking information and examples according to importance. • Front Loading – organizing ideas, concepts, and information • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (notes).
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SKILLS CLUSTER 3: TRANSITION TO WRITING				
Day 11	<p>Readying as a Writer</p> <p><i>Ability to understand the descriptive text structure and informational/explanatory writing.</i></p>	<p><i>Prompt:</i> Participate in a class discussion about the important traits and features to include when completing a descriptive informational/explanatory writing.</p> <p><i>Product:</i> class conversation</p>	No scoring	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to prior discussions about the teaching task. (Refer back to the teaching task rewrite.) • Front Loading – deconstructing and analyzing a ‘quality’ piece of descriptive informational/explanatory writing - focus, controlling idea, patterns of development, organization, purpose, language choices. (Refer back to readings and notes on informational writing). • Front Loading- deconstructing the demands and qualities of performances embedded in the rubric. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student.

Day 12	<p>Bridging Conversation to Writing</p> <p><i>Ability to transition from reading to the writing phase.</i></p>	<p><i>Prompt:</i> Participate in a class discussion about the features/traits of each mode of writing and how authors use these features to convey their ideas/thoughts.</p> <p><i>Product:</i> participate in class discussion</p>	No scoring	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link back to teaching task and task timeline. • Front Loading- review expectations and behaviors for participating in class discussions. • Front Loading- overview steps of the writing process to be used in completing the writing. • Front Loading - identifying the three main points that will be elaborated on in the body paragraphs (the 3 modes of academic writing – narrative, informational and argumentative). • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning.
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SKILLS CLUSTER 4: WRITING PROCESS

<p>Day 13</p>	<p>Initiation of Task</p> <p><i>Ability to write a focus/thesis statement and initial draft of an opening paragraph relevant to completing the informational/explanatory writing.</i></p>	<p><i>Prompt:</i> Review the task and your notes. Write an opening paragraph that includes a thesis statement, has a controlling idea and supporting details.</p> <p><i>Product:</i> short response</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Writes an opening paragraph that includes a focus/thesis statement. • Writes an opening paragraph that establishes a controlling idea. • Writes an opening paragraph that includes supporting details. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to discussions about the task and what students need to do to complete the writing portion. (Refer back to prompt rewrite during the task analysis lesson.) • Front Loading –synthesizing important/relevant information from students’ notes to plan a thesis statement. • Front Loading – deconstructing, analyzing and writing a ‘quality’ thesis statement. • Front Loading - deconstructing, analyzing and writing an introductory paragraph that previews what is to follow and includes supporting details and establishes a controlling idea. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (short response).
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<p>Days 14 and 15</p>	<p>Planning</p> <p><i>Ability to develop a line of thought and text structure appropriate and relevant to completing the informational/explanatory writing.</i></p>	<p><i>Prompt:</i> Use your notes to create a logically sequenced outline that includes the controlling idea, key points, facts, definitions, concrete supporting details, quotations and examples relevant to completing the task.</p> <p><i>Product:</i> outline</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Creates a logically sequenced outline. • Includes a topic sentence with transitional/linking words. • Includes supporting details relevant to completing the task. • Provides reference source. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to discussions about the task and conversation about the three main points that will be elaborated on in the body paragraphs. • Front Loading –the ‘whats’, ‘hows’ and ‘whys’ of outlining including the logic and format of outlining template. • Front Loading – the ‘whats’, ‘hows’ and ‘whys’ of the topic sentence and transitional/linking words, phrases and clauses for each body paragraph. • Front Loading- the ‘whats’, ‘hows’ and ‘whys’ of identifying the supporting details for each body paragraph. • Front Loading – including reference source for each body paragraph. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (outline).
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<p>Days 16 and 17</p>	<p>Development 1</p> <p><i>Ability to:</i></p> <ol style="list-style-type: none"> 4. <i>construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples.</i> 5. <i>incorporate transition words, phrases and clauses</i> 6. <i>use precise language and domain-specific vocabulary.</i> 	<p><i>Prompt:</i> Write an initial draft of the 3 body paragraphs (including in each paragraph a topic sentence, transitional/linking words, supporting details that establish a controlling idea).</p> <p><i>Product:</i> initial draft of 3 body paragraphs</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Writes an initial draft of each of the 3 body paragraphs that includes a topic sentence and transitional/linking words. • Includes supporting details that establish a controlling idea in each body paragraph. • Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to discussions about the task, what students need to do to complete the writing portion, and the outline. • Front Loading – purpose and how tos of writing a topic sentence. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) • Front Loading - purpose and how tos of using transitional/linking words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) • Front Loading- purpose and how tos of writing supporting details to establish a controlling idea (maintain focus). (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) • Front Loading- use of precise language and domain-specific vocabulary • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (body paragraphs).
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Day 18	<p>Development 2</p> <p><i>Ability to construct an initial draft of a closing paragraph relevant to completing an informational/explanatory writing.</i></p>	<p><i>Prompt:</i> Write an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) and brings closure to the informational/explanatory writing task by including either a comment, conclusion, or implication.</p> <p><i>Product:</i> closing paragraph</p>	<p>Meets:</p> <ul style="list-style-type: none"> Writes an initial draft of the closing paragraph that aligns/matches the introduction. Brings closure to the informational/explanatory writing task by including either a comment, conclusion, or implication. Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> ARTS - purposefully thinking about the day’s learning objectives. Frame-It - link back to back to opening paragraph (introduction). Front Loading – writing a closing paragraph that aligns/matches the opening/introductory paragraph, supports the information presented. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) Front Loading - writing a closing paragraph that brings closure to the informational/explanatory writing task by including either a comment, conclusion, or implication. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) Discourse- constructing meaning, sharing and recording thinking. Exit Slip – student reflection on day’s learning and student work sample (closing paragraph).
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<p>Days 19</p>	<p>Revision</p> <p><i>Ability to apply revision strategies to refine and strengthen the development of informational/explanatory writing, focusing on purpose and audience while maintaining a formal style.</i></p>	<p><i>Prompt:</i> Meet in peer groups and/or with teacher to apply revision strategies for clarity, logic, language, and cohesion. (at least 2 drafts).</p> <p><i>Product:</i> revised draft</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Demonstrates use of revision strategies that clarify logic and development of ideas. • Begins paragraphs strong sentence. • Embeds supporting details • Includes essential vocabulary (word-usage) and a variety of sentence structures. • Creates smooth transitions between sentences and paragraphs which clarify the relationships among ideas and concepts. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to back to writing for an audience. • Front Loading – revision strategies focusing on purpose and audience while maintaining a formal style. • Front Loading – revision strategies to clarify logic and development of ideas. • Front Loading - revision strategies to embed supporting details. • Front Loading - revision strategies to improve word usage, essential vocabulary and sentence structures. • Front Loading - revision strategies to create smooth transitions between sentences and paragraphs. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (revised drafts).
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<p>Days 20 and 21</p>	<p>Editing <i>Ability to apply editing strategies and presentation applications.</i></p>	<p><i>Prompt:</i> Finalize draft for readership; apply finishing touches (e.g. visuals, neatness, formatting). <i>Product:</i> Final draft</p>	<p>Meets: LDC Informational Rubric Demonstrates use of strategies that enhance the readability and appearance of the work for presentation. Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to writing for an audience and doing one’s personal best. • Front Loading – editing strategies to check for language usage. • Front Loading - editing strategies to check for grammatical errors. • Front Loading - editing strategies to check for spelling errors. • Front Loading - finalizing strategies for using visuals to enhance presentation. • Front Loading- finalizing strategies to check for neatness to enhance presentation. • Front Loading - finalizing strategies to check for formatting to enhance presentation. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (final draft).
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FOR TEACHERS

Appendix I: Teacher Supports**

- Lesson Plan Design Description
- Lesson Plan Template
- Frontloading
- Frame-It
- Discourse
- Exit Slip
- Academic and Relevant Techniques and Strategies (ARTS)
- ARTS Academic Behaviors
- Metacognitive Strategies for Understanding Text
- *Types of Writing in the Common Core*
 - By Eleanor Doherty for R-Coaching
- *Glossary of Writing Terms* *
 - By Eleanor Doherty for R-Coaching
- Sample note-taking forms:
 - 7th Gr Informational
 - 7th Gr Argumentative
 - 7^h Gr Narrative

** All materials are included in Appendix.

FOR STUDENTS

Appendix II: Texts**

- Day 1 – *ARTS Behaviors*
- Day 2 – *Three Academic Modes of Writing* (1050 L)
 - <http://www.vannet.k12.wa.us/inctr/LaWEB/modes.html>
- Day 4 – *Informational or Explanatory Writing* (1150 L)
- Day 5 – *A Summer Scorcher* (1160 L)
 - <http://teacher.scholastic.com/activities/scholasticnews/articles/a-summer-schorcher-082012.htm>
- Day 6 – *Argumentative Writing* (1150 L)
- Day 7 – *The Eternal Frontier*
 - *The Language of Literature: Grade 7; McDougal Littell; pages 464-466*
- Day 8 – *Narrative Writing* (1140 L)
- Day 9 – *Thank You, M'am*
 - *The Language of Literature: Grade 7; McDougal Littell; pages 464-466*

Appendix III: Student Supports**

- ARTS Academic Behaviors
- Getting Ready: Goal Setting Template
- Exit Slip Template
- 7th Gr Task Timeline
- Teaching Task Rewrite Template
- Metacognitive Strategies for Understanding Text
- Note-taking Template
- Outline Template

** All materials are included in Appendix.

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)

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.

Appendix I – Teacher Supports

Appendix II – Texts

Appendix III – Student Supports

Academic and Relevant Techniques and Strategies (ARTS)



Training Tool

What is it?

The **ARTS** strategy engages students in purposefully thinking about the responsibilities and behaviors associated with effective academic learning. Four specific academic behaviors – active participation, respect, tenacity, self-regulation – are consistently and repeatedly highlighted daily.

Active Participation- Students demonstrate engagement through thinking, speaking, writing, and creating during learning.

Respect- Students demonstrate value and esteem for classmates, adults, and self. Students demonstrate care for the learning environment.

Tenacity- Students demonstrate drive, determination, task persistence, focus, and endurance during learning.

Self-regulation- Students demonstrate self-control, resourcefulness, self-monitoring, and responsibility for self during learning.

When to do it?

ARTS is a strategy that can be used in any content area lesson, multiple times.

How to do it?

Ahead of Time

- The teacher posts the academic behaviors in the classroom.
- The teacher explains the ‘whats’, ‘hows’, and ‘whys’ of each behavior.

In the Lesson

- At the beginning of the lesson, the teacher engages students in choosing a specific academic strategy.
- At the appropriate time in the lesson, the teacher reminds students to demonstrate the academic strategies.
- At the appropriate time in the lesson, the teacher guides students in reflecting on their use of the academic strategies.

Why do it?

ARTS is a high leverage strategy to support effective learning. When implemented as outlined, **ARTS** supports and promotes:

- student engagement.
- access to the learning for all.
- high expectations and accountability.
- ongoing formative assessment.

Frame-It

Training Tool



What is it?

Frame-It is a strategy the teacher uses to ready students for the day's learning by contextualizing instruction through explicit and detailed guidance linking back to previous learning.

When to do it?

Frame-It is used at the beginning of a lesson in any content area.

How to do it?

Ahead of Time

- Preview the day's learning objectives.
- Identify a location for posting the day's learning objectives.
- Plan a way to contextualize the day's learning connected to previous learning.

In the Lesson

- Communicate the link to previous learning.
- Communicate and post the day's learning objectives.
- Have students set learning goals.

Why do it?

Frame-It is a high leverage strategy that structures and organizes the beginning of daily lessons to maximize teaching and learning opportunities. When implemented as outlined,

Frame-It promotes:

- clarity of focus in the lesson.
- targeted instruction.
- access to the learning for all students.
- opportunities for students to construct meaning.
- high expectations and accountability.

Front Loading

Training Tool



What is it?

Front Loading is a strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in the day's learning.

When to do it?

Front Loading is used when teachers are introducing or reviewing an academic skill, strategy, and/or behavior. **Front Loading** is a strategy that can be used in any content area, multiple times.

How to do it?

Ahead of Time

- Organize the day's learning into **instructional chunks**. Marzano (2007) describes instructional chunks as *small digestible bites of new information*.
- Determine and plan 1-2 **Front Loads** (intentional teaching points) for each **instructional chunk**.
- Identify the response mode for each **instructional chunk**. A response mode defines how students will engage in the learning.

In the Lesson

- Communicate **Front Loads** and response modes for each **instructional chunk**.

Why do it?

Front Loading is a high leverage strategy that adds intentionality during daily lessons to maximize teaching and learning opportunities. When implemented as outlined, **Front Loading** promotes:

- clarity of focus in lesson.
- targeted instruction.
- Gradual Release of Responsibility (Pearson and Gallagher, 1983)
- automaticity of skill and strategy application.
- access to the learning for all students.
- opportunities for students to construct meaning.
- high expectations and accountability.

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Discourse – Verbal and Written

Training Tool



What is it?

Discourse is a strategy students use to practice organizing their thinking in preparation for conversations and/or writing. The teacher provides appropriate scaffolds to support and maintain participation by all.

When to do it?

Discourse is a strategy that can be used in any content area lesson, multiple times including:

- Setting Up the Day's Lesson - Creating opportunities for students to reconnect to previous learning.
- Launching a Unit of Study – Creating opportunities for students to access prior knowledge.
- During and After Lessons – Creating opportunities for thoughtful/reflection and constructing meaning.

How to do it?

Ahead of Time

- The teacher organizes the classroom environment so it is conducive for conversations.
- The teacher models desired conversation behaviors.
- The teacher models and provides students guided practice stopping on-demand, thinking about a particular topic, organizing one's thinking about a given topic, having a conversation with a partner, 'coming back into one conversation', and recording one's thinking.
- The teacher identifies a signal to bring the whole group back into 'one conversation' and provides students guided practice in using the signal.
- The teacher decides when the **Discourse** strategy will be applied in the lesson.

In the Lesson

- At the appropriate time in the lesson, the teacher engages students in verbal and/or written discourse about a prompt/topic.
- The teacher provides appropriate scaffolds.
- The teacher uses the predetermined signal and bring the group together in 'one conversation.' (optional: The teacher engages students in sharing their thoughts with the group.)

Why do it?

Discourse is a high leverage strategy to support classroom discourse. When implemented as outlined, this strategy supports and promotes:

- student engagement.
- access to the learning for all.
- opportunities for students to construct meaning.
- opportunities for students to extend and deepen critical thinking skills.
- a community of learners.
- high expectations and accountability.
- the ability to write on demand.
- ongoing formative assessment.

Exit Slip

Training Tool



What is it?

Exit Slip is a strategy students use to engage in reflective practice and demonstrate their understanding at the end of instructional interactions.

When to do it?

Exit Slip can be used at the end of every instructional interaction, or as frequently as the teacher determines. **Exit Slip** is a strategy that can be used in any content area, multiple times.

How to do it?

Ahead of Time

- The teacher chooses a format for the **Exit Slip** (e.g. the day's work sample, a retelling of the day's learning, student's reflection, etc.).

At the Conclusion of the Lesson

- The teacher provides students a prompt for reflection and/or asks students for their day's work.
- Students complete the **Exit Slip** by reflecting on their learning, responding to the day's prompt and/or by submitting their day's work.

Why do it?

The **Exit Slip** is a high leverage strategy that provides structured practice in reflecting, goal setting, and synthesizing new information following instructional interactions. When implemented as outlined, the **Exit Slip** promotes:

- student engagement.
- opportunities for students to construct meaning.
- opportunities for students to extend and deepen critical thinking skills.
- a community of learners.
- high expectations and accountability.
- ongoing formative assessment.

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