Mini-Tasks & Instructional Strategies

LDC Participant Notebook

Kentucky LDC Institute - November 3, 2012

PART 1: PREPARING FOR THE TASK

Strategy #1: Building Confidence in background knowledge
- Jigsaw, Gallery Walk, Video, Skits, Texts, Posters, KWL

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Sharing Instructional Strategies:
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Strategy #2: Task Analysis
- Annotating and Chunking the Task

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Sharing Instructional Strategies:
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TASK

What combination of market and command systems do you believe create the ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

What combination of market and command systems do you believe create the ideal mixed economy?	
After reading informational and opinion texts,	
write an essay that addresses the question and supports your position with evidence from the texts.	
Be sure to acknowledge competing views.	
Give examples from past or current events or issues to illustrate and clarify your position.	

Quick-Write Response:

_____

_____

_____

_____

_____

PART 2: READING PROCESS

SKILL: Active Reading

- Instructional Strategies – Annotation (with rubric), chunking text, guiding questions.

Sharing Instructional Strategies:

SKILL: Note-Taking

- Instructional Strategies – metacognative log, summarizing, sentence frames, graphic organizers.

Sharing Instructional Strategies:

Active Reading Rubric

Active Reading – Level 1	Active Reading – Level 2	Active Reading – Level 3

• **Annotation Marks:**
   o Very little underlining or only of unfamiliar words.
 	
• **Written Comments:**
   o No comments or only simple comments such as "cool", "wow", "stupid".
   o No or few personal connections.
 	
• **Analysis:**
   o No indication of student understanding or finding the main idea of the text.
   o No questions written in the margins.
	• **Annotation Marks:**
	   o Some but limited variety in markings such as underlining, circles, and stars.
	
	• **Written Comments:**
	   o Comments are a combination of short phrases and words that engagement in the text.
	   o Personal connections are evident but limited.
	
	• **Analysis:**
	   o Evidence of highlighting or underling main idea or focus of the text.
	   o Some questions about the text that show curiosity in unknown concepts or statements in text.
		• **Annotation Marks:**
		   o Variety of marks – underlining, circles, and stars – and each type of mark is used for a specific purpose (underline = key point, circle = unknown word, etc).
		
		• **Written Comments:**
		   o Comments are insightful and are mostly phrases directed at pieces of the text that relate to the main idea.
		   o Relevant personal connections that add depth to the articles meaning.
		
		• **Analysis:**
		   o Main idea and supporting examples are clearly underlined or highlighted in the text.
		   o Questions written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text.

COMMENTS:

Metacognative Log

Article: _____

<u>Guiding Question:</u>

What I Read	What I Think

<u>SUMMARY/REFLECTION</u>:

_____
_____
_____
_____
_____
_____
_____

Name _____ Per _____ Date _____

Reading Reflection #6

Text/Article _____   *(Paragraph _____)*

The author's main argument that _____

_____

_____

One example of evidence used to defend the argument is_____

_____

_____—.

Another example of evidence used to defend the argument is_____

_____

_____—.

The author best defends the argument when saying that "_____

_____

_____ ".

I _____ (agree/disagree) with the argument because_____

_____

_____

One way the author could make the argument stronger is to _____

_____

_____

PART 3: TRANSITION TO WRITING

<u>SKILL</u>: Transition to the Writing Process

- <u>Instructional Strategies</u> – Rubric translation, evaluating student work, exploring writing styles.

<u>Sharing Instructional Strategies</u>:

PART 4: WRITING PROCESS

<u>SKILLS</u>: Writing a Claim & Paragraph Structure

- <u>Instructional Strategies</u> – Editing sample claim/thesis statements, T.E.S.T. paragraph structure.

<u>Sharing Instructional Strategies</u>:

Rubric Translation

Focus	
Controlling Idea	
Reading/Research	
Development	
Organization	
Conventions	
Content Understanding	

Name _____ Per. _____ Date _____

Editing Sample Thesis Statements

I like market economy best

Countries that have a market economy are better than those that have a command economy.

Societies that have an equal balance of market and command economy characteristics are the best type of society.

Economic systems that have a strong market economy influence are the most ideal because they emphasize freedom.

Basic Essay Structure

Is your introductory paragraph <u>HOTT</u>?

Hook - This is the first sentence. It should interest the reader and is a chance to show off, but be reasonable. Do not spend too much time on this.

Overview - Similar to the hook. This sentence sets the stage for your thesis with a brief explanation or description of the general topic.

Thesis - The position you will argue and support. This is definitely the most important sentence in your essay. It should be clear but not short. Well developed thesis statements often include key words such as "although" and may stretch two or even three sentences in length.

Themes/Topics - This sentence or group of sentences introduces the reader to the main points that will support your thesis and will be fully developed in your essay. It is best to keep these in the same order throughout your essay.

Do the body paragraphs <u>TEST</u> what you know?

Topic Sentence - This is the theme that will be developed and supported in a paragraph.

Evidence - Evidence is the specific information and factual details that will support your thesis or specific theme.

Significance and Analysis - Analysis is the explanation of *how* and *why* your evidence (from the documents and outside information) <u>supports your thesis</u>. This portion of the paragraph is the "so what" explanation of your evidence.

Transition - This sentence (or sentences) concludes or summarizes the paragraph and introduces the theme of the next paragraph.

Do you <u>STOP</u> in your conclusion?

Summarize the Themes/Main Points - This sentence or group of sentences should remind the reader of the main points that were made. Do not include new information.

Thesis Restatement - This sentence should remind the reader of your answer to the question. Restate the thesis in different words than before.

Omit Any New Information - The only exceptions would be to make a conceptual point that is more general than your main points, or to mention the aftermath or result of something.

Perspective - Finish your essay with a sentence that unifies the essay and/or puts it in historical perspective. Leave a good impression with the reader.