**Section 2: What Skills?**

**Preparing for the Task**

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to

existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's

prompt and rubric.

**Reading Process**

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to

understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own

writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main

supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

**Transition to Writing**

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking

reading results to writing task.

**Writing Process**

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure

appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and

consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of

thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought,

language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make

it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets

expectations.