#  [Insert Title]

# [Optional: Insert Art Work]

# Information Sheet for Information/Explanation 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

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

Content Standards From State or District

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

Common Core State Standards

|  |  |
| --- | --- |
| NUMBER | ANCHOR STANDARDS FOR 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. |
| 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 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.  |
| 6 | Assess how point of view or purpose shapes the content and style of a text. |
| 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| NUMBER | ANCHOR STANDARDS FOR WRITING |
| 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. |
| 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 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. |

Scoring Rubric for Information/Explanation Template Tasks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. 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.**L2 Ability to identify and analyze competing arguments.**L3 Ability to make clarifying connections or provide examples.* |
| *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 information/explanation 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?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pacing | Skill and Definition  | Product and Prompt | Scoring (Product “meets expectations” if it…) | Instructional Strategies |
| 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.* |  |  |  |
|  | *2. Active reading**Ability to identify the central point and main supporting elements of a text.**L2 Ability to identify and analyze competing arguments.**L3 Ability to make clarifying connections or provide examples.* |  |  |  |
|  | *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 information/ explanation 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* |  |  |  |

# 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)

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

Information/Explanation Classroom Assessment Rubric

# [As of August 2011, this rubric is under construction]Teacher Work Section

Here are added thoughts about teaching this module.

# Appendix

The attached materials support teaching this module.