**Planning a LDC Module**

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| **Content Area Standards**: |
| **What do I really want to accomplish with this module**? **Does the teaching task lead students here?** This should connect to content area standards. |

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| **Teaching Task** (with essential question that is open-ended, thought-provoking, complex, requires critical thinking, and has multiple supportable responses.) | |
| **Who is the audience for what students produce**? | **How will students’ writing/products be published**? |

**Text & Resources Selection**

* Which texts best fit the purpose of the teaching task and support students in their ability to respond to the task?
* Are texts at the appropriate level of complexity to engage students in improving reading ability?
* For argumentative tasks, do texts equally provide both sides of the issue?
* What other resources support students in achieving the task?

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| **Text choices:** |
| **Other resources:** |

**Preparing for the Task**

* How will I hook students and capture their interest in the task?
* How will I provide needed background knowledge?
* How will I help students understand the task and rubric?

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| **Task Engagement: Skill - Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns.** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |
| **Task Analysis: Skill - Ability to understand and explain the task’s prompt and rubric.** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |

**Reading Process**

* How will I guide students to interact purposefully with text?
* How will students learn to identify specific evidence in text to support arguments and/or explanations?
* How will I help students understand new vocabulary?
* How will I help students understand plagiarism and how to avoid it?

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| **Active Reading: Skill - Ability to identify the central point and main supporting elements of a text.**   * **R.CCR.2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * **R.CCR.6**: Assess how point of view or purpose shares the content and style of a text. * **R.CCR.10**: Read and comprehend complex literary and informational texts independently and proficiently. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| Mini-task: | Formative assessment: |

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| **Note-taking: Skill - Ability to read purposefully and select relevant information; to summarize and/or paraphrase.**   * **R.CCR.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. * **R.CCR.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. * **W.CCR.9**: Draw evidence from literary or information texts to support analysis, reflection, or research. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| **Essential Vocabulary: Skill - Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.**   * **R.CCR.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. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| **Academic Integrity: Skill - Ability to use and credit sources appropriately.**   * **W.CCR.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. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |

**Transition to Writing**

* How will I help students transition from reading and researching to gather information to writing to communicate their new thinking? What can I do to make sure students are ready?
* How can I actively involve students with peers to discuss, brainstorm, debate, and share what they have learned in preparation for writing?
* What speaking and listening standards can I include here?

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| **Bridging: Skill - Ability to begin linking reading results to writing task.**   * **SL.CCR.1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. * **SL.CCR.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. * **SL.CCR.4**: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. * **SL.CCR.5**: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |

**Writing Process**

* How will I support students as they draft their writing products?
* How will I facilitate students as resources for each other?
* How will students get and give feedback and then use that information to make decisions about revision of their work?
* How will students edit their work?
* How will students publish their work?

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| **Controlling Idea: Skill - Ability to establish a controlling idea and consolidate information relevant to task.**   * **W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * **W.CCR.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. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| **Planning: Skill - Ability to develop a line of thought and text structure appropriate to an argumentative or information/explanation task.**   * **W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| **Development: Skill - Ability to construction an initial draft with an emerging line of thought and structure.** | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |

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| **Revision: Skill - Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.**   * **W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
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| **Editing: Skill - Ability to proofread and format a piece to make it more effective.**   * **W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| **Grade level standards:** | |
| Mini-task: | Formative assessment: |
| Mini-task: | Formative assessment: |

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| **Completion: Skill - Ability to submit final piece that meets expectations.**   * **W.CCR.10:** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | |
| **Grade level standard:** | |
| Mini-task: Publish final product. | Scoring: Published product. |
| Mini-task: Submit final product. | Scoring: See Rubric. |

**Reconnect and Bridge (Extension)**

* How will I bring students back to the focus on the content standards and topic after writing to further build their confidence with the content?
* How will I bridge this learning to the next unit of study?

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| **Content area standards:** | |
| Mini-task: | Formative assessment: |