# The Literacy Design Collaborative

**(Argumentation/Informational) Module Planning Tool**

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| **Module Title:**  | **Module Topic:** |

Grade(s)/Level:

Discipline (e.g., ELA, science, social studies, CTE):

Course:

Author(s):

Contact information:

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| **Module description** (written to a teacher audience):  |

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| **Background to share with students** (written to a student audience):  |

**Planning a LDC Module**

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| **Content Area Standards I will address**:**Would I identify any of these standards as focus standards? As supporting standards?** (If yes, identify in above list.) |
| **What do I really want to accomplish with this module**? This should connect to content area standards. **Which level of thinking (cognitive demand) fits best with what I wish to accomplish?**  |
| **Who is the audience for what students will be asked to produce?** | **How will students’ writing/product be published?**  |

**SECTION 1: WHAT TASK?**

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| **Teaching Task** (with essential question that is open-ended, thought-provoking, complex, requires critical thinking, and has multiple supportable responses.) **Task number: \_\_\_\_\_\_\_\_\_****Does the essential question align with what students are asked to do within the teaching task?****Will an optional cognitive demand support what I want to accomplish? If yes, which one?** |
| **How does the selected mode (argumentation/opinion or informational/explanatory) and form (article, speech, editorial, etc.) of writing align with the teaching task and what I really want to accomplish with this module?** | **How does the teaching task lead students to what I want to accomplish with this module?** |

**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 argumentation 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** (digital and/or print):  |
| **Other text resources** (includes illustrations, videos, visuals, podcasts, charts, graphs, timelines, art work, data sets, etc.): |

**Extension: Reconnect and Bridge**

* 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 use the extension to engage students and provide differentiation for student learning styles?
* How will I bridge this learning to the next unit of study?

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| **Content area standards:** |
| Extension:  | Assessment: |

**SECTION 2: WHAT SKILLS?**

**What skills do students need to develop during this module for literacy (reading, writing, speaking & listening) and for the discipline?**

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| **Reading Skills** | **Content Skills** |
| **Writing Skills**  | **Speaking & Listening Skills** |

**Based on the skills identified, do the skills listed on the following pages need modification, revision, or additions?** If yes, make adjustments.

**SECTION 3: WHAT INSTRUCTION?**

**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/prompt:  | Formative assessment/process: |
| Mini-task/prompt: | Formative assessment/process: |
| **Task Analysis: Skill - Ability to understand and explain the task’s prompt and rubric.** |
| Mini-task/prompt:  | Formative assessment/process: |
| Mini-task/prompt: | Formative assessment/process: |

**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.** **\*Additional reading standards may be added based on your teaching task.*** **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.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.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |

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| **Note-taking: Skill - Ability to read purposefully and select relevant information; to summarize and/or paraphrase.** **\*Additional reading standards may be added based on your teaching task.*** **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.2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* **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.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/prompt: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/prompt: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/prompt: |

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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.****\*Additional reading or language standards may be added based on your teaching task.*** **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.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |

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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.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |

**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.** **\*Additional speaking & listening standards may be added depending upon teaching 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.
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| **Grade level (GL) standards:** |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |

**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.** **\*Additional writing standards may be added depending upon teaching 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.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_   | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |

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| **Planning: Skill - Ability to develop a line of thought and text structure appropriate to an argumentative or information/explanation task.** **\*Additional writing standards may be added depending upon teaching task.*** **W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |

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| **Development: Skill - Ability to construction an initial draft with an emerging line of thought and structure.** **\*Additional writing standards may be added depending upon teaching 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 (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_ | Formative assessment/process: |

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| **Revision: Skill - Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. \*Additional writing standards may be added depending upon teaching task.*** **W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_   | Formative assessment/process: |
| Mini-task/prompt: GL standard: \_\_\_\_\_\_\_\_\_\_\_  | Formative assessment/process: |

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| **Editing: Skill - Ability to proofread and format a piece to make it more effective.** **\*Additional writing standards may be added depending upon teaching task.*** **W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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| **Grade level (GL) standards:**  |
| Mini-task/prompt:  | Formative assessment/process: |
| Mini-task/prompt:  | Formative assessment/process: |

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| **Completion: Skill - Ability to submit final piece that meets expectations.** **\*Additional writing standards may be added depending upon teaching task.*** **W.CCR.10:** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
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| **Grade level (GL) standard:**  |
| Mini-task: Publish final product.  | Scoring: Published product. |
| Mini-task: Submit final product. | Scoring: See Rubric. |