

Florida Academic Literacy Network

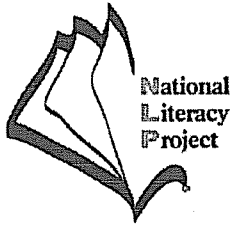
Writing Team Meeting Agenda May 22, 2014 12:00-3:00

- Team building activity
- Classroom teachers take Instructional Shifts Assessment Tool online as pretest – link provided
- Introduction to Literacy Design Collaborative
 - *Literacy Matters* video
- Tour of the LDC website: www ldc org
- Walk through a module
- Introduction to Teaching Task Collection 2
 - Write a teaching task
- Project Expectations
 - Dr. Suzanne Herndon: clarification of stipends, substitutes, etc.

Upcoming Dates for LDC Workshop:

June 9-10, 2014 8:00-3:30 TTC Main Room

July 28-29, 2014 8:00-3:30 TTC Main Room



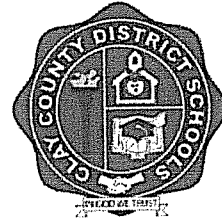
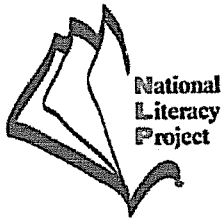
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LDC Professional Development June 9-10, 2014 8:00-3:30

- Background Information
- Working in Interdisciplinary Teams
- Template Exploration
- What Task?
 - Template Tasks
 - Teaching Tasks
 - Fishbowl
 - Work in Writing Teams
 - Peer Review
- What Skills?
 - Skills Clusters
 - Connecting to Standards
 - Developing your Skills List in Writing Teams
 - Peer Review
- What Instruction?
 - Components of the Instructional Ladder
 - Work in Writing Teams
 - Peer Review
- Revision and Development of the Module so Far
- Evaluations

Upcoming July 28-29

- Revisit: Revision and Development of the Module So Far
- Continue Work on the Instructional Ladder
- Mini-Task Library
- What Results?
- Examining Student Work
- Aligning with Teacher Evaluations
- Next Steps



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LDC Professional Development July 28-29, 2014 8:00-3:30

Monday

Morning

1. Opening remarks
2. Using Chromebooks to enhance your modules
3. Addressing your questions
4. Revisiting LDC
5. Revisiting the Instructional Ladder: Walkthrough a sample module
6. Work time

Afternoon

1. Mini-Task Library
2. Work time focus: Preparing for the Task and The Reading Process mini-tasks
3. Showcase your work

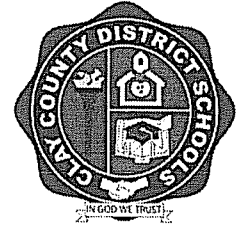
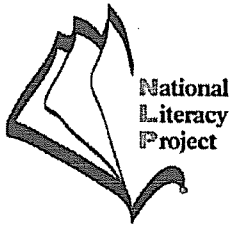
Tuesday

Morning

- Mini-Task Library: Transition to Writing and The Writing Process
- Work time focus: Writing clusters
- Showcase your work

Afternoon

- What Results?
 - Examining Student Work
 - Aligning LDC with Teacher Evaluations
 - Next Steps
 - Evaluations
-



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Reading Coaches Meeting November 14, 2014 12:00-3:00

1. Reflections on LDC implementation fall 2014: Successes and challenges
2. Jurying Workshop
 - a. Purpose of jurying
 - b. Understanding the rubric
 - c. Walk through exemplar module together
 - d. Pairs: score anchor module
 - e. Pairs: score CCDS module
3. Jurying through Core Tools
4. Come up with plan for jurying modules in Clay
 - Who are the teacher/district leaders who can become jurying experts?
 - Developing a jurying protocol for your district
 - Introducing the jurying protocol as a formative instrument
5. Evaluations

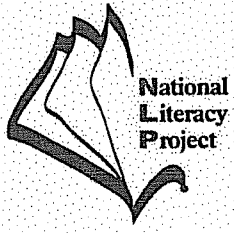
Upcoming Dates

Dec. 5th—Reading Coaches meeting: Looking at student work

Jan. 6th—Whole group meeting: Reflecting on fall and planning for spring

- Purposes:
 - To debrief successes and challenges of first LDC Module
 - To determine interdisciplinary topic and task for spring semester
 - To learn how to use Core Tools for module development
- Bring:
 - Chromebooks
 - Copy of fall module
 - Student work samples of varying levels (low, medium, high)

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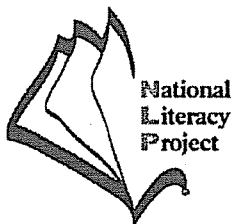


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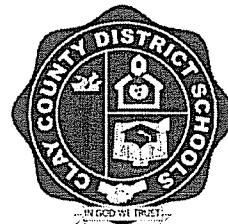
**Reading Coaches Meeting
December 5, 2014
12:00-3:00**

1. Jurying practice
2. Come up with plan for jurying modules in Clay
 - Who are the teacher/district leaders who can become jurying experts?
 - Developing a jurying protocol for your district
 - Introducing the jurying protocol as a formative instrument
3. Interdisciplinary modules
4. January 6th Workshop—please bring:
 - Chrome books
 - Fall module
 - Fall module—student notebooks (if they have them)
 - Student work samples of varying levels (low, medium, high)
 - Spring curriculum maps
 - LDC folders from summer
5. Evaluations

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**LDC Workshop
January 6, 2015
8:00-3:30**

Morning: 8:00 - 11:15

1. Welcome and Overview 8:00-8:10
2. Learning from fall module implementation 8:10-8:30
3. Learning from student work 8:30-9:15
4. Incorporating gradual release into mini-tasks 9:15-9:35
5. Break 9:35-9:45
6. Using the jurying rubric to assess fall module 9:45-10:35
7. Interdisciplinary topic selection 10:35-11:15

Lunch: 11:15 - 12:45

Afternoon: 12:45 - 3:30

8. Identifying teaching task for spring module 12:45-1:45
9. Break 1:45-1:55
10. Using Core Tools to write spring modules 1:55-3:05
11. Considerations for spring 3:05-3:25
12. Evaluations 3:25-3:30

Please sign up for Core Tools, if you haven't already. It's easy! Go to www.coretools ldc.org and click to sign up.

Amy Murphy
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Clay LDC Modules Fall 2014

Module Title	Teaching Task	Grade	Content Areas	School	Teachers	# of Classes	# of Students	Dates of Implementation	Comments
Colonial Perspectives that Shaped America's Governmental Structure	How did Varying Colonial Perspectives shape our Governmental Structure after the Revolutionary War? After reading literature and informational texts on Colonial Perspectives before and after the Revolutionary War, write a 1,000-1,200 word essay, in which you describe how those Colonial Perspectives shaped Governmental Structure in the New Nation. Support your discussion with evidence from the text (s).	8th	LA/SS	Oakleaf Junior High School	Pamela Flagg, Shelia Schofield	5	87	2 nd quarter (5 to 6 weeks)	
Science Project Research Paper 2014-2015	Is your hypothesis a testable prediction? After researching a <u>minimum of 10 informational texts on the topic of your science project</u> , write a <u>research paper</u> in which you define <u>your real-world problem, the variables, and any other applicable scientific concepts</u> , and explain <u>how, based on your research, the dependent variable will respond to the changes you plan to make in the independent variable</u> . D3 What conclusion can you draw, based on your research, as to why or why not your hypotheses needs to be modified. D8 Include citations and bibliography.	8 th	LA SC	Oakleaf Junior High School	Patricia Ainsley Cyndi Masters	5	106+/-	Sept-Oct 2014	

Clay LDC Modules Fall 2014

Module Title	Teaching Task	Grade	Content Areas	School	Teachers	# of Classes	# of Students	Dates of Implementation	Comments
Is There Ever a Final Frontier?	Is there ever a final frontier? After researching informational texts on space and early American exploration, write a featured article for Cougar Paws in which you analyze the value of continued space exploration, giving at least 1 historical and current example per sub headed section of the written product, to illustrate and clarify your position.	8th	Science S.S. ELA	Green Cove Springs Junior High	Denise Dunlap Bruce Spratley Chera Bleau	5	92	Oct. 13- Nov 6	Need ChromeBooks because the articles we are having our students research and site are on the web. We planned teaching tasks utilizing the technology afforded by use of the ChromeBooks.
The Science of Crime Investigation in <i>The Tell-Tale Heart</i>	How do you use scientific evidence to prove guilt or innocence? After reading <i>Tell-Tale Heart</i> and additional forensic science articles, write a report that explains how modern scientific methods could be used to analyze the evidence of the crime perpetrated in <i>The Tell-Tale Heart</i> . Support your findings with evidence from your research. D8 Include citations and a bibliography in your work.	8th	LA and SCI	Lakeside Junior High	Katie Lesando Ilona Tabet	5	100	Sept 29- Oct 24	
Exploring Space: How Advanced Technology Has Affected Space Travel	After reading selected texts about satellites, telescopes, rockets, space shuttles, and space stations, write a report in which you describe how these technological advances have furthered space exploration since the 1950's, D2 Give three specific examples from past or current space program technologies to illustrate and clarify your position.	8 th	LA SCI	Wilkinson Junior High School	Ashley Glover Maria DeSimone	3	66	Dec 1 – Dec 15 2014	

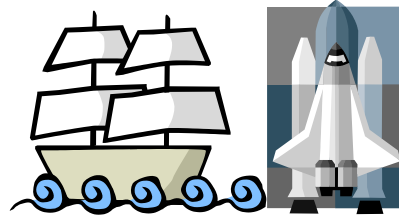
Clay LDC Modules Fall 2014

Module Title	Teaching Task	Grade	Content Areas	School	Teachers	# of Classes	# of Students	Dates of Implementation	Comments
Hubble Space Telescope	After researching and reading informational texts on the Hubble Space Telescope, write and deliver a 2-4 minute speech in which you analyze how the Hubble Space Telescope has advanced space exploration and understanding of the universe. Give 3 examples from the past or current information to illustrate and support your analysis.	8 th	LA/SCI	Lake Asbury Jr. High	Jason Martin Lauren Crews	2	98	Dec 1-15, 2014	
A Case for Revolution	Were the colonists justified in revolution? After reading historical documents and informational texts write a 1,000 to 1,200 essay, in which you address the question and argue whether the colonists' were justified in revolution. Support your position with evidence from the texts. Advanced Students (D2) Give one example from past or current events to illustrate and clarify your position.	8 th	LA/SS	OPJH	Beverly Qualls & Brad Zaner	5	80	Oct 13-Nov 14	
When scientific theories change	When do scientific theories change? After reading articles, essays, and historical accounts on four scientists and how they modified their theories in astronomy, write a 500-800 word essay in which you describe situations when theories were modified. Support your discussion with evidence from the text(s). Include a bibliography of all	8 th	LA & Science	Orange Park Jr. High	Cynthia Leporati & Bart Simoneaux	5	88	Sept - Oct 2014	

Clay LDC Modules Fall 2014

Module Title	Teaching Task	Grade	Content Areas	School	Teachers	# of Classes	# of Students	Dates of Implementation	Comments
	sources used.								
Triumph of the Human Spirit: Historical and Modern Day Survival Stories	How does the human spirit manage to triumph? After reading various texts describing historical and modern day stories of survival, write the keynote address of at least 1,000 words for a “Conference on Survival” in which you define resilience and explain how challenges and obstacles can be overcome. Support your discussion with evidence from the texts using at least two specific references from your Language Arts resources and two from your US History resources.	8 th	LA and Social Studies	Keystone Heights Jr/Sr High School	Nicole Honour and Pamela Wells	5 each	90	Oct (23 days)	This cross-curricular module in 8 th grade Language Arts and US History is intended to help students relate more to the concept of resilience, and how people when faced with life-threatening obstacles and challenges have survived with their spirits intact. As eighth graders, the students often encounter many self-perceived setbacks and often their reactions to the challenges place them at a disadvantage academically, emotionally and socially. In this unit, students will begin with an overview of resilience as key concept and will explore various historical topics pertaining to the European exploration and colonization of North America, as well as various biographies of notable figures who exemplify the “triumph of the human spirit.”
Playing God: What are the pros and cons of artificially modifying innate human traits?	What are the pros and cons of artificially modifying innate human traits? After reading the screen adaptation of “Flowers for Algernon” and additional non-fiction selections, write an essay of 750-1000 words that addresses the question and argues for or against the artificial modification of innate human traits. Support your answer with evidence from the screen adaptation of “Flowers for	7/8	Gifted Language Arts	Keystone Heights Jr./Sr. High School	Amy Yeldell	4	53	October-November 2014	

Is There Ever a Final Frontier?



Module title:	Is There Ever a Final Frontier?
Module description (overview for teachers):	This cross-curricular module in Eighth grade Language Arts, Science, and History is intended to help students analyze and evaluate the importance of exploration throughout history and today. (Add more description after addressing mini-tasks.)
Template task (include number and type):	20
Teaching task:	Is there ever a final frontier? After researching informational texts on space and early American exploration, write a featured article for Cougar Paws in which you analyze the value of continued space exploration, giving at least 1 historical and current example per sub headed section of the written product, to illustrate and clarify your position.
Grade(s)/Level:	8
Discipline: (e.g., ELA, science, history, other?)	ELA, History, Science
Duration of the module (how many weeks?):	3 weeks (est. 18 days)
Course:	American History, Language Arts 3, Science M/J 3
Author(s):	Chera Bleau, Denise Dunlap, Cindy Johnson, Bruce Spratley
Contact information:	cbleau@OneClay.net ; dbdunlap@OneClay.net ; cjohnson@OneClay.net ; bkspratley@OneClay.net

Section 1: What Task?

What task sets clear, measurable goals for learning?

TEACHING TASK

Background to share with students:	Exploration is a human characteristic; it has changed over time, has different value for different cultures. Exploration can be used by individuals, groups, and nations, for political, economic, and personal reasons.
Teaching task:	After researching informational texts on space and early American exploration, write a featured article for Cougar Paws in which you analyze the value of continued space exploration, giving historical and current examples.
Texts:	<p>Textbooks:</p> <ul style="list-style-type: none"> • Science: <u>Interactive Science: Course 3</u>, Pearson • History: <u>Florida: Discovering Our Past: A History of the United States</u>, McGraw Hill <p>Online recent current articles on the following topics:</p> <p>www.cpsx.uwo.ca</p> <p>www.nasa.gov/missions/solarsystem/Why_We_01pt1.html</p> <p>www.space.com/news/2014/04/29/eelv-right-compete</p> <p>http://research.yougov.com/news/2013/12/11/space-funding-final-frontier/</p> <p>http://www.space-exploration.org/?page_id=12</p> <p>www.nasa.org/spinoff</p> <p>www.digitalhistory.uh.edu</p> <p>https://docs.google.com/a/fhps.net/file/d/0B12J7AhuAwy1N1Y3R2pDeEZUOWVTMUhBelNsbVBldw/edit?pli=1</p>
Extension (optional):	

- B. COMMON CORE STATE STANDARDS (TEMPLATE TASK COLLECTION VERSION 2.0).** The Literacy Design Collaborative has already identified the CCSS “built in” to all Informational or Explanatory Tasks. Please select which (if any) “When Appropriate” Common Core State Standards are included in the Informational or Explanatory task/module you developed. Indicate which “When Appropriate” standards you are using in this module by boldface.

READING STANDARDS	
“BUILT-IN” READING STANDARDS	“WHEN APPROPRIATE” READING STANDARDS (Boldface Text indicates Standards Covered in This Teaching Task)
I - 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.	3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
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.	7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	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.
	9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING STANDARDS	
“BUILT-IN” WRITING STANDARDS	“WHEN APPROPRIATE” WRITING STANDARDS (Boldface Text indicates Standards Covered in This Teaching Task)
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	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.

CONTENT STANDARDS FROM STATE OR DISTRICT: Insert Appropriate Content Standards As Defined By Your State/District. You Can Also Include Appropriate Grade-Level CCSS.

Standards source:	CPALMS
NUMBER	CONTENT STANDARDS
LAFS.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences

	drawn from the text.
LAFS.8.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LAFS.8.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.8.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.4.10	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 discipline-specific tasks, purposes, and audiences.
LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound

	valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.8.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.8.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LAFS.8.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
SC.8.N.4.2	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2	Determine the central ideas or conclusions of a text; provide an an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.9	Compare and Contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.68.WHST.1.2	Write informative/explanatory text, including the narration of historical events, scientific procedures/experiments, or technical processes.
LAFS.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.2.5	Describe how a text presents information (e.g. Sequentially, comparatively, and causally).
LAFS.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9	Analyze the relationship between primary and secondary source on the same topic.
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.

SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.E.1.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.3.1	Explain the economic impact of government policies.
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use maps to explain physical and cultural attributes of major regions throughout American history.

Content Standards Source:

INFORMATIONAL/EXPLANATORY TEACHING TASK RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

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. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
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.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
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?

What skills do students need to succeed on the teaching task?

Each module is required to identify specific student skills, define them, and cluster them. The example below is one list. Module builders can use this version, change it, or identify different skills, different definitions, and different clusters using the chart.

Skills What Skills Are Essential?	Definition How Do You Define Those Skills? (Ability To....)
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	Ability to connect the teaching task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the teaching task and rubric.
3. Project planning	Ability to plan so that the product is completed on time.
4. Geographic Concept Acquisition	Ability to understand and explain geographic concepts related to exploration
SKILLS CLUSTER 2: READING PROCESS	
1. Text selection	Ability to identify appropriate texts, e.g. primary documents, web-based information
2. Active reading	Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text, e.g. coding 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, e.g. citation, plagiarism
5. Note-taking	Ability to select and organize relevant facts and passages for use in one's own writing; ability to summarize and paraphrase.
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	Ability to transition from reading and researching 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 informational or explanatory task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.

5. <i>Editing</i>	<i>Ability to proofread and format a piece to make it more effective.</i>
6. <i>Completion</i>	<i>Ability to submit final piece that meets expectations.</i>

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

All LDC instructional ladders have **mini-tasks** (prompt, product and mini-task scoring), **instructional strategies** and **pacing**. The following is an example of an instructional ladder. Module developers can adopt, adapt or delete the approaches for each section in order to build their own mini-tasks, instructional strategies and pacing to teach to skills identified in Section 2.

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES	
		PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT...)		
SKILLS CLUSTER I: PREPARING FOR THE TASK					
Day 1	<p><u><i>1. Task engagement</i></u> <i>Ability to connect the teaching task and new content to existing knowledge, skills, experiences, interests, and concerns.</i></p>	SS	<ul style="list-style-type: none"> ■ <u><i>PRODUCT: Short Response:</i></u> <u><i>Prompt:</i></u> <i>Using the self analysis survey of interests and values, write why you think your rating scale can differ from others.</i> 	<ul style="list-style-type: none"> ■ <i>none</i> 	<ul style="list-style-type: none"> ■ <i>Write-Pair-Share</i> ■ <i>Teacher Led discussion of what values are and why they are different. (What influences your values? How does a Nation affect your values? How does religion affect your values? Your beliefs?)</i> ■ <i>Link responses to Chapter 2 and 3 of History textbook: "Exploring the Americas" "Colonial America" (How might your values influence your view of exploration? How might your values affect your view of Historical events, people, or facts?)</i>

		<p>Sci</p> <ul style="list-style-type: none"> ▪ <u>PRODUCT: 4 Pics/ 1 Word Game Activity</u> (linking modern items derived from space exploration) <p><u>Prompt:</u> Working in your group, decipher what these multiple sets of images have in common.</p> <ul style="list-style-type: none"> • <u>PRODUCT: Bulleted List</u> <p><u>Prompt:</u> Visit spinoff.nasa.gov, click on NASA@ Home and City, and compile a list of 5 items you use in your daily life that was derived by space exploration and describe how these things were/are being developed.</p>	<ul style="list-style-type: none"> ▪ <i>Teacher observation- Game</i> ▪ <i>Meeting expectations will have 5 items on bulleted list and explanation of creation/improvement</i> 	<ul style="list-style-type: none"> ▪ <i>List creation</i> ▪ <i>Group discussion/Brainstorming</i>
		<p>LA</p> <p><u>PRODUCT:</u> RAFT acronym defined per excerpt from various feature articles.</p> <p><u>PROMPT:</u> Can you find the RAFT of a new genre?</p>	<ul style="list-style-type: none"> ▪ <i>Students correctly identify the reason, audience, form and topic for each excerpt</i> 	<ul style="list-style-type: none"> ▪ <i>Brainstorming</i> ▪ <i>Modeling</i> ▪ <i>Sticky Notes</i> ▪ <i>Discussion</i>

<p>Day 2</p>	<p><u>2. Task analysis</u> Ability to understand and explain the teaching task and rubric.</p>	<p>SS</p>	<ul style="list-style-type: none"> ▪ <u>PRODUCT: Question Creation</u> <u>Prompt:</u> Read over, discuss rubric with partner, and write down questions you may have. Whole group discussion. ▪ <u>PRODUCT: Short Response</u> <u>Prompt:</u> How did the Spanish and English explorations differ? <u>*link to research and textual evidence needed for project</u> (I do, you do, we do)- group discussion 	<ul style="list-style-type: none"> ▪ Think-Share-Pair meets expectations when students write down and pose at least 1 question. • Short Response meets expectations when students identify at least 1 good historical reference of the difference between the Spanish and English explorations. 	<ul style="list-style-type: none"> ▪ Teacher provides teaching task for students to analyze. ▪ Modeling- 1. Teacher models generating question about rubric 2. Teacher models identifying historical difference in text. ▪ Collaborative discussions between peers and whole group discussion. ▪ Teacher links short response research and writing back to rubric of expectations for valid historical evidence.
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		<p style="text-align: center;">Sci</p> <ul style="list-style-type: none"> ▪ <u>PRODUCT: Annotated Teaching Task</u> <p><u>Prompt:</u> (a) Annotate the teaching task by 1. Underlining what you think the most important words and phrases are 2. Circling the words you do not know 3. Write questions about the task below.</p> <p>(b) Trade with a partner and try to 1. Define all keywords/phrases identified 2. Answer all questions posed.</p>	<ul style="list-style-type: none"> ▪ Key words/phrases of the teaching task are identified ▪ Key words/phrases are properly defined ▪ Questions about the teaching task are properly answered and written down 	<ul style="list-style-type: none"> ▪ Modeling <ol style="list-style-type: none"> 1. Present a sample teaching task, that contains difficult words and complex phrases (on a PowerPoint, chart paper, or white/chalk board) 2. Ask students to identify words/phrases they think are most important. 3. Ask students to identify words/phrases that they do not know. 4. Ask students to pose questions they might want answers to about this teaching task. (For 2-4, if students don't generate adequate responses, teacher can model for them.) 5. Ask students to provide definitions/explanations of the key words/phrases identified (optionally use dictionaries). 6. Ask students to provide answers to the questions posed. (For 5-6, teacher can model definitions/answers for students). <p>Student Practice</p> <ol style="list-style-type: none"> 1. Give students handout with their teaching task. 2. Students work individually to respond to this mini-task's prompt A. 3. Students trade with a partner and respond to Prompt B. <p>CLOSING</p> <ol style="list-style-type: none"> 1. Ask students to raise their hands if they have words/phrases they could not define. 2. Ask rest of class to pose definitions/answers. 3. Teacher models definitions/answers for ones unanswered by class. 4. Teacher collects student work for formative assessment and to return to students with feedback.
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		<p>LA</p> <ul style="list-style-type: none"> ▪ <u>PRODUCT: RAFT Graphic Organizer</u> <i>Prompt: Identify the elements of the pneumatic R.A.F.T. (reason, audience, format, topic) to the teaching task</i> • <u>PRODUCT: Rubric summarization/jigsaw</u> <i>Prompt: With your group, take the given scoring element of the rubric (of 7), and discuss the differences between the scoring (not yet, approaches expectations, meets expectations, and advanced). Then, we will regroup where each scoring element is represented in a new group and you will school your classmates on that specific scoring element.</i> 	<ul style="list-style-type: none"> ▪ <i>Students identify the correct reason, audience, format, and topic of the prompt.</i> (R: Inform A: Peers F: Feature Article T: Value of space exploration. • <i>Students adequately explain differences between scores (1-4) for each scoring element of the rubric</i> 	<ul style="list-style-type: none"> ▪ <i>Group discussion of the elements of RAFT for our teaching task.</i> ▪ <i>Modeling locating these elements</i> ▪ <i>Model finding differences between the differing rubric scores</i> ▪ <i>Jigsaw- where students become the most knowledgeable on their particular topic and then regroup to teach others.</i> ▪ <i>Group discussion of differences between scores.</i>
Day 3	<p><u>3. Project planning</u> <i>Ability to plan so that the product is completed on time</i></p>	<p>SS</p> <ul style="list-style-type: none"> ▪ <u>PRODUCT: LDC Task/Research Binder “My Work piece”</u> <i>PROMPT: Organize and discuss rubric, projected timeline, and graphic organizer in binders, as well as, decorate binder to take ownership.</i> 	None- Binder checks to come	<ul style="list-style-type: none"> ▪ <i>Task management organization</i>
		<p>Sci</p> <ul style="list-style-type: none"> ▪ <u>PRODUCT: LDC Task/Research Binder “My Work piece”</u> <i>PROMPT: Organize and discuss rubric, projected timeline, and graphic organizer in binders, as well as, decorate binder to take ownership.</i> 	None- Binder checks to come	<ul style="list-style-type: none"> ▪ <i>Task management organization</i>

		LA	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: LDC Task/Research Binder “My Work piece” ▪ <u>PROMPT</u>: Organize and discuss rubric, projected timeline, and graphic organizer in binders, as well as, decorate binder to take ownership. 	None- Binder checks to come	<ul style="list-style-type: none"> ▪ Task management organization
SKILLS CLUSTER 2: READING PROCESS					
Day 4	<u>I. Text selection</u> Ability to identify appropriate texts.	SS	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: Website Navigation Scavenger Hunt ▪ <u>PROMPT</u>: How do you successfully navigate a social study website 	<ul style="list-style-type: none"> ▪ successfully navigate and cite website information in response to questions 	<ul style="list-style-type: none"> ▪ Model ▪ Paired-share small group ▪ Cite websites
		Sci	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: Notes/addresses for articles located on websites ▪ <u>PROMPT</u>: Using a website, how do you successfully create Cornell notes? 	<ul style="list-style-type: none"> ▪ successfully navigate and cite website information in response to questions 	<ul style="list-style-type: none"> ▪ Model: Cornell note taking & citation ▪ Practice from a given required website
		LA	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: Citation Cards ▪ <u>PROMPT</u>: How do you correctly site a source you’re using in your writing?Using a citation guide, you will learn how to correctly cite your sources in the required MLA format. 	<ul style="list-style-type: none"> ▪ Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). 	<ul style="list-style-type: none"> ▪ Provide citation guide and discuss why each element of citation is needed. ▪ Model writing a MLA citation for a resource (textbook, article, etc.) ▪ Have students work in small groups to write citations for each source ▪ Model how to write a citation card ▪ Have students create citation cards for each source ▪ Have students then access www.citationmachine.net to enter citation information and check their citation cards for errors

Day 5-10; ongoing	<p><u>2. Active reading</u></p> <p>Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text.</p>	<p>SS</p> <ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Student created list of textual evidence/ quotes from their research, articles, and textbook sources that help them answer the three questions from the prompt below. ■ <u>PROMPT</u>: Why did Europeans Explore? What was the Exploration/Colonization like? What were the positive/negative effects of Exploration in Early America (1492-1700) 	<ul style="list-style-type: none"> ■ Teacher observation of adequate list creation/ fishbowl discussion 	<ul style="list-style-type: none"> ■ Day 5/6 Students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the first question of the prompt. The last half of day 6, students will share their responses and textual evidence in a fishbowl debate ■ Day 7/8 students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the second question of the prompt. The last half of day 8 students will share their responses and textual evidence in a fishbowl debate ■ Day 9/10 students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the second question of the prompt. The last half of day 10 students will share their responses and textual evidence in a fishbowl debate
		<p>Sci</p> <ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Student created list of textual evidence/ quotes from their research, articles, and textbook sources that help them answer the three questions from the prompt below. ■ <u>PROMPT</u>: Why do we conduct space exploration? What is necessary for space exploration? What are the positive/negative effects of space exploration? 	<ul style="list-style-type: none"> ■ Teacher observation of adequate list creation/ fishbowl discussion 	<ul style="list-style-type: none"> ■ Day 5/6 Students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the first question of the prompt. The last half of day 6, students will share their responses and textual evidence in a fishbowl debate ■ Day 7/8 students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the second question of the prompt. The last half of day 8 students will share their responses and textual evidence in a fishbowl debate ■ Day 9/10 students will read texts and highlight/identify/write down/quote information that helps develop/support their answer to the second question of the prompt. The last half of day 10 students will share their responses and textual evidence in a fishbowl debate

		<p style="text-align: center;">LA</p> <ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Sticky Notes showing students' application of active reading strategies/journal entries/T-Chart comparing science evidence to social studies evidence ■ <u>PROMPT</u>: What does it mean to be an active reader? 	<ul style="list-style-type: none"> ■ Teacher observation of sticky notes showing active reading strategies/completion of journal entries/T-chart creation 	<ul style="list-style-type: none"> ■ Day 5 : Begin class by asking the question, "What does it mean to be an active reader?" 2. Give students the handout, "Strategies for Reading."3. Discuss each strategy with the class. Explain that active readers ask themselves questions and visualize or picture in their minds what they're reading. They make connections to their lives, the world, or another text. Also, they evaluate or form opinions about what they're reading. This is what you will be doing in Science in Social studies the next couple of days.4. Pass out the first feature article for students to read. 5. Using the overhead, ask students to read the first article along with you while you model each of the active reading strategies for them. For example, write out predictions on the transparency in sections where you have predictions about the reading. Likewise, write on the article any connections or questions you might have while reading. 6. Pass out the second article and the sticky notes.7. Ask students to read the second article by themselves. 8. While reading, students should practice being an active reader by writing on the sticky notes their thinking about the article. Sticky notes should be placed on top of the article where each thought occurs. For example, if a student reads the first line of the article and has a question, the question should be written on the sticky note and placed on top of the first line. 9. When students are finished reading the article, their page should be filled with sticky notes. This activity allows students to see a visual representation of their thoughts about the reading. 10. Students share with one other student their sticky notes. 1. Next, as a whole group, ask students to share their questions, reflections, connections, visualizations, or evaluations. This activity generates outstanding classroom discussion around a text. ■ Day 6-10: Have students use active reading strategies while in social studies/science and bring back 1 example of this strategy used per day on a sticky note. After discussing sticky-note active reading strategies, students will create an anchor T-chart listing their textual evidence found for both subjects each day. Students will hang them up and add to them daily.
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Day or on-going	<u>3. Essential vocabulary</u> Ability to identify and master terms essential to understanding a text.	SS	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: A list of essential Social Study words and definitions ■ <u>PROMPT</u>: What do you do when you do not understand a word. 	<ul style="list-style-type: none"> ■ Student is able to identify unknown words, use context clues to make a prediction, and utilize a dictionary to look up definition. 	<ul style="list-style-type: none"> ■ Have students read over documents they have picked as sources for their project and identify at least 10 key social studies words. ■ Model using context clues to make a prediction of what the words mean. ■ Have students use this method to make predictions of their list of 10 words. ■ Have students use available resources (i.e. textbook, online dictionary, print dictionary) to define words. ■ Go over lists as class to find similarities and differences between students' lists of predictions/definitions and have students update lists as necessary. ■ Teacher will suggest other key words if not mentioned through class discussion and have class use the same prediction/definition method to define those.
			<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: A list of essential Science words and definitions ■ <u>Prompt</u>: What do you do when you do not know the meaning of a word? 	<ul style="list-style-type: none"> ■ Student is able to identify unknown words, use context clues to make a prediction, and utilize a dictionary to look up definition. 	<ul style="list-style-type: none"> ■ Have students read over documents they have picked as sources for their project and identify at least 10 key science words. ■ Model using context clues to make a prediction of what the words mean. ■ Have students use this method to make predictions of their list of 10 words. ■ Have students use available resources (i.e. textbook, online dictionary, print dictionary) to define words. ■ Go over lists as class to find similarities and differences between students' lists of predictions/definitions and have students update lists as necessary. ■ Teacher will suggest other key words if not mentioned through class discussion and have class use the same prediction/definition method to define those.

		LA	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Vocabulary Building 3 column chart ■ <u>Prompt</u>: What are some ways you can determine the meaning of unknown words in a text? 	<ul style="list-style-type: none"> ■ Student is able to identify unknown words, use context clues to make a prediction, and utilize a dictionary to look up definition. 	<ul style="list-style-type: none"> ■ 1. Prior to reading, ask students the following question: "What are some strategies you use to determine the meaning of an unfamiliar word in a piece of writing?" ■ 2. Explain to students that one strategy they can use is to look at the words surrounding the unfamiliar word to help them to determine the definition. ■ 3. Give students a copy of both the "Vocabulary Building" handout and the feature article. ■ 4. Model for the class how to complete the handout by choosing a word in the feature article that might be unfamiliar to students. Ask students to highlight the chosen word. ■ 5. Using an overhead projector and a transparency of the vocabulary handout, show students how to write the new word in the first column on their handout. ■ 6. Next ask students to look for clues from the words and the sentences surrounding the new word. ■ 7. Ask students to write in the second column on their handout what they think the word means. Continue using the transparency as a model for students. ■ 8. Allow students to work on their own to read the article and to complete the vocabulary chart. ■ 9. The third column should be completed after students finish reading the entire article. Students can use a dictionary to complete the third column. ■ 10. Explain to students that this activity models the strategies that good readers use in order to help comprehend the text and to continue reading. ■ 11. Encourage students to use this "Vocabulary Building" handout throughout our group project to create their own individualized vocabulary list. Also, students can refer to their vocabulary lists when writing their feature article.
Day 5-10	4. Academic integrity Ability to use and credit sources appropriately.	SS Sci LA	<ul style="list-style-type: none"> ■ already covered on Day 4 during text selection process; see above 		

Day 5-10	<u>5. Note-taking</u> Ability to select and organize relevant facts and passages for use in one's own writing; ability to summarize and paraphrase.	SS	<ul style="list-style-type: none"> ▪ Cornell Notes: History websites 	<ul style="list-style-type: none"> ▪ thoughtful completion of Cornell notes, efficiently recording information 	<ul style="list-style-type: none"> ▪ See Day 5 Active Reading
		Sci	<ul style="list-style-type: none"> ▪ Cornell Notes: science websites 	<ul style="list-style-type: none"> ▪ thoughtful completion of Cornell notes, efficiently recording information 	<ul style="list-style-type: none"> ▪ See Day 4: Cornell notes modeling
		LA	<ul style="list-style-type: none"> ▪ Cornell Notes: reading strategies 	<ul style="list-style-type: none"> ▪ thoughtful completion of Cornell notes, efficiently recording information 	<ul style="list-style-type: none"> ▪ Model Cornell note taking ▪ complete first strategy together ▪ Independently complete Cornell notes on on remaining six reading strategies

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day(s) 11	<u>1. Bridging</u> Ability to transition from reading and research results to writing task.	SS	<ul style="list-style-type: none"> ▪ PRODUCT: The Columbia Exchange ▪ PROMPT: Use the reading texts and the documents provided and create two lists giving the positive and negative effects of early American exploration and colonization. 	<ul style="list-style-type: none"> ▪ Rubric for Bridging Product 	<ul style="list-style-type: none"> ▪ Teacher leads class with several examples from Spanish Ch 2 including mentioning the Columbian exchange. ▪ Students work on Positive and Negative lists using text and documents ▪ Pair students to share answers and teacher assists with questions. ▪ Divide class into three groups and compare answers. Discuss any disagreements. Present to the class the group findings. ▪ Texts: Chapters 1-3 Creating America and Chapters 2-4: Discovery of our Past ▪ Site: www.digitalhistory.uh.edu <ul style="list-style-type: none"> ▪ <u>Black Legend</u>, Bartoleme de las Casas, 1542 ▪ (Defense of Spanish) <u>Sepulveda</u>, 1547 ▪ <u>Conflict and Cooperation in the Southeast</u>, Powhatan, 1609 ▪ <u>Race War in Virginia</u>, Edward Waterhouse, 1622
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		<p>Sci</p>	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: T-Chart listing the pros and cons of continued space exploration ▪ <u>PROMPT</u>: Using Cornell notes from researched websites, answer the essential question. 	<ul style="list-style-type: none"> ▪ Thoughtful completion of student T-Charts, based on Cornell notes researched websites 	<ul style="list-style-type: none"> ▪ Model T-chart (graphic organizer) with non-researched subject (previously learned material – pseudoscientific thinking) ▪ Individual student created T-chart of responses, both pro and con, addressing the prompt
		<p>LA</p>	<ul style="list-style-type: none"> ▪ <u>PRODUCT</u>: “Analyzing a Feature Article” Worksheet & “Characteristics of a Feature Article” Anchor Chart ▪ <u>PROMPT</u>: What is a feature article? 	<ul style="list-style-type: none"> ▪ Successful completion of “Analyzing a Feature Article” Worksheet where the student must correctly identify the audience, purpose for writing, hook used, textual features used, details that help reader understand purpose, and conclusion used. 	<ul style="list-style-type: none"> ▪ 1. Divide students into small groups. Give each group a feature article to read. ▪ 2. Have students talk about what they know about feature articles. ▪ 3. Have the students use the Say Something strategy while they read their article. To do this strategy, they should decide as a small group how far they want to read for their first section. They should then stop and briefly discuss what characteristics of a feature article they have found in that section. They should then decide how much farther to read and stop and discuss again. Follow this pattern to the end of the article. ▪ 4. After reading the article, ask each group to complete the handout, "Analyzing a Feature Article." ▪ 5. Ask one student from each group to share their findings with the whole class. ▪ 6. Using chart paper, ask the whole class to help you develop the characteristics of a feature article ▪ 7. Hang the chart paper on the wall for students to use as a resource as they begin to write their own feature articles.

SKILLS CLUSTER 4: WRITING PROCESS

<p>Day 12</p>	<p><u>I. Controlling idea</u> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>SS Sci LA</p>	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Feature Article Template page 1 completion ■ <u>PROMPT</u>: What is a thesis statement? 	<ul style="list-style-type: none"> ■ Teacher observation of successful completion 	<ul style="list-style-type: none"> ■ Go over teaching task prompt again. Ask students what the purpose of their article is going to be. ■ Pass out Feature Article Template pg. 1 and discuss with students that they will write out their purpose and thesis statement on the template. ■ They will then think about how they want to present their details with their audience. ■ Have students discuss and circle the types of ways that they want to use to share their details with their audience (Anecdotes, Vignettes, Quotes, Facts, Foreshadowing, Pictures, Flashback, Comparison/contrast, Reason/examples/non-examples, Tables/charts/graphs)
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<p>Day 13</p>	<p>2. Planning Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>SS Sci LA</p>	<ul style="list-style-type: none"> ■ PRODUCT: Students will create their lead for their feature article. Combine the lead with their thesis to create a draft of their introduction. ■ PROMPT: Why do you read an article? What makes you keep reading? Creating an engaging lead for your audience at the beginning of your feature article is vital. 	<ul style="list-style-type: none"> ■ Student successfully creates lead for their article and creates introductory by combining lead with thesis. 	<ul style="list-style-type: none"> ■ Explain to students the importance of writing an engaging lead for the audience. ■ 2. On chart paper, share the variety of ways writers engage readers with their leads by using either a direct statement, quotation, statistic, an anecdote, dialogue, facts, details, question, etc. ■ 3. Post feature articles around the room. ■ 4. Arrange students into groups of four. ■ 5. Supply each group with a folder of the 8 feature articles. ■ 6. Have group members select 2 articles each. ■ 7. Ask students to identify the type of lead used in each article. Write the title and type of lead on a sticky note. ■ 8. Students will read the leads to the group and post the leads to articles posted around the room. ■ 9. Have students, individually, generate new leads for their feature article drafts. ■ 10. Students share leads with a partner or class. ■ Combine their lead with their thesis statement to create draft of their introduction. ■ If time, help students determine the main idea of their three body paragraphs and create their subheadings.
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<p>Day 14-15</p>	<p><u>3. Development</u></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>SS Sci LA</p>	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: An emerging draft of body paragraphs of feature article with subheadings ■ <u>PROMPT</u>: How would you organize your essay? What text features do you need to have for each section of your text? ■ <u>PRODUCT</u>: A draft of conclusion. ■ <u>PROMPT</u>: From analyzing the various feature articles over the past several days, what features did you notice about the conclusion? What do you need in your conclusion? 	<ul style="list-style-type: none"> ■ Successful completion of draft of body paragraphs/conclusion with necessary components of each (subheadings, citation of textual evidence, effective ending strategy) 	<ul style="list-style-type: none"> ■ Product 1: <ul style="list-style-type: none"> ■ 1. Have students discuss 3 main points they want to touch on for their analysis of continued space exploration. ■ 2. Create subheadings, which state the main idea of each of the body sections of your feature article. ■ 3. Organize your selected textual evidence from your sources under each subheading, write to explain your position, and write how the evidence/examples help clarify/illustrate your position.. ■ Draft your body paragraphs. Model effective transitions/sentence variation. ■ Product 2: <ul style="list-style-type: none"> ■ 1. Teacher places “Effective Endings” transparency on the overhead and orally reviews the types of endings. ■ 2. Students move into groups of four and each group is given a folder with eight feature articles. Each student quickly selects two articles out of the folder to read. ■ 3. Students use “Effective Endings” Handout to determine the type of ending in each of their two articles. The students write the title and the type of ending for each article on a sticky note and place it on the corresponding article. When posting their findings, students are instructed to see if their findings match those of fellow classmates. ■ 4. Have students write two different conclusions for their articles. They can then select one conclusion.
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<p>Day 16</p>	<p><u>4. Revision</u> Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>SS Sci LA</p>	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Revised draft of feature article based on peer feedback on focus, organization, and word usage. ■ <u>PROMPT</u>: How do you know you are successful? How can you help others be successful? What are dead words? 	<ul style="list-style-type: none"> ■ Students successfully highlighted peer draft, extinguished dead word with new synonym, and rewrote draft for editing. 	<ol style="list-style-type: none"> 1. Put list of necessary components of feature article on overhead (lead, thesis, citation, explanation, subheadings, ending, etc.). Have students highlight each component in a different color. Have student write down which element their peer is missing on the bottom of their writing. 2. Next, discuss with students that dead words are words used in writing that are not colorful. Dead words do not paint a picture. Dead words make the writing uninteresting to read. 3. Model examples of dead words: -said, good, bad, happy, ugly, was, were, is, stuff, thing, cool, awesome etc. 4. 3. Show students an example of a feature article on the overhead projector. 5. 4. Model this revision strategy by asking students to help you look for dead words in the article. Underline on the transparency each dead word found in the article. Ask students to help you to change each underlined word to a more interesting or active word that paints a better picture and brings their writing alive. 6. 5. Give each student a highlighter pen. Ask each student to highlight all the dead words in partner's feature article draft. 7. 6. Next, ask students to go back and try to change the dead words in their own drafts to clearer, more active words. 8. 7. Show students how to use a thesaurus to find synonyms for underlined words.
<p>Day 17</p>	<p><u>5. Editing</u> Ability to proofread and format a piece to make it more effective.</p>	<p>SS Sci LA</p>	<ul style="list-style-type: none"> ■ <u>PRODUCT</u>: Peer edited feature article draft ■ <u>PROMPT</u>: How do you know your writing is formatted appropriately, with appealing text, and appropriate grammar? 	<ul style="list-style-type: none"> ■ Student will successfully make comments about capitalization, spelling, punctuation, and grammar using google docs and teacher created keyboard-proofreading marks. 	<ul style="list-style-type: none"> ■ Get with your partner you were with yesterday. ■ Discuss and model using teacher created keyboard-proofreading marks while making notes on a peer feature article using google docs. ■ Quickly go over common capitalization, punctuation, spelling, and grammar mistakes. ■ Have students make editing marks on their partner's feature article. ■ Start editing your feature article based upon your peer's editing remarks.

Day 18	<u>6. Completion</u> Ability to submit final piece that meets expectations.	SS Sci LA	<u>PRODUCT:</u> Completed feature article that meets expectations. <u>PROMPT:</u> Submit completed feature article for grade calculation according to rubric	Student will submit final draft of feature article and it will fit the "Meets Expectations" category in the rubric for the teaching task.	Self-explanatory
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MATERIALS, REFERENCES, AND SUPPORTS: List the materials you will need and students will use. Provide citations.

FOR TEACHERS	FOR STUDENTS

Section 4: What Results?

How good is good enough?

Student Work Samples

[Include at least two samples of student work at each scoring level of the rubric.]

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

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

INFORMATIONAL/EXPLANATORY CLASSROOM ASSESSMENT RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses prompt with a focused response.
Reading/Research	Attempts to present information relevant to prompt.	Presents and applies relevant information with general accuracy.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.	Establishes a controlling idea that states the main purpose and/or question for the tasks.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Teacher Work Section

What Now, What Next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module.

B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

Appendix

Attach materials that support teaching this module.

The Science of Crime Investigation in *The Tell-Tale Heart*



Information Sheet for Informational or Explanatory Module

Module title:	The Science of Crime Investigation in <i>The Tell Tale Heart</i>
Module description (overview for teachers):	This cross-curricular module in eight grade English Language Arts and Science in designed to help students understand the research process as applies to scientific investigation, with emphasis on how to analyze evidence as it applies to a crime scene. Students will begin with an overview of the key concepts of valid and reliable source, primary and secondary sources, and the organizational pattern of the writing/citation process. Students will then shift to analyze how modern scientific methods can be applied in real-world situations. This module will serve as an introduction to the scientific research component of the science fair project as well as the research process and expository writing in Language Arts. 20 days
Template task (include number and type):	Template Task 19 <i>Informational/Explanatory</i> {Insert optional question} After reading _____ (literature of informational text), write _____ (an essay or substitute) that explains _____ (content). Support your discussion with evidence from your research.
Teaching task:	How do you use scientific evidence to prove guilt or innocence? After reading <i>Tell-Tale Heart</i> and additional forensic science articles, write a report that explains how modern scientific methods could be used to analyze the evidence of the crime perpetrated in <i>The Tell-Tale Heart</i> . Support your findings with evidence from your research. D8 Include citations and a bibliography in your work.
Grade(s)/Level:	8 th grade
Discipline: (e.g., ELA, science, history, other?)	Language Arts and Science
Duration of the module (how many weeks?):	Four weeks of instructional time.
Course:	Grade 8 Language Arts, Grade 8 Science
Author(s):	Ilona Tabet, Katherine Lesando
Contact information:	idgetabet@oneclay.net , kllesando@oneclay.net

Section 1: What Task?

What task sets clear, measurable goals for learning?

TEACHING TASK

Background to share with students:	The writer, Edgar Allen Poe, created the first story involving deducting reason of a main character to solve a crime. He is considered the father of today’s modern detective genre. This type of deductive reasoning is used every day to solve real life crimes. How modern scientific methods could be used to analyze the evidence of a crime scene will be the focus of this unit. Reliable and valid sources on forensic science will be analyzed for the scientific process as it is applied to crime investigation. We will be focusing on specific forensic techniques and how these techniques could be used to analyze evidence.
Teaching task:	How do you solve a crime scientifically? After reading Tell Tale Heart and additional forensic science articles, write a report that explains how modern scientific methods could be used to analyze the evidence of the crime perpetrated in The Tell Tale Heart. Support your findings with evidence from your research. Include citations and a bibliography in your work.
Texts:	<p>Textbook: <i>Interactive Science – 8th Grade Edition</i></p> <p>Literature:</p> <ul style="list-style-type: none"> ▪ Edgar Allen Poe: <i>The Tell Tale Heart</i> <p>Articles: A Murder in Salem: Wagner, E. J. "A Murder in Salem." <i>Smithsonian</i>. The Smithsonian, Nov. 2010. Web. 31 Aug. 2014. Academic Integrity: Greenblatt, Alan. "How Our Story About A Child's Science Experiment Sparked Controversy." NPR. NPR, 27 July 2014. Web. 31 Aug. 2014. Fingerprints: Claridge, Jack. "Fingerprints." <i>Collecting Evidence</i>. Explore Forensics, 15 June 2014. Web. 31 Aug. 2014. How to Tell a Sociopath from a Psychopath: Bonn, Scott. "How to Tell a Sociopath from a Psychopath." <i>Psychology Today: Wicked Deeds</i> Psychology Today, 22 Jan. 2014. Web. 30 Aug. 2014.</p>
Extension (optional):	Determine if an alternate outcome of this crime is possible in spite of the narrator’s psychological state. Could the crime have been committed by anyone else?

B. COMMON CORE STATE STANDARDS (TEMPLATE TASK COLLECTION VERSION 2.0). The Literacy Design Collaborative has already identified the CCSS “built in” to all Informational or Explanatory Tasks. Please select which (if any) “When Appropriate” Common Core State Standards are included in the Informational or Explanatory task/module you developed. Indicate which “When Appropriate” standards you are using in this module by boldface.

READING STANDARDS	
“BUILT-IN” READING STANDARDS	“WHEN APPROPRIATE” READING STANDARDS (Boldface Text indicates Standards Covered in This Teaching Task)
I - 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.	3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
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.	7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	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.
	9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING STANDARDS	
“BUILT-IN” WRITING STANDARDS	“WHEN APPROPRIATE” WRITING STANDARDS (Boldface Text indicates Standards Covered in This Teaching Task)
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	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.

CONTENT STANDARDS FROM STATE OR DISTRICT: Insert Appropriate Content Standards As Defined By Your State/District. You Can Also Include Appropriate Grade-Level CCSS.

Standards source:	
NUMBER	CONTENT STANDARDS
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2	Determine the central idea or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical

	context relevant to grades 6-8 texts and topics.
LAFS.68.RST.2.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gain from reading a text on the same topic.
LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.68.WHST.4.10	Write routinely over extended time frames (Time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SC.8.N.1.3	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.
SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.
SC.8.N.2.2	Discuss what characterizes science and its methods.
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.

Content Standards Source:

English Language Arts Standards » Science & Technical Subjects » Grade 6-8." *Home*. Common Core State Standards, 01 Jan. 2014. Web. 30 Aug. 2014.

"Browse and Search Standards." *Search Standards*. Florida Department of Education, May 2008. Web. 03 Sept. 2014.

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. D8: No citations are correct, or citations are not present.		Addresses prompt appropriately, but with a weak or uneven focus. D8 Some citations are correct		Addresses prompt appropriately and maintains a clear, steady focus. D8: Most citations within the text are correct		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D8 All citations are properly made within the text
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.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
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?

What skills do students need to succeed on the teaching task?

Each module is required to identify specific student skills, define them, and cluster them. The example below is one list. Module builders can use this version, change it, or identify different skills, different definitions, and different clusters using the chart.

Skills	Definition
What Skills Are Essential?	How Do You Define Those Skills? (Ability To....)
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
<i>1. Task engagement</i>	<i>Ability to connect the teaching task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>
<i>2. Task analysis</i>	<i>Ability to understand and explain the teaching task and rubric.</i>
<i>3. Concept Acquisition</i>	<i>Ability to understand and explain key concepts and terms related to scientific method and source reliability.</i>
SKILLS CLUSTER 2: READING PROCESS	
<i>1. Active reading</i>	<i>Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text.</i>
<i>2. Essential vocabulary</i>	<i>Ability to identify and master terms essential to understanding a text.</i>
<i>3. Academic integrity</i>	<i>Ability to use and credit/cite sources appropriately.</i>
<i>4. Note-taking</i>	<i>Ability to select and organize relevant facts and passages for use in one's own writing; ability to summarize and paraphrase.</i>
SKILLS CLUSTER 3: TRANSITION TO WRITING	
<i>1. Bridging</i>	<i>Ability to transition from reading and researching results to writing task.</i>
SKILLS CLUSTER 4: WRITING PROCESS	
<i>1. Controlling idea</i>	<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>
<i>2. Planning</i>	<i>Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.</i>
<i>3. Development</i>	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>
<i>4. Revision</i>	<i>Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>
<i>5. Editing</i>	<i>Ability to proofread and format a piece to make it more effective.</i>
<i>6. Completion</i>	<i>Ability to submit final piece that meets expectations.</i>

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

All LDC instructional ladders have **mini-tasks** (prompt, product and mini-task scoring), **instructional strategies** and **pacing**. The following is an example of an instructional ladder. Module developers can adopt, adapt or delete the approaches for each section in order to build their own mini-tasks, instructional strategies and pacing to teach to skills identified in Section 2.

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1	<u><i>1. Task engagement</i></u> <i>Ability to connect the teaching task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	The writer, Edgar Allen Poe, created the first story involving deducting reason of a main character to solve a crime. He is considered the father of today’s modern detective genre. This type of deductive reasoning is used every day to solve real life crimes. How modern scientific methods could be used to analyze the evidence of a crime scene will be the focus of this unit. Reliable and valid sources on forensic science will be analyzed for the scientific process as it is applied to crime investigation. We will be focusing on specific forensic techniques and how these techniques could be used to analyze evidence.		

		<p>Science: <u>Oral discussion in groups</u> Prompt: What are the different types of science that you saw being used in the clip? How could these sciences help solve a crime?</p>	<p>Informal observational assessment of which students are participating</p>	<p>Students will be shown a clip from “CSI-Crime Scene Investigation”</p> <ul style="list-style-type: none"> ■ As students watch the clip they will take notes on the different experiments they see being conducted. Students should include what the experiment is testing and how or if it relates to crime scene investigation. ■ After the clip students will share their findings within their group. Students should question each other’s findings. ■ Class will then come together as a whole and share group findings. We will also have a discussion on other scientific principles that apply to the experiments they saw as well as how they can be applied to any crime scene.
		<p>Language Arts: <u>Collaborative checklist</u> Prompt: What characteristics impact the reliability of a narrator?</p>	<p>Future quiz and character analysis using checklist</p>	<ul style="list-style-type: none"> ■ In groups of 4, students will analyze real life scenarios to determine the reliability of narrator statements. They will ultimately create a collaborative checklist of the characteristics of a reliable narrator.
<p>Day 2</p>	<p><u>2. Task analysis</u> <i>Ability to understand and explain the teaching task and rubric.</i></p> <p><u>3. Project planning</u> <i>Ability to plan so that the product is completed on time</i></p>	<p>BOTH <u>Letter home to parents explaining expectations and requirements of LDC module.</u> Prompt: What does it mean to get to the truth? Both teachers will meet in the library and introduce the project to the students.</p>	<p>Product meets expectations if students can list the text being used, describe the integration of literature and science units, and the writing task requirements.</p>	<ul style="list-style-type: none"> ■ Teacher will discuss what will be expected in the end product, as well as explain some of the activities students will do in order to help them achieve that product. ■ Identify or invite students to identify key features of examples. ■ Pair students to share and improve their individual bullets. ■ Students will create a letter home to the people they live with that explains the different components of this project. ■ During the first session class meets, students can begin looking through the articles we will be using and ask any questions. ■ During the second session class meets, students will use the knowledge they have gained about the project to draft a letter home explaining the project to their families.

SKILLS CLUSTER 2: READING PROCESS

<p>Day 3</p>	<p><u>1. Text selection</u> <i>Ability to identify appropriate texts.</i> <u>4. Academic integrity</u> <i>Ability to use and credit sources appropriately.</i></p>	<p>Language Arts: <u>5W's worksheet.</u> Prompt: How and why did the "Murder in Salem" take place?</p>	<ul style="list-style-type: none"> ■ Students can correctly identify all 5W's of this article with emphasis on character motivation. 	<ul style="list-style-type: none"> ■ Students will be reading "Murder in Salem" and completing a 5W's chart. ■ Students will use selective underling and margin notes.
		<p>Science: <u>Whole class discussion</u> Prompt: Using evidence from the article determine if academic dishonesty took place.</p>	<ul style="list-style-type: none"> ■ Answers questions with credible response. 	<ul style="list-style-type: none"> ■ Students will read an academic integrity article first time while using selective underlining and margin notes. ■ Students will look for reasons to discredit the experiment that was done and if it was in fact academic dishonesty. ■ Students will debate amongst their peers using only reasons found in the article. ■ Discuss respect for others' work to assemble evidence and create texts. ■ Discuss academic penalties for stealing others thoughts and words.
<p>Days 4 and 5</p>	<p><u>2. Active reading</u> <i>Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text.</i></p>	<p>Language Arts: See day 3</p>	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ Murder in Salem
		<p>Language Arts: day 5 <u>List of warm that make a person suspicious</u> Prompt: In your small group discuss suspicious characters you've read about or seen on TV/movies. In what way did these characters look or act differently than other from other characters? You can't believe all narrators. What things effect character reliability?</p>	<ul style="list-style-type: none"> ■ Product meets expectations if group generates list 	<ul style="list-style-type: none"> ■ In groups students will discuss what narrator reliability means and what things affect it. ■ Teacher will lead a whole group discussion about narrator reliabity while students take notes in their literature section

		<p>Science</p> <p><u>Note taking page</u></p> <p>Prompt: How can DNA evidence be used to solve a crime? Using this article, find evidence that can explain how DNA can be used to determine what really happened in a crime.</p>	<ul style="list-style-type: none"> Students will be graded on their note taking page. Completeness as well as organizational ability. 	<ul style="list-style-type: none"> Teacher will intro with an open discussion on what DNA is. Teacher will include that DNA is unique to each individual and no two people (not even identical twins) have the exact same DNA. Teacher will also talk about how DNA is collected and how it is used in the context of a crime. Students will read DNA ARTICLE once using selective underlining and margin notes. Students will then pull out the most important facts from the article pertaining to the scientific method and how it can be used in conjunction with DNA evidence. Students will use a note taking page to organize final thoughts and usual information.
On-going	<p><u>3. Essential vocabulary</u></p> <p><i>Ability to identify and master terms essential to understanding a text.</i></p> <p><u>5. Note-taking</u></p> <p><i>Ability to select and organize relevant facts and passages for use in one's own writing; ability to summarize and</i></p>	<p>BOTH</p> <p><u>Definition and strategies</u></p> <p>Students will use vocabulary page to determine the context and meaning of teacher specified vocab words as they read each article while using selective underlining and margin notes.</p>	<ul style="list-style-type: none"> Provides accurate definition. Demonstrate understanding of vocabulary work 	<ul style="list-style-type: none"> Teacher will demonstrate how to use the vocabulary sheet. Students will get one with each new articles and short story. Students will take notes using selective underlining and margin notes. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
Day 6	<p><u>2. Active reading</u></p> <p><i>Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text.</i></p>	<p>Language Arts:</p> <p><u>Narrator Reliability Chart</u> (Directed reading activity)</p> <p>Prompt: What are some superstitions that people hold?</p> <p>Has anyone heard of the Evil Eye?</p>	<ul style="list-style-type: none"> Product meets expectations if students have correctly identified definitions and characteristics of the narrator. 	<ul style="list-style-type: none"> Students will open the day with pair-sharing their vocabulary guesses and record the actual definitions later on in the class period. Teacher will lead a whole class discussion on superstitions with direct instruction to provide background knowledge of the belief in the Evil Eye Students will list details about the character's speech, action and thoughts that cause them to question narrator reliability. Teacher will read pages 78-81 in "Tell Tale Heart" modeling good fluency skills while students are recording vocabulary definitions from textbook margins and working to complete narrator reliability chart.

<p>Day 6 and 7</p>	<p><u>1. Text selection</u> <i>Ability to identify appropriate texts.</i></p> <p><u>2. Active reading</u> <i>Ability to understand and select appropriate reading strategies to identify the central point and main supporting elements of a text.</i></p>	<p>Science: <u>Research notes page</u> Prompt: How different are fingerprints? How can they be used to determine scientific evidence? Where would you expect to find fingerprints in a crime scene?</p>	<ul style="list-style-type: none"> ■ Identifies relevant elements. ■ Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> ■ Teacher will ask students to color their thumb with washable marker and make a finger print. Then they will go around the room comparing finger prints to find someone with any similarities to their own. ■ We will read “Fingerprints” once using selective underlining and margin notes. ■ Students will then pull out the most important facts from the article pertaining to the scientific method and how it can be used in conjunction with fingerprint evidence. ■ Students will use a note taking page to organize final thoughts and usual information.
<p>Day 7</p>	<p><u>5. Note-taking</u> <i>Ability to select and organize relevant facts and passages for use in one’s own writing; ability to summarize and paraphrase.</i></p>	<p>Language Arts: <u>Class participation</u> Prompt:</p>	<ul style="list-style-type: none"> ■ Students will quizzed on situation and dramatic irony and its use by Poe to create suspense ■ Aspects covered in class will be seen in the final LDC writing product. 	<ul style="list-style-type: none"> ■ Review yesterday’s story by having students pair and practice reading fluency using the first two paragraphs of the short story. ■ With fluency partner they will share and compare notes on the narrator reliability chart ■ Direct instruction on the definition of situational and dramatic irony and how it applies to the short story pages 78-81. ■ Teacher will read pages 82 and 83 in “Tell Tale Heart” modeling good fluency skills while students are recording vocabulary definitions from textbook margins and working to complete narrator reliability chart. ■ At the conclusion of the story students will share their narrator reliability charts and discuss the situation and dramatic irony of the story’s conclusion.

Days 8 and 9	<p><u>5. Note-taking</u></p> <p><i>Ability to select and organize relevant facts and passages for use in one's own writing; ability to summarize and paraphrase.</i></p>	<p>Language Arts:</p> <p><u>Class discussion</u></p> <p><u>Vocabulary context worksheet</u></p> <p>Prompt:</p>	<ul style="list-style-type: none"> Product meets expectations if students satisfactorily complete their homework with 70% mastery 	<ul style="list-style-type: none"> Students will open with practice in fluency activity using a paragraph from prior days' reading. Students will use the four text features (pictures) within the short story and cite the evidence from the text that correlates to the pictures as a review for story plot. Teacher will lead class discussion of narrator reliability chart and Poe's creation of suspense within the short story. Students will then play a vocabulary in context study guide to review vocabulary within the short story. (Day 9) Students will take a reading comprehension and vocabulary quiz covering the short story. Students will work in partners to complete a chart that compares the plot details from "A Murder in Salem" and "The Tell Tale Heart"
		<p>Science:</p> <p><u>Research notes page</u></p> <p>Prompt: What drives us to do the things we do? How in control are we of our own actions? Is there a science behind it or is it something we can change?</p>	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). Students will be graded on their note taking page. Completeness as well as organizational ability. 	<ul style="list-style-type: none"> We will read "Mental profile of a killer" once using selective underlining and margin notes. Students will then pull out the most important facts from the article pertaining to the scientific method and how it can be used in conjunction with mental health evidence. Students should look for evidence that could influence scientific discovery. Students will use a note taking page to organize final thoughts and usual information.

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day 10	<u>I. Bridging</u> <i>Ability to transition from reading and research results to writing task.</i>	Language Arts: <u>Whole Class Venn Diagram</u> <u>The Tell Tale Heart 5W's</u> Prompt: Compare and Contrast the murders in the two selections we've been reading using the information from the 5W's chart on each story.	Product meets expectations if the 5W's chart is completed with accurate detail, and students are able to participate in whole class discussion.	<ul style="list-style-type: none"> ■ In partners students will complete the 5W's chart on "The Tell-Tale Heart" ■ Partners will discuss the similarities and differences of the two murders using their 5W's charts. ■ Students will participate in a whole class discussion comparing and contrasting the two murders in "The Tell Tale Heart" and "A Murder in Salem" helping teacher create a Venn Diagram on the board of the two murders.
		Science <u>Drawing of three main areas of the crime scene (Bedroom, Floor boards, Tub)</u> Prompt: What evidence of the murder would you expected to find in each crime scene area?	Product meets expectations if the crime scene is completed accurately.	<ul style="list-style-type: none"> ■ Students will be divided into 6 groups (2 groups per crime area) and will draw label and site the text evidence of the details of the murder for each crime scene area. ■ Students will compare their group findings with the findings of their corresponding group.
Day 11	<u>I. Bridging</u> <i>Ability to transition from reading and research results to writing task.</i>	Language Arts: <u>T-Chart</u> Prompt: Could the narrator in "The Tell-Tale Heart" be classified as either a sociopath or psychopath?	Product meets expectations if chart demonstrates student understanding of important distinctions between criminal sociopaths and psychopaths.	<ul style="list-style-type: none"> ■ Using the narrator reliability chart, analyze the narrator's speech, actions, in thoughts, in light of "How to Tell a Sociopath from a Psychopath" (Bonn) to determine if whether the narrator in "The Tell-Tale Heart" is a sociopath or a psychopath. ■ In groups of 3 students will complete a t-chart using note paper citing text evidence to support one criminal behavior over another.
		Science: <u>Whole class discussion</u> Prompt: How could the evidence that could be found be used to solve the murder in "The Tell-Tale Heart"	Product meets expectations if students can correctly identify where any evidence could be found within the crime scene and if student can correctly identify how that evidence could be used to solve the crime.	<ul style="list-style-type: none"> ■ Using the crime scene drawings, students will regroup allowing for at least one representative from each crime scene, to discuss what evidence would be found where and how it could be used to solve the crime.

SKILLS CLUSTER 4: WRITING PROCESS

Day 12	<p><u>1. Controlling idea</u></p> <p>Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>Language Arts:</p> <p><u>Citation worksheet</u></p> <p>Prompt: How do you correctly cite important information from your scientific articles you will use in your evidence based writing.</p>	<p>Product meets expectations if students can correctly cite information from a text. Students will be given homework to practice correct MLA citation.</p>	<ul style="list-style-type: none"> ■ Students will receive direct instruction on using MLA in-text citation notes ■ Teacher will model how to correctly cite from within a text. ■ Students will practice MLA citation using quotes provided by the teacher. ■ Teacher will circulate during practice and provide correct citation information
		<p>Science:</p> <p><u>Class notes</u></p> <p>Prompt: How can we use the scientific method to draw conclusions about the murder in “The Tell-Tale Heart”?</p>	<p>Product meets expectations if students can correctly identify each of the component of the scientific method within the context of the writing prompt</p>	<ul style="list-style-type: none"> ■ Using their notes pages on all text selections, students will determine how each component of the scientific method relates to the writing task. ■ Students will understand the components of the scientific method and how they are used to analyze the murder in “The Tell-Tale Heart”
Day 13-14	<p><u>2. Planning</u></p> <p>Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p> <p><u>3. Development</u></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>BOTH</p> <p><u>Lesando: Pre Write Worksheets</u></p> <p><u>Day 2: Rough draft</u></p> <p><u>Tabet: Review of homework</u></p> <p><u>Day 2: Body paragraphs with citations</u></p> <p>Prompt: explain how modern scientific methods could be used to analyze the evidence of the crime perpetrated in <i>The Tell-Tale Heart</i>. Support your findings with evidence from your research. Include citations and a bibliography in your work.</p>	<p>Product meets expectations if students are able to produce a body paragraph pre write and demonstrating on paper the correct skills for MLA citations.</p> <p>Day 2: Refine composition’s analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> ■ Students will be together for both classes ■ (Day 1) Using text evidence gathered throughout the module, students will plan for writing by completing pre-write graphic organizer for body paragraphs. ■ Lesando will monitor students’ progress looking for accuracy of scientific information both days. ■ (Day 2) Conclude body pre-write and write body paragraphs. ■ Students will conference in pairs with Tabet using citation homework to receive feedback and instruction regarding the correct citation of text quotations and student writing as it progresses from pre-write to first draft. ■ Both content area teachers will be available to support one another in each teachers’ area of expertise and thus support students in the planning stage of the writing process.

Day 15	<p><u>3. Development</u></p> <p><i>Ability to construct an initial draft with an emerging line of thought and structure.</i></p>	<p>BOTH</p> <p><u>Peer Review Checklist</u></p> <p>Students will engage in peer review to improve the quality of first draft.</p>	<ul style="list-style-type: none"> ■ Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> ■ Teachers will model useful feedback that balances support for strengths and clarity about weaknesses as well as how to fill out the peer review checklist. ■ Assign students to provide each other with feedback on those issues. ■ After exchanging papers, read your partners paper to them, allowing your partner to listen and stop you when something should be corrected. Partners will make the correction and continue reading. This exercise will be done with each paper, and then each student will complete the peer review checklist for his/her partner's paper.
Day 16	<p><u>4. Revision</u></p> <p><i>Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.</i></p>	<p>LA</p> <p><u>Correct Draft</u></p> <p>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> ■ Provides draft free from distracting surface errors. ■ Uses format that supports purpose. 	<ul style="list-style-type: none"> ■ Students will type body paragraphs incorporating peer revisions.
Day 17	<p><u>2. Planning</u></p> <p><i>Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</i></p> <p><u>5. Editing</u></p> <p><i>Ability to proofread and format a piece to make it more effective.</i></p>	<p>BOTH</p> <p><u>Introductory and Concluding</u></p>	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ Tabet and Lesando will instruct and model the thought process for creating and peer reviewing an introductory and concluding paragraph for the writing assignment. ■ Using text evidence gathered throughout the module, students will plan for writing by completing pre-write graphic organizer for introductory and concluding paragraphs. ■ After viewing teaching modeling and completing the pre-write chart on introductory and concluding paragraphs, students will write a draft and peer review their partner's paragraphs.

<p>Day 18 and 19</p>	<p><u>5. Editing</u> <i>Ability to proofread and format a piece to make it more effective</i></p> <p><u>6. Completion</u> <i>Ability to submit final piece that meets expectations.</i></p>	<p>BOTH <u>Final Paper</u></p>	<ul style="list-style-type: none"> ■ Product meets expectations if it aligns with rubric. 	<ul style="list-style-type: none"> ■ Students will add their introductory and concluding paragraphs to the body paragraphs previously typed into the Chrome Books. ■ Students will complete one last self-review prior to submitting paper for grading.
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MATERIALS, REFERENCES, AND SUPPORTS: List the materials you will need and students will use. Provide citations.

FOR TEACHERS	FOR STUDENTS
<ul style="list-style-type: none"> - Science Textbook - 3-5 minuet clip from CSI showing characters using different equipment - Set of scenarios showcasing aspects characteristics of an unreliable narrator 	

Section 4: What Results?

How good is good enough?

Student Work Samples

[Include at least two samples of student work at each scoring level of the rubric.]

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

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

INFORMATIONAL/EXPLANATORY CLASSROOM ASSESSMENT RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses prompt with a focused response.
Reading/Research	Attempts to present information relevant to prompt.	Presents and applies relevant information with general accuracy.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.	Establishes a controlling idea that states the main purpose and/or question for the tasks.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Teacher Work Section

What Now, What Next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module.

B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

Appendix

Attach materials that support teaching this module.