

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
SKILLS CLUSTER 4: WRITING PROCESS				
10-15 min.	<u>1. Initiation of task</u> Ability to establish a controlling idea and consolidate information relevant to task.	<u>Product:</u> Paragraph <u>Prompt:</u> Write an introductory paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	No scoring	<ul style="list-style-type: none"> Refer to the sample report to discuss the introductory paragraph. Demonstrate or provide a checklist for the ingredients of an opening paragraph and a range of approaches for establishing an informational/explanatory composition. Write a paragraph demonstrating a controlling idea with key points that support the development of the explanation.
1 class period	<u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an information/ explanation task.	<u>Product:</u> Outline/plan <u>Prompt:</u> Create an outline including key elements drawn from your reading or research, and order them in a logical way (e.g., chronologically, sequentially).	Meets: Applies an outline strategy to develop. Provides citations and references with elements for correct Form. Draws a credible implication from information about an issue or Topic. Writes in readable prose. Not yet: Attempts to meet the criteria for “meets.”	<ul style="list-style-type: none"> Conduct mini-lessons in outlining (see sample paper and outline handout). Use discussion-based strategies to develop thinking relevant to prompt. Have students connect ideas among the arts, literature, and events.
1-2 class periods	<u>3. Development</u> Ability to construct an initial draft with an emerging line of thought and structure.	<u>Product:</u> Opening paragraph and first draft <u>Prompt:</u> Redraft an opening for your composition with one or more paragraphs that establish the controlling idea and provide a lead in for your reader. Write an initial draft to include multiple paragraphs: an opening, development of your process, an ending to include a comment, conclusion, or implication.	Meets: Provides an opening to include a controlling idea and an opening strategy relevant to the prompt. Provides an initial draft with all elements of the prompt addressed. Writes in readable prose. Not yet: Attempts to meet the criteria for “meets.”	<ul style="list-style-type: none"> Use of template for all levels to guide students through first draft. Facilitate student-led revision sessions. Provide guidelines for the final draft of the report: 3–5 pages, 12-point font, double-spaced, 1-inch margins, no cover page.

<p>I class period</p>	<p>4. Revision Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><u>Product:</u> Revised drafts (2 or more) <u>Prompt:</u> Students will exchange papers with partners, and each one will complete a peer-revising checklist for his/her partner. They will then return the papers to their partners, so they can revise and edit their papers.</p>	<p>Meets: Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word usage and phrasing; and creates smooth transitions between sentences and paragraphs. Applies a text structure to organize reading material content and to explain key points related to the prompt. Not yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> ■ Develop ways to manage revision process so that students get feedback in timely and helpful ways. ■ Draft study (students volunteer a segment for class or small group help and discussion). ■ Peers provide feedback on clarity of thinking and development of claim/argument. ■ Read aloud for peer and adult feedback. ■ Stress strategies for embedding informational citation methods using citationmaker or easybib, quoting, paraphrasing.
	<p>5. Editing Ability to proofread and format a piece to make it more effective.</p>	<p><u>Product:</u> Next-to-final draft <u>Prompt:</u> Finalize draft for the readership; apply finishing touches (e.g., visuals, neatness, formatting, copy editing).</p>	<p>Meets: Demonstrates use of strategies that enhance the readability and appearance of the work for presentation. Not yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> ■ Use error analysis to encourage self-correction of language usage and grammatical errors. ■ Use copy-editing marks.
	<p>6. Completion Ability to submit final piece that meets expectations</p>	<p><u>Final Piece</u> Turn in your complete set of drafts, plus the final version of your piece.</p>	<p>Fits the “Meets Expectations” category in the rubric for the teaching task.</p>	