Literacy Design Collaborative

Earth's Changing Surface

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This module is meant to be taught independently or in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Earth Science, "Earth's Changing Surface", found at: http://www.cde.state.co.us/standardsandinstruction/instructionalunits-science

This unit focuses on our restless planet. Beginning with plate tectonic theory, across the unit students will explore technological evidence/advances that have furthered knowledge of this theory, natural hazards associated with plate tectonics, and resources and landforms that result from tectonic forces. The unit culminates in a performance assessment that asks students to create a community proposal based on a specific role/perspective and present to a governing body for future planning of a geologically active area. They will need to consider potential hazards and implications of development based on technological evidence of plate tectonic theory.

GRADES

9 - 12

DISCIPLINE

Science

COURSE

Earth Science

Section 1: What Task?

Teaching Task

Task Template A9 - Argumentation

You are a member of a community taskforce or someone very interested in the economic success of your community. You might, for example, be a Real Estate developer, a local Geologist, a homeowner, a Preservationist, someone representing the EPA, etc. Recently, a famous company has proposed future construction near a geologically active area. As a community member/interested party, you have a very strong opinion about the construction due to potential hazards and implications of development based on technological evidence of plate tectonic theory. You will present your opinion at the next upcoming city council meeting. After researching the topic, write a report in which you discuss ideas around plate movement, the causal relationship between natural hazards and tectonic theory, provide persuasive evidence regarding the causal relationship, and evaluate technological evidence that assisted you in defending a position . Support your position with evidence from the text/s.

Common Core State Standards

Reading Standards for Literacy in Science and Technical Subjects 6—12

RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.4	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 11—12 texts and topics.
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11—CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- **WHST.11-12.2.e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- **WHST.11-12.2.d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- **WHST.11-12.2.c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **WHST.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.11-12.2.a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for 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.

Additional Standards

Colorado

Colorado Academic Standards for Science

CO Newton's laws of motion and gravitation describe the relationships among forces

acting on and between objects, their masses, and changes in their motion – but have limitations

CO Gather, analyze and interpret data and create graphs regarding position, velocity and acceleration of moving objects

CO Develop, communicate and justify an evidence-based analysis of the forces acting on an object and the resultant acceleration produced by a net force

CO Develop, communicate and justify an evidence-based scientific prediction regarding the effects of the action-reaction force pairs on the motion of two interacting objects

CO Examine the effect of changing masses and distance when applying Newton's law of universal gravitation to a system of two bodies

CO Identify the limitations of Newton's laws in extreme situations

CO The theory of plate tectonics helps explain geological, physical, and geographical features of Earth

CO Develop, communicate, and justify an evidence-based scientific explanation about the theory of plate tectonics and how it can be used to understand geological, physical, and geographical features of Earth

CO Analyze and interpret data on plate tectonics and the geological, physical, and geographical features of Earth

CO Understand the role plate tectonics has had with respect to long-term global changes in Earth's systems such as continental buildup, glaciations, sea-level fluctuations, and climate change

CO Investigate and explain how new conceptual interpretations of data and innovative geophysical technologies led to the current theory of plate tectonics

CO The interaction of Earth's surface with water, air, gravity, and biological activity causes physical and chemical changes

CO Develop, communicate, and justify an evidence-based scientific explanation addressing questions regarding the interaction of Earth's surface with water, air, gravity, and biological activity

CO Analyze and interpret data, maps, and models concerning the direct and indirect evidence produced by physical and chemical changes that water, air, gravity, and biological activity create

CO Evaluate negative and positive consequences of physical and chemical changes

on the geosphere

CO — Use remote sensing and geographic information systems (GIS) data to interpret landforms and landform impact on human activity

Texts

Teachers may utilize the following informational/non-fiction resources referenced on page 6 of "Earth's Changing Surface."

What is the Theory of Plate Tectonics -Craig Saunders [lexile level 970] Plate Tectonics - Darlene Stille [lexile level 1090] Shaping the Earth - Dorothy Patent and William Munoz [lexile level 1120] Earth's Continents- Bruce McClish [lexile level 1000]

Teachers may utilize the following fiction resources referenced on page 6 of "Earth's Changing Surface."

Zero Hour (series) -Clive Cussler [lexile level 970] The Earth Cries Out -Kevin McIntosh [lexile level 900] Earth Alert- Andrew Whitmore [lexile level 860] Earth David- Brin [lexile level 1020]

Japan proposes a hollow pyramid strong enough to stand up to earthquakes, typhoons, and tsunamis

Google Earth Science

Discovery Channel describes the San Andreas Fault

This link is about how humans can be prepared to react to natural hazards to mitigate the damage

Students can type in a zip code (or latitude/longitude) and a given time span and the USGS prediction of tectonic activity will be provided (based on prior data)

Photo glossary of volcanic terms

Animated guide to volcanos

Animated guide to earthquakes

Plate Tectonics and People

Additional resources

Additional resources are available throughout Earth Science Unit: Earth's Changing Surface (Lake County School District) - See more at: http://www.cde.state.co.us/standardsandinstruction/instructionalunits-science#sthash.Xv0ZUr26.dpuf

Argumentation Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately and establishes a position but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research (when applicable)	Attempts to reference reading materials to develop response, 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.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, mechanics, language and tone. 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 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 appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, 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.

Background for Students

You will be focusing on our restless planet. Beginning with plate tectonic theory, across the unit you will explore technological evidence/advances that have furthered knowledge of this theory, natural hazards associated with plate tectonics, and resources and landforms that result from tectonic forces.

Extension

Students may take the information and evidence from their final technical report to create a presentation (Powerpoint, display boards, etc.).

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > CONTENT COMPREHENSION: Ability to identify main ideas within text

POST-READING > CITING EVIDENCE: Ability to use Claim, Evidence, and Reasoning (CER)

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING > OUTLINING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure. (L2) identifies credible sources.

REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to work with a partner or a small group to peer edit student work

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**CHALK TALK (LIST)** Silently read the essential question posted on the board. Think about it and silently add your thoughts/ideas as a part of a class list in response to the question.	Product meets expectations if students participate meaningfully by adding to the chalk talk.	**NOTE:** Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented. **SET UP** The teacher writes a word or the task's essential question on the board and circles it. **LESSON** Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc. 1 The teacher explains the norms and expectations of "chalk talk": * Silence in the room. *One person at the board at a time *If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2. 3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random. 4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over. 5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by: * circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**WHAT WILL COUNT AS A STRONG ANSWER?** Complete the "What Will Count as a Strong Answer? Handout".	Student work meets expectations if it includes a reasonable set of words for each descriptor.	• Provide students with computer access or thesauri. • With the handout, demonstrate how you would restate the first descriptor, and ask students for suggestions on how to restate the second one. Example: "One of the major components of the rubric is FOCUS. In order to meet this expectation, I will need to - *Address the prompt appropriately and maintain a clear, steady focus*. Another way of saying this is - I will need to answer the essay question and stay on topic throughout my paper. If there is a word that I need to paraphrase, I can use my thesaurus to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example *shut* is a synonym of *close*. • Have students fill in the others individually. • Discuss as a class. • Ask students to revise their answers before turning them in. Source: www.dictionary.com
	Additional Attachments: **What Will Count as a Strong Answer? Handout**			
Reading Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**TEA PARTY (VOCABULARY / REFLECTION HANDOUT)** Participate in the Tea Party activity by (1) Sharing your vocabulary card with your peers, (2) Listening to your peers vocabulary words. Then, complete the Reflection Handout by (1) Making a prediction about the reading and explaining how you reached this conclusion, and (2) Reading the text and judging the accuracy of your prediction.	Student meets expectations if: - Participates in the activity by talking with peers and sharing ideas about new vocabulary. - Writes a prediction about the reading and explains how he/she reached this conclusion. - Reads the text and describes the accuracy of his/her prediction.	1. Create Cards - Using index cards or small sheets of paper, write phrases, sentences, or words from the text (i.e. task assignment or introductory article) that the students will be reading. Remember to not paraphrase the text; the students should have the exact material provided in the text. 2. Have Students "Socialize" - Pass out cards and have students roam around the room, talking and chatting individually about the information on the cards and what they think the text will be about. As students study the phrases on their cards they begin to develop an outline in their minds about the text elements. 3. Return to Small Groups - Have students meet in small groups to discuss their predictions and what they think is happening in the text. 4. Record Predictions - Students should write a collaborative "We Think" statement on the Reflection Handout. The paragraph can begin with, "We think that this selection is about". You may have them write this in their notebook or on large pieces of chart paper for easier viewing. Student should also explain how they arrived at this conclusion on the Refection Handout. 5. Sharing "We Think?" Statements - The groups of students can share their "We Think" students. Teachers should remember to ask them to explain how they reached their prediction. 6. Read the Selection - Have students read the text used for the Tea Party. If students used large pieces of chart paper for their predictions you may consider posting them around the room for others to reflect on as they read and review the text. 7. Reflection and Discussion - Students should take time during and after reading to reflect on their predictions and discuss how they differed from the actual text (#3 on the Reflection Handout). Students can review the words and phrases chosen during the initial Tea Party and converse with how they created relationships in their mind during that activity and how the relationship changed during the actual reading of the text. Additional Instruction ** This activity works best when students have not yet read the task description. Students will read the task description for the first time after Step #5.
	Additional Attachments: **Tea Party Reflection.doc** **Tea Party - Instructional Strategies.doc**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**MAKING SENSE OF TEXT (GRAPHIC ORGANIZER)** Complete the graphic organizer by (1) Describing what comes to mind when you read the text, 2) Summarizing the text, and (3) Explaining how you know what the text is about.	- Describes any prior knowledge the reader has about the topic - Summarizes the text accurately, including the most important ideas - Explains the process involved in the readers own learning	1. Review the terms prior knowledge, summary, and metacognition with students. 2. Model how to use the graphic organizer by reading a sample text and thinking aloud. 3. Have student work in pairs or individually to complete the Making Sense of Text graphic organizer with a different text. 4. Share out.
	Additional Attachments:  **Making Sense of Text Handout.pdf**			
Not provided	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**SELECTING AND USING QUOTES (HANDOUT)** Select relevant quotations that support your essay's argument and practice integrating them into your essay by (1) describing the context, (2) blending the quotation using an appropriate signal phrase, and (3) explaining the importance of providing context and using blending.	Student (Always/Sometimes/Never): - Selects relevant quotations that support the essay's argument. - Explains the relevant context information to integrate the quotations. - Blends the quotations into the essay by using appropriate signal phrases. - Articulates the importance of providing background information for quotations and integrating them into an essay.	1. Review the terms quotation, context, and blend with students. 2. Show the video clip http://www.youtube.com/watch?v=zuLbUO5-mws (2:47-3:55) to students. As they listen, ask students to write down two questions about this new skill. 3. Have students turn to the person sitting next to them, share their questions, and try to come up with answers. 4. Share out questions and answers as a whole class. 5. Read aloud a quote to students that is blended with appropriate context. Think aloud about how you chose the quote and then integrated it into your essay (using the steps of the Protocol on the Student Handout). Label the topic sentence, context sentence, tag/frame, and blended quote. 6. Ask students: Why does this make for strong writing? 7. Present an additional quotation to students that is blended, but with the inappropriate context. Ask students to help you revise the context. 8. Present an additional quotation to students that has the appropriate context, but is not blended properly. Ask students to help you blend the quote. 9. Distribute the handout for students to practice blending quotes with context. 10. Share out.
	Additional Attachments: **Quotation TEMPLATE.doc**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**POST-READING > CONTENT COMPREHENSION**: Ability to identify main ideas within text	**IDENTIFICATION OF A TEXT'S MAIN IDEA** In your own words, identify the main idea of a text. Cite and paraphrase details from the text that support the identified main idea.	• Student accurately identifies the main idea of each assigned text. • Main idea is in student's own words. • Cited and paraphrased details align with student's identification of main idea.	1. Define "main idea" (controlling idea, thesis, claim). 2. Read a simple short text with students and have them put it away and then ask them to state in a complete sentence what the main idea of the text was. 3. Write the agreed upon main idea of the text on the board and ask students "how do you know this is the main idea of the text?". 4. Ask students to get out the text again and find details in the text that prove that the correct main idea has been stated. First, have them cite text from the reading directly. Secondly, have them paraphrase parts of the text. 5. Model this process using the attached graphic organizer (either with same text or with another text) -- have students fill in with you. 6. Independent practice: have students practice with another similar text. Collect and score this work. 7. Have students use copies of this graphic organizer for all of the texts they are using in this module. Score them and return them to students with feedback so they can use as notes during the writing process. Additional Instruction This mini-task was originally designed for a module in a high school science class. Attached example articles come from that context.

Additional Attachments:

Determining Main Idea_TEMPLATE.docx

Earth 100,000,000 A.D., Lexile: 1270L, Discover(Jul/Aug2012), RAEBURN, PAUL

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**POST-READING > CITING EVIDENCE**: Ability to use Claim, Evidence, and Reasoning (CER)	**CER: CLAIM, EVIDENCE, AND REASONING (RESPONSES TO A DATA TABLE)** In complete sentences, write a scientific claim that is backed up by evidence and supported by scientific reasoning. Base your answer on your reading of a data table.	• Makes an defendable and complete claim. • Provides appropriate and sufficient evidence from the data to support the claim. • Provides reasoning that succinctly links evidence to the claim. • Includes appropriate and sufficient scientific principles.	(See attached Instructional Plan for details on how to use this CER mini-task in any course where students will form arguments from reading data.) 1. Review definitions of "claim," "evidence," and "reasoning," and discuss how they are connected. 2. Model how to construct a claim from a simple (and unrelated to target content) data set to help students learn this new skill. Then model how to write statements that support the claim using evidence and reasoning. 3. Have students practice writing claims and evidence/reasoning statements using the same non-content-based data set. Have them pair-share their own claim/evidence/reasoning statements and/or share-out with whole class. 4. Introduce the actual data set and prompt for the actual target content (in this example, it is a chemistry data set about bonding). 5. Have students work individually or in pairs to complete the full process with the target content. Share out or score all work, and repeat process if necessary.
	Additional Attachments: **CER Data Table Instructional Strategies.docx** **CER Template.docx**  **CER_RUBRIC.pdf**			
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**TWO-CIRCLE DISCUSSION** **PRODUCT:** Inner circle discussion and outer circle notes **PROMPT:** During your turn in the inner circle, discuss the prompting questions, supporting your responses by referencing evidence in [the readings]. During your turn in the outer circle, take notes on the inner circle's ideas and discussion strategies. Share around your observations when it is your turn.	• Responses to questions during the inner and outer discussions are relevant and reference the texts. • Notes are mostly complete with ideas from the inner circle discussion and the correct discussion strategy. • Observations from notes are shared with classmates.	[All students will need to complete the reading of a specific text prior to participating in the Two-Circle Discussion] **(A) MODELING** 1) Pass out the Two-Circle Discussion Strategies Handout and read the handout aloud. Provide additional examples of each strategy. 2) Ask four students to model a mini Two-Circle Discussion. Provide them with a sample script (on a different, but related topic) that includes questions and responses. Provide the entire class with this script, along with sample notes. 3) Ask students to identify strengths and weaknesses about the observed discussion. What questions were relevant? What questions could have been improved? 4) Ask students to pose other questions they might want answers to about this sample topic. (If students don't generate adequate responses, teacher can model for them using the Sample Questions Handout). 5) Ask students to provide answers to the questions posed. (Teacher can model answers for students). **(B) STUDENT PRACTICE** 1) Assign all students their role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle) and pass out the Two-Circle Notes Handout. 2) For the first half of the class period allow the students in the inner circle to discuss the topic for the day. (It might be wise to select a discussion chairman to conduct the discussion, keep it going, keep order, if needed.) 3) Students in the outer circle are to listen attentively to the discussion, but they may not speak. They should listen and complete the Notes handout. 4) Following a set time, the students in the outer circle may ask questions or elaborate on what the inner circle has said. No questions are to be addressed to any particular student. Instead, each student just asks his/her question and it is up to the inner circle as a whole to deal with it. 5) Students switch roles and continue the discussion. **(C) CLOSING** 1) Ask students to refer back to the rubric and assess their own work during the discussion. What did they do well? What could have been improved? 2) Ask students to share out responses. *Adapted from: http://www.edmondschools.net/Portals/0/docs/Inner-OuterCircle.pdf

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments:  Two-Way Discussion Strategies (PDF Version) Two-Way Discussion Strategies (Word Version)			
Writing Process				
30 mins	**INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA**: Ability to establish a claim and consolidate information relevant to task.	**THESIS STATEMENT** Write 1-3 sentence thesis to establish the focus and purpose of your work.	Writes a concise summary statement or draft opening. • Provides direct answer to main prompt requirements. • Establishes a thesis (focusing idea). • Identifies key points that support development of argument.	• Ask class to discuss what makes their thesis strong or weak. • Offer examples of thesis statements.
50 mins	**PLANNING > OUTLINING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an informational task.	**OUTLINE** Create an outline or organizer based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence." (L2) identifies credible sources. (L3) Identifies a relevant gap/unanswered question.	• Creates an outline or organizer. • Supports thesis. • Uses evidence from texts analyzed earlier. • Addresses L2 or L3 when appropriate.	• Provide and teach one or more examples of outlines or organizers. • Invite students to review each other's organizers to make sure points are accurate and sequenced logically.
1 hr and 30 mins	**DEVELOPMENT**: Ability to construct an initial draft with an emerging line of thought and structure. (L2) identifies credible sources.	**LONG CONSTRUCTED RESPONSE** Initial Draft: "Write an initial draft complete with opening, development, and closing; insert textual evidence." (L2) identifies credible sources.	• Provides complete draft with all parts. • Thesis is supported in the later sections with evidence and citations.	• Encourage students to re-read prompt partway through writing, to check that they are on-track. • Work with students on a logical, reasoned organization of the paper. • Provide students with an opportunity to do peer review on each other's work.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**REVISION, EDITING, AND COMPLETION > PEER EDITING**: Ability to work with a partner or a small group to peer edit student work	**SMALL PEER GROUP WORKSHOP** **Step One:** • Read each essay and add comments, suggestions, and questions between the lines or in the margins. • Please try to add *at least three comments* per page. • You may use the journalist's questions (What? When? Why? Where? Who? How?) when you want the essay's writer to provide more details. • Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft. **Step Two:** • Once you have read the entire essay and hand-marked the paper, write a half page letter to the essay's writer; your goal should be to provide the writer with specific possibilities for revision. • Make your letter as specific as possible so that the writer knows exactly which section of the essay you're addressing. • In your responses, deal with areas such as *purpose, feeling, tone, content, organization, title/introduction/conclusion, and style.* • Write your feedback in complete and clear sentences.	*Feedback meets expectations if:* • includes at least three comments per page • questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing. • comments and letter provides useful and constructive feedback for the writer • positive comments are explained. • it avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good" • it targets aspects of the essay targeted in during the revision process like organization, content, and focus, rather than editing for typos, misspellings, and grammatical errors.	1. Distribute the Peer Group Workshop Handout to all students and read aloud the handout to the group. 2. Arrange students into groups. 3. Have them revise a paper for between 10 and 20 minutes, then pass the paper to the next group member for further revision. 4. When all of the members of the group have read an essay, have them discuss their feedback. 5. The author will take notes silently on the discussion. 6. Then, when the discussion is over, the author asks those who revised his/her paper clarifying questions and about any other aspects that did not come up in discussion. *Module Author and School* - Jacqueline Goods, Adrian Constant, Marilyn Ménélas, Jennifer Rygalski (Academy of Innovative Technology) 10th Grade - ELA

Additional Attachments:

Peer Group Workshop - Student Handout

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided