

Literacy Design Collaborative Argumentation Module

Information Sheet

Module Title:

Pandemic (Literacy Supplement for Subunit 3; *Catch the Fever* Integrated Interdisciplinary Unit on Communicable Disease)

Module Description (overview):

In the Pandemic Module, students will read three articles on the 1918 influenza pandemic genome. The articles discuss the scientific research for reconstruction and the scientific community's decision to publish the complete genome. Students will read and discuss these three articles, noting how the authors develop their arguments. They will conclude the module by writing a 500-word (2- to 3-page) editorial that identifies a problem with publishing this research and argues in favor or against controlling the publication of certain types of scientific research.

The pandemic module fits into a larger integrated interdisciplinary unit entitled "Catch the Fever," designed to support student inquiry around the essential question: How has the development of society influenced the evolution of microorganisms? In Subunit 3, the subunit that contains this module, students examine the impact of epidemics on society. They examine different views regarding the study of viruses, balancing perspectives aimed at advancing scientific knowledge against concerns about the potential for abuse. Students examine how literature can be used as a vehicle for conveying a realistic sense of the events and the anxiety that accompanies the spread of infectious disease. Students will also compare the actual events surrounding and contributing to historical epidemics. The unit concludes with students preparing an in-depth presentation on a communicable disease of their choice.

Template Task (include number, type, level)	Teaching Task
(Argumentation/Problem-Solution) Task 8: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/ an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution _____ (content). Support your position with evidence from the text(s). L2: Be sure to examine competing views. L3: Give examples from past or current events or issues to illustrate and clarify your position.	Which is more important: scientific freedom or the public's right to safety? After reading three articles on the sequencing and publishing of the genes for the 1918 flu pandemic, write an editorial that identifies a problem with sharing potentially dangerous scientific research in the public sphere and argue for a solution to this problem. Support your position with evidence from the texts. L2: Be sure to examine competing views. L3: Give examples from past or current events or issues to illustrate and clarify your position.

Grade/Level: 10th Grade

Discipline: English/Language Arts

Course: Health Professions

Authors: Jennifer Phillips and Liz Arney; Pier Sun Ho (original unit lead writer)

Section 1: What Task?

What task sets clear, measurable goals for learning?

A. Template task (include number, type, level): Insert the LDC template task you selected exactly as it is worded.

Task 8: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution _____ (content). Support your position with evidence from the text(s). L2: Be sure to examine competing views. L3: Give examples from past or current events or issues to illustrate and clarify your position. **(Argumentation/Problem-Solution)**

B. Standards: The Literacy Design Collaborative has already identified the CCSS "built in" to all Argumentation Tasks. Please select which (if any) "When Appropriate" Common Core State Standards are included in the Argumentation task/module you developed

Common Core State Standards

READING STANDARDS FOR ARGUMENTATION	
"Built-in" Reading Standards	"When Appropriate" Reading Standards (applicable in black)
1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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 FOR ARGUMENTATION

"Built-in" Writing Standards	"When Appropriate" Writing Standards (applicable in black)
1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.	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.

State or District Content Standards: Insert appropriate content standards as defined by your state/district. You can also include appropriate grade-level CCSS.

Number	Content Standards
Common Core State Standards English/Language Arts: Grades 9-10 Reading Informational Text	
ELA CCSS RI1 G9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well inferences drawn from the text.
ELA CCSS RI2 G9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELA CCSS RI4 G9-10	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA CCSS RI5 G9-10	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).
ELA CCSS RI8 G 9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELA CCSS RI10 G9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding needed at the high end of the range.
Common Core State Standards English Language Arts: Grades 9-10 Writing	

ELA CCSS W1 G9-10	Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
ELA CCSS W4 G9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA CCSS W5 G9-10	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.
ELA CCSS W9 G9-10	Draw evidence from literary or informational texts to support analysis, reflection and research. <ul style="list-style-type: none"> a. Apply grades 9-10 reading standards to literature b. Apply grades 9-10 reading standards to literary nonfiction
ELA CCSS W10 G0-10	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 audiences.
Common Core State Standards for English Language Arts: Speaking and Listening S	
ELA CCSS S&L I	<ul style="list-style-type: none"> a. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions b. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own view and understanding and make new connections in light of the evidence and reasoning presented.
Career and Technological Education (CTE) Standards: Health Science and Medical Technology Industry Sector	
HSMT 4.4	Understand the impact of enhanced technology, bioethics, epidemiology, and socioeconomics on the health care delivery system.
HSMT 5.1	Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components.
HSMT 5.3	Examine multiple options for completing work tasks by applying appropriate problem-solving strategies and critical thinking skills to work-related issues.
HMST 7.4	Understand that individual actions and affect the larger community.
HMST 8.4	Understand the ways in which ethical considerations affect emerging technologies and their impact on society.

HMST 9.3	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Disciplinary Core Ideas: Engineering, Technology and Applications of Science	
ETAS 3, 9-12*	Widespread adoption of technological innovations often depend on market forces or other societal demands, but it may also be subject to evaluation by scientists and engineers and to eventual government regulation.

- From National Research Council. (2012). *A Framework from K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas: Committed on Conceptual Framework for the New K-12 Science Education Standards*. Washington, DC: The National Academies Press. Retrieved from http://www.nap.edu/openbook.php?record_id=13165

C. Teaching Task: Design your teaching task. Fill in the blanks with the appropriate items.

Background to share with your students:

After a decade of research, university and federal scientists reconstructed the 1918 influenza virus pandemic that had killed 50 million people worldwide. Hoping to learn more about the evolution of this virus, the United States Department of Health and Human Services published the full genome on the Internet, leading to a public safety outcry about the potential risks that the virus might be used against us as a weapon of biological warfare.

Prompt:

Which is more important: scientific freedom or the public's right to safety? After reading three articles on the sequencing and publishing of the genes for the 1918 flu pandemic, write an editorial that identifies a problem with sharing potentially dangerous scientific research in the public sphere and argue for a solution to this problem. Support your position with evidence from the texts.

L2: Be sure to examine competing views.

L3: Give examples from past or current events or issues to illustrate and

Reading texts:

Kurzweil, R., & Joy, B. (2005, October 17). Recipe for Destruction. Op-Ed. *The New York Times*. Retrieved from <http://www.nytimes.com/2005/10/17/opinion/17kurzweiljoy.html>

Schoch-Spanam, M., Bouri, N., Norwood, A. & Rambhia, K. (2009, November 23). Preliminary Findings. Study of the Impact of the 2009 H1N1 Influenza Pandemic on Latino Migrant Farm Workers in the U.S. *Center for Biosecurity of UPMC, 2009 H1N1 Influenza Research Brief*. Retrieved from http://www.upmc-cbn.org/report_archive/2009/2009-SW-H1N1-Issue-Briefs/2009-11-23-RschBrf_msfw_stigma.html

Sharp, P. (2005, October 7). 1918 Flu and Responsible Science. Editorial. *Science*: 310. Retrieved from <http://www.sciencemag.org/content/310/5745/17.full>

Taubenberger, J. K., et al. (2005, October 6). Characterization of the 1918 Influenza Virus Polymerase Genes. *Nature*: 437. Retrieved from <http://www.bi.ku.dk/dna/course/papers/L2.taubenberger.pdf>

(Alternative): Taubenberger, J. K., et al. (2007). Discovery and Characterization of the 1918 Pandemic Influenza Virus in Historical Context. *Antiviral Theory* 12(4 Pt B): 581-591. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2391305/?tool=pubmed>

Teaching Task Rubric (Argumentation)

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 and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
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, 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 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.

Section 2: What Skills?

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

Each module is required to identify the 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.

Pre-module	
I. Pre-module	Ability to identify characteristics of scientific texts.
Skills Cluster 1: Preparing for the Task	
I. Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
I. Task Analysis	Ability to understand prompt and rubric.
I. Project Planning	Ability to plan to produce a product and work through incremental steps.
Skills Cluster 2: Reading Process	
I. Active Reading I	Ability to read texts explicitly; to analyze texts for specific purposes; to draw evidence from a relevant source.
I. Active Reading II: Note-taking & Annotation	Ability to summarize a text(s) and select/prioritize relevant evidence from the text.
I. Active Reading III: Disciplinary Literacy	Ability to identify the stylistic characteristics of writing within the disciplines (scientific editorial).
I. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
I. Planning	Ability to organize reading notes into an outline or organizer.
Skills Cluster 3: Transition to Writing	
I. Bridging Conversation	Ability to prepare for composing process.
Skills Cluster 4: Writing Process	
I. Establishing Claim	Ability to establish a claim and develop a line of thought supportive of claim.
I. Initial Draft	Ability to construct an initial draft with an emerging line of thought and structure.
I. Revisions	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.
I. Editing	Ability to apply editing strategies and presentation applications.

Section 3: Instruction for Argumentative Composition

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 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.

PRE-MODULE

Skills Cluster 1: Preparing for the Task

I. Pre-module	Ability to identify characteristics of scientific texts	Pacing: 1 day PERIOD 1
Mini-task	Quick write response: What are the characteristics of scientific texts? Why do you think scientific texts are written in this manner?	Products: <ul style="list-style-type: none"> • one page quick write response • list of characteristics of scientific texts
Standard addressed	<ul style="list-style-type: none"> • ELA CCSS RI.4.G.9-10 	
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> • At least three characteristics listed • For each characteristic, student has offered a reason why it is used 	Not yet: <ul style="list-style-type: none"> • Attempts but does not fulfill criteria for "meets"
Instructional strategies/ notes	Use main module text for discussion: Taubenberger, Jeffrey K., et al. "Characterization of the 1918 Influenza Virus Polymerase Genes." <i>Letter. Nature</i> 6 October 2005: 437. http://www.bi.ku.dk/dna/course/papers/L2.taubenberger.pdf <ul style="list-style-type: none"> • Student preview article in small groups or pairs, using Post-it notes to indicate text characteristics emblematic of scientific writing (examples: formal tone, scientific jargon, section headers that indicate experimentation, such as "results"). • Teacher collects student evidence and gathers into a whole-class list (using round robin or other strategy); students copy teacher-generated list and indicate evidence found by classmates. • In groups, students discuss reasons why each characteristic might be used in scientific writing. • Individual students write written response for submission (in journals, next to notes). 	
Teacher preparation	<ul style="list-style-type: none"> • Teacher should model Post-it strategy for students if this is unfamiliar: use a pre-marked page to keep modeling focused, and to highlight one characteristic of scientific text for students. • Teacher may also want to use a think-aloud to model the scanning strategy for pre-reading, focused on structure. 	

SKILLS CLUSTER I: PREPARING FOR THE TASK

Skills Cluster I: Preparing for the Task		
I. Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns.	Pacing: 1 Day PERIOD 2
Mini-task	K/W/L chart: What do you <i>know/want</i> to know/what did you <i>learn</i> about pandemics?	<i>Product:</i> • Completed K/W/L chart
Standards addressed	<ul style="list-style-type: none"> • ELA CCSSW10 G9-10 • CTE HSMT 4.4 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Completed K/W/L chart containing correct information from NOVA resource 	<i>Not yet:</i> <ul style="list-style-type: none"> • Incomplete chart • Chart contains incorrect information
Instructional strategies/ notes	<ul style="list-style-type: none"> • Students begin by filling out K/W in pairs or groups, based on prior knowledge and interest. • Teachers collect student "W" responses, generating a list of questions on the board. • Students and teachers watch clip together about 1918 influenza pandemic: http://www.pbs.org/wgbh/nova/body/1918-flu.html • Teacher returns to list, highlighting which "W" questions were answered by the clip. • Students watch clip one more time, answering their own questions and completing charts. 	
Teacher preparation	<ul style="list-style-type: none"> • Teacher should watch clip ahead of time and have a list of questions generated to facilitate or prompt student discussion. 	

Skills Cluster 1: Preparing for the Task

2.Task Analysis	Ability to understand prompt and rubric.	Pacing: 1 Day PERIOD 3
Mini-task	<i>Prompt:</i> Read the task, rubric, and sample student essay. In your own words, write a brief explanation of what the task and rubric are asking you to do. Explain what score you believe the sample essay would receive and why.	<i>Products:</i> • Short response to prompt
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS R4 G9-10 • CTE HMST 9.3 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Response offers an explanation of the tasks and rubric requirements • Response answers the prompt question with a prediction and reasons why Response assigns a score to the student sample essay and provides reasons for this score 	<i>Not yet:</i> <ul style="list-style-type: none"> • Attempts but does not meet 1–3 criteria for "meets"
Instructional strategies/notes	<ul style="list-style-type: none"> • Teacher and/or student read-aloud of task and student essay; review prompt. • Teacher models scoring the sample essay with the rubric (on document camera and projector) and writing in response to rubric score (think-aloud, write-aloud). • Review each student's response to ensure that he/she understands the task. • Have students share responses with partner to elicit/offer help, if needed. • Discuss in detail: the prompt, type of writing and structure, the product, and the rubric. 	
Teacher preparation	<ul style="list-style-type: none"> • Read and annotate student example aligned to rubric criteria; have notes to work from for think-aloud/write-aloud. 	

Skills Cluster 1: Preparing for the Task

3. Project Planning (1)	Ability to plan and produce a product and work through incremental steps.	Pacing: 1/2 Day PERIOD 4
Mini-task	<p><i>Prompt:</i> Create a personalized learning plan for this module that includes:</p> <ul style="list-style-type: none"> • Questions you'd like to answer by the end of this module. • Specific literacy skills you'd like to develop by the end of this module (literacy learning goal). • Challenges you may face, given your current understanding of yourself as a learner. 	<p><i>Product:</i></p> <ul style="list-style-type: none"> • Module plan
Standards addressed	<ul style="list-style-type: none"> • ELA CCSSW5 G9-10 • CTE HMST 9.3 	
Mini-task scoring guide	<p><i>Meets:</i></p> <p>Response responds to the prompt question with</p> <ul style="list-style-type: none"> • Questions to answer by end of module • Specific literacy learning goal or goals (at least one) • Specific challenges predicted (at least one) 	<p><i>Not yet:</i></p> <ul style="list-style-type: none"> • Attempts but does not meet 1-3 criteria for "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher provides students with mini-task prompt (on board, on paper). • Students read the teaching task prompt, answering the mini-task questions at the bottom of the task description/assignment sheet. • Students use a group sharing structure (give-one-get-one, tea party) to share their responses with at least three other classmates, adding their peers' answers to their own. • Students complete a quick write in journal: What do you think you will learn by the end of this module? Share answer with a shoulder partner. • For remaining class period, students complete their module plan (to serve as a cover page for the completed task in their portfolio). 	
Teacher preparation	<ul style="list-style-type: none"> • Prepare an organizer for group sharing and add this organizer to the bottom of the teaching task prompt/assignment description sheet. 	

Skills Cluster 1: Preparing for the Task

4. Project Planning (2)	Ability to plan to produce a product and work through incremental steps.	Pacing: ½ Day PERIOD 4
Mini-task	<i>Prompt:</i> Create a common timeline in order to complete the project.	Product: Timeline
Standards addressed	<ul style="list-style-type: none"> • CCSS W 5 (planning phase) • CTE 9.3 (individual goal) 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Fulfills scoring criteria or classroom guides for Student Learning Plan Goals and/or Portfolio Outcomes • Timeline is realistic 	<i>Not yet:</i> <ul style="list-style-type: none"> • Attempts but does not fulfill criteria for "meets" • Timeline is unrealistic or not present
Instructional strategies/notes	<ul style="list-style-type: none"> • Review scoring criteria or guidelines for Student Learning Plan Goals/Portfolio Outcomes, if necessary. Structure student creation of learning goals (organizer or selection of goals related to pathways learning outcomes). • As a class, record specific due dates onto the common timeline so that all students are aware of the deadlines. 	
Teacher preparation	<ul style="list-style-type: none"> • Establish a timeline for instruction and scoring. • Review or establish classroom structures for student goal setting, revision/review, and process monitoring (such as Student Learning Plans or Student Portfolios) and prepare a template for goal setting and timeline. • Prepare a timeline template (other side of Student Learning Plan Goals organizer). 	

SKILLS CLUSTER 2: READING PROCESS

Skills Cluster 2: Reading Process		
I. Active Reading I	Ability to read text explicitly; to analyze texts for specific purposes; to draw evidence from a relevant source.	Pacing: 2 days PERIOD 5-6
Mini-task	<i>Reader's journal free write:</i> What is the author's intent in writing this article, and how do you know?	<i>Product:</i> <ul style="list-style-type: none"> Journal free write (2) Article annotations (2 articles)
Standards addressed	<ul style="list-style-type: none"> ELA CCSS RI 1, G9-10 ELA CCSS RI 2, G9-10 CTE HSMT 5.2 CTE HSMT 9.3 CTE HSMT 7.4 ETAS 3, 9-12* 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> Student made at least one inference about the author's intent Student has used explicit evidence (quotation) from the text to support this inference 	<i>Not yet:</i> <ul style="list-style-type: none"> Attempts to but does not yet meet the criteria for "meets"
Instructional strategies/ notes	<p>After using Philip Sharps' <i>Science</i> article to model on first day, and Ray Kurzweil's <i>The New York Times</i> article to model on the second day, teacher and students engage in the following close reading and annotation process (reader's workshop model) for paragraph one:</p> <ul style="list-style-type: none"> READ ALOUD: read paragraph aloud once for overall meaning. In journal, create a list of 3-5 ideas or images you remember or questions you have after this first reading. READ FOR CONNECTIONS: read again for connections (text-to-self, text-to-text, text-to-world); annotate connections READ FOR STRUCTURE: circle thesis and topic sentences, underline supporting evidence READ FOR MEANING: What is the author saying (summarize)? Why did the author write this (inference)? Write responses to both in journals. <p>Teacher models each step for students, then allows students to work as a whole group, then with partners, to practice each step with paragraph two. Students complete remaining paragraphs on their own, with teacher circulating and offering 1:1 help and prompting. Return at end to reflect on process.</p>	
Teacher preparation	<ul style="list-style-type: none"> Teacher should have pre-read and annotated a version of the text to facilitate the annotation and think aloud for students (done "live" in front of the room, on SMART board or using document camera). 	

Skills Cluster 2: Reading Process		
2. Active Reading II: Note Taking and Annotation	Ability to summarize a texts and select/prioritize relevant evidence from the text.	Pacing: 2 days PERIODS 7-8

Mini-tasks	<i>Reader's journal free write:</i> What information are the authors presenting in this article, and what are the questions that still remain?	<i>Product:</i> <ul style="list-style-type: none"> Journal free write (2) Article annotations (2 articles)
Standards Addressed	<ul style="list-style-type: none"> ELA CCSS RI 1, G9-10 ELA CCSS RI 2, G9-10 CTE HSMT 5.2 CTE HSMT 9.3 CTE HSMT 8.4 ETAS 3, 9-12* 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> Student made at least one statement about the author's intent Student has made at least one statement about questions that remain Student has used explicit evidence from the text to support both statements (at least one quotation for each) 	<i>Not yet:</i> <ul style="list-style-type: none"> Attempts to but does not yet meet the criteria for "meets"
Instructional strategies/ notes	<p>Using Monica Schoch-Sparks et. article to model on first day in preparation for the Jeffrey Taubenberger article on day two, teacher and students engage in the following close reading and annotation process (reader's workshop model) specific to high-challenge scientific text (disciplinary reader's workshop):</p> <ul style="list-style-type: none"> SKIM FOR STRUCTURE: Skim whole text for structure, predicting which sections of the text seem as though they will contain the most useful or easily accessed information (background, conclusion). Make predictions and a plan for where to start. READ FOR CONNECTIONS: Read the sections that seem to contain the most useful information (findings, discussion). READ FOR STRUCTURE: Circle specific conclusions/findings;, underline evidence presented, highlight or star questions. READ FOR MEANING:What do the authors believe they now know to be true? What questions or problems still remain? <p>Teacher models each step for students, then allows students to work as a whole group, then with partners, to practice each step with paragraph two. Students complete remaining paragraphs on their own, with teacher circulating and offering I:I help and prompting. Return at end to reflect on process.</p> <p>On day two, teacher should allow student groups more independent work time with the second article, prompting student groups and visiting each group for prolonged periods of time to study comprehension and reading strategies.</p>	
Teacher preparation	<ul style="list-style-type: none"> Teacher should have pre-read and annotated a version of the text to facilitate the annotation and think aloud for students. If it is a very inclusive and helpful list, teacher should place the pre-module disciplinary characteristics list in a prominent location for these workshops, and should refer to it/make connections to it often. 	
Skills Cluster 2: Reading Process		
Active Reading III: Disciplinary Literacy	Ability to identify the stylistic characteristics of writing within the disciplines (scientific editorial).	Pacing: 1 day PERIOD 9
Mini-tasks	<i>List:</i> What are the characteristics of scientific editorials?	<i>Product:</i> List of characteristics
Standards Addressed	<ul style="list-style-type: none"> ELA CCSS RI 2, G9-10 ELA CCSS RI 4 G9-10 ELA CCSS S&L 1c, 1d G9-10 	

Mini-task scoring guide	Meets: <ul style="list-style-type: none"> List contains at least five specific characteristics of scientific text For each characteristic, student has identified one quotation from an article as an example 	Not yet: Attempts but does not yet meet the criteria for "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> Teacher think aloud: identify one characteristic of a "scientific editorial" within the texts from the previous days' work. Students work in groups of three with one of the previously read editorial texts (different texts per group), to identify three characteristics (with examples from text) that allow them to classify this text as a "scientific editorial." Groups write each characteristic and example on a sentence strip or large sheet of paper and post in front of room. Groups consider posted list and make three collaborative decisions to combine, summarize, or remove posted elements. Each group shares one decision in turn, and the teacher re-arranges accordingly (moving strips, etc.). A class list of characteristics emerges. Students add any new elements on this class list to their personal lists. Returning to group work time, students find examples of the identified characteristic in their article if the element is not on their original list (so that each characteristic has an example found by the group). 	
Teacher preparation	<ul style="list-style-type: none"> Teacher may want to generate a list of characteristics ahead of time and/or complete the think aloud model, to support focused modeling and to ensure class generated list is complete. 	

Skills Cluster 2: Reading Process

3. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.	Pacing: 4 days PERIOD 5-8 (frontload Period 5; check in periods 6-7)
Mini-tasks	Vocabulary Journal w/organizer (Frayer model, etc.)*	Product:Vocabulary journal
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI 4 G9-10 • CTE HSMT 5.1 	
Mini-task scoring guide	<p>Meets:</p> <ul style="list-style-type: none"> • Students have completed all sections of vocabulary organizer for each text 	<p>Not yet:</p> <p>Attempts but does not yet meet the criteria for "meets"</p>
Instructional strategies/ notes	<p>STRATEGIC VOCABULARY for each article:</p> <ul style="list-style-type: none"> • Teacher models how to find "challenging" words in a text (through read aloud and think aloud). • Teacher models word attack strategies "in the moment." • Teacher finds a word that does not respond to word attack (for example, find the root, use context clues) and models writing the word in the reader's journal organizer, noting this as a "development" word. • At the end of each class period, teacher keeps a running module word bank to capture all "development" words students have discovered in the articles. 	<p>SUGGESTED WORD BANK:</p> <p>Genome Pathogen(ic) Transmissible Sequence (ing) Virology Virulence Strain(s) Synthesize (ing) Communicable Mutation Stigmatization Containment Infectious Disclosure Deliberate Avian Vaccine Variation</p>
Teacher preparation	<p>*If teacher has not selected a specific vocabulary development model, one that supports both academic English development and the development of English as a second language is suggested: http://www.fcoe.net/ela/pdf/Vocabulary/Narrowing%20Vocab%20Gap%20KK%20KF%20I.pdf</p> <ul style="list-style-type: none"> • Teacher should have a word bank created for each article ahead of time to ensure the class-generated list is complete (add words that students missed to word bank and have students add these to their vocabulary organizers). 	

Skills Cluster 2: Reading Process

5.Planning	Ability to organize reading notes into an outline or organizer.	Pacing: 1 day PERIOD 10
Mini-tasks	<p><i>Outline:</i> Create an outline based on your reading notes in which you answer the prompt (state your claim), sequence your points, and list your supporting evidence (quotations and paraphrases from the texts).</p> <p>L2: Include competing arguments</p> <p>L3: Include one or more examples of current or historical connections to topic or issue</p>	<p>Product: Outline</p>
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI 5, G9-10 • ELA CCSS RI 10 G9-10 • ELA CCSSW 1a G9-10 • ELA CCSSW 5 G9-10 	
Mini-task scoring guide	<p>Meets: Outline includes all of the following elements:</p> <ul style="list-style-type: none"> • Claim is stated • Points are listed and placed into a logical sequence • For every point, at least one citation is included • L2: At least one competing argument is included • L3: At least one historical example is outlined 	<p>Not yet: Outline is missing one or more elements of "meets"</p>
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher models the process used to make a claim, beginning with the teaching task/essential question and writing the answer as a claim with "because" statements. (What are the ways we might balance scientific freedom and the public's right to safety? I believe we can balance scientific freedom and the public's right to safety by not placing limits on the information that comes from research, because if we all have the same information, we can find solutions to any problem that arises, it is an equal playing field, and nobody can use open information as a weapon like you can with secret information") • Students work in pairs to make a claim following the model. • Teacher brings students back to model a structured outline from the claim, attaching specific textual examples to each point. • Students continue to work in pairs to follow the model. • After teacher checks in with student pairs and overall with class, students complete the outlines independently. 	
Teacher preparation	<ul style="list-style-type: none"> • Teacher should have created a claim and "because" statements that can be supported with evidence from the texts. • Teacher may also want to model the development of counterclaims, also supporting these within the text. • Depending on the level of challenge this task represents for students, this may be a two period process. 	

SKILLS CLUSTER 3: TRANSITION TO WRITING

Skills Cluster 3: Transition to Writing		
I. Bridging Conversation (I)	Ability to prepare for composing process.	Pacing: 1 day PERIOD II
Mini-task	<i>Prompt:</i> Write a claim that sets the stage for your composition, using the sentence structures of the "expert" editorial authors you've read. <i>L2:</i> and your own unique sentence structure	Products: <ul style="list-style-type: none"> • Claim examples • Quick-write claim
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI 5 G9-10 • ELA CCSS RI 8 G9-10 • ELA CCSS W 1a, 1b G 9-10 • ELA CCSS W 5 G9-10 • ELA CCSS W 9 G9-10 • ELA CCSS W10 G9-10 • ELA CCSS S&L 1d G9-10 • CTE HSMT 5.1 	
Mini-task Scoring Guide	Meets: <ul style="list-style-type: none"> • Student has copied the claim from each "expert" text • Student has rewritten "I believe" statement in style of each expert • Group members have responded to each statement, indicating preference 	Not yet: <ul style="list-style-type: none"> • One or more "meets" criteria is missing or incomplete
Instructional Strategies/ Notes	SENTENCE STUDY: Teacher models the following process, using a three column organizer, and selecting one of the "expert" texts from previous lessons: <ul style="list-style-type: none"> • Identify and copy the claim sentence from each text into the left column of a three column organizer (or divided notebook page). • Determine what is similar and what is different about the style of each sentence in the left column; place analysis into middle column. • Write your own claim "in the style of" each author in the third column. • Students work in pairs to complete the process using the other "expert" texts, and then craft their own claims using expert models. • When complete, students switch sentences with a partner who determines which is more appealing to them as a reader, and why. • Students may also want to write a "unique" sentence of their own structure and design, to be vetted by a partner. 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher should predetermine models for ease and clarity. • For additional scaffolding, teacher may want to create a graphic organizer that lists each claim (preloaded), so students can focus on the writing portion of the mini-task (vs. the additional layer of finding claim). Students should have already found claims in previous lessons, however. 	

Skills Cluster 3: Transition to Writing

I. Bridging Conversation (2)	Ability to prepare for composing process.	Pacing: 1 day PERIOD 12
Mini-task	<i>Prompt:</i> What grade should this exemplar receive, and why do you think so?	Products: <ul style="list-style-type: none"> • Annotated exemplar • Quick-write
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI 5 G9-10 • ELA CCSS RI 8 G9-10 • ELA CCSS W 1a, 1b G 9-10 • ELA CCSS W 5 G9-10 • ELA CCSS W 9 G9-10 • ELA CCSS S&L 1d G9-10 	
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> • Student writing exemplar is scored using the rubric • Rubric has been highlighted to indicate numerical score by indicator • Student writing exemplar has been annotated to provide evidence for each indicator 	Not yet: <ul style="list-style-type: none"> • Student writing has not been scored • Exemplar and/or rubric have not been annotated or annotations are incomplete
Instructional Strategies/ notes	<ul style="list-style-type: none"> • Teacher hands out student writing exemplar (response to teaching tasks) and the scoring rubric. • Teacher models rubric scoring for students, highlighting the correct indicator on the rubric and finding examples for each descriptor and numbering these examples in the exemplar. • Students repeat the process in groups, arguing for their scores using evidence from the exemplar. • Groups share their scoring categories and "norm" with teacher support, to determine the final score for the essay, as well as suggestions for improvements to the author. 	
Teacher Preparation	<ul style="list-style-type: none"> • Find or create a student exemplar that will "meet expectations" overall, with some variation to support students arguing for their position in groups. 	

SKILLS CLUSTER 4: WRITING PROCESS

Skills Cluster 4: Writing Process		
I. Establishing Claim (I)	Ability to establish a claim and develop a line of thought supportive of claim.	Pacing: 1/2 day PERIOD 13
Mini-task	<i>Prompt:</i> Which of the claims you created yesterday do you believe is the strongest? Why do you think so?	Products: <ul style="list-style-type: none"> • Quick-write • Draft claim
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI 8 G9-10 • ELA CCSS W 1a, 1b G 9-10 • ELA CCSS W 5 G9-10 • ELA CCSS W 9 G9-10 • ELA CCSS S&L 1d G9-10 	
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> • Claim has been selected and written in the form of a thesis statement (using "expert" model or not) • Student has written a free-write response to the prompt, reflecting on the strength of their claim 	Not yet: Attempts to but does not yet meet the criterion for "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher presents the following criteria to students and uses the criteria to determine which claim (written by teacher, using "expert models" in period 11) is the strongest : <ul style="list-style-type: none"> ○ Must be an argument or proposal ○ Must be credible and fair ○ Must appeal to or "hook" the audience (determined by pair feedback) ○ Must present a counter claim (*may be optional) • In writing groups*, students vet their claim statements from period 11 against the criteria. • Students select a claim they will use for the essay, based on this discussion. • Student volunteers share their claims. 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher should create three sample claims to use for modeling. *Teacher may want to create writing groups for use today and throughout the rest of the writing and editing process.	

Skills Cluster 4: Writing Process

I. Establishing Claim (2)	Ability to establish a claim and develop a line of thought supportive to claim.	Pacing: 1/2 day PERIOD 13
Mini-task	<i>Prompt:</i> Did your outline fit the claim you decided to develop? What did you need to change or revise?	Products: <ul style="list-style-type: none"> Revised Outline
Standard(s) Addressed	<ul style="list-style-type: none"> ELA CCSS RI 5, G9-10 ELA CCSS RI 10 G9-10 ELA CCSS W 1a G9-10 ELA CCSS W 5 G9-10 	
Mini-task scoring guide	<p>Meets:</p> <p>Outline includes all of the following elements:</p> <ul style="list-style-type: none"> Claim meets criteria and is well-aligned to evidence Points are listed and placed into a logical sequence For every point, at least one citation is included L2: At least one competing argument is included L3: At least one historical example is outlined 	<p>Not yet:</p> <ul style="list-style-type: none"> Attempts but does not reach "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> Teacher models the revision process for outline created in period 10, beginning by placing the well-developed claim into the outline, then checking points, citations, competing arguments and historical examples against it. Students work in pairs to revise and align their outlines. 	
Teacher Preparation	<ul style="list-style-type: none"> Teacher makes sure to have completed an outline based on criteria for period 10, in order to revise into current criteria as a demonstration model. 	

Skills Cluster 4: Writing Process

I. Initial Draft	Ability to construct an initial draft with an emerging line of thought and structure.	Pacing: 2 days PERIOD 14–15
Mini-task	<i>Prompt:</i> Using your outline, write a rough draft of your essay consisting of 5–6 paragraphs (introduction + 3–4 body paragraphs [including counterargument and/or historical evidence] + conclusion).	Products: <ul style="list-style-type: none"> Rough Draft
Standards Addressed	<ul style="list-style-type: none"> ELA CCSS W1b, 1c, 1d G9-10 ELA CCSS W9 G9-10 ELA CCSS W10 G9-10 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> Rough draft must be 5–6 paragraphs in length Rough draft must contain an introduction, 3–4 body paragraphs, and a conclusion Rough draft must contain a minimum of two references from the list of texts 	<i>Not yet:</i> <ul style="list-style-type: none"> Attempts but does not yet reach "meets"
Instructional strategies/notes	DAY ONE: Teacher uses "TEST" strategies to model the construction of body paragraphs: <ul style="list-style-type: none"> Topic sentence Evidence Significance Transition <ul style="list-style-type: none"> Students practice model in pairs, then transition to independent writing. Teacher conferences with students. DAY TWO: Teacher models strategies to embed evidence (including quotation, parenthetical citation, and analysis of quotation/paraphrase) into paragraphs. <ul style="list-style-type: none"> Students practice model in pairs, then transition to independent writing. Teacher conferences with students. 	
Teacher Preparation	<ul style="list-style-type: none"> Teacher should have some examples of correct quotation and paraphrase citations available for student writers, either on posters throughout the room or as a handout—to which students can refer during writing process. Revision will begin on period 16, so students who do not emerge from this period with a complete draft should complete their work as homework. Teacher should make writer's workshop format expectations (word processed and printed, double spaced, large margins for notes, etc.) available to students by end of period. 	

Skills Cluster 4: Writing Process

I. Revisions (1)	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.	Pacing: 1 day PERIOD 15
Mini-task	<i>Prompt:</i> What was the most important suggestion for feedback you received from your writing group today, and what will you change based on this feedback?	Products: <ul style="list-style-type: none"> • Annotated rough draft • Quick-write
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS W4 G9-10 • ELA CCSS W5 G9-10 • ELA CCSS RI5 G9-10 • ELA CCSS RI 8 G9-10 • CTE HSMT 5.1 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Draft has been annotated using color coding • Student has responded to the color coded annotations with a reflection about the helpfulness of peer support and next steps. 	<i>Not yet:</i> <ul style="list-style-type: none"> • Draft has not been annotated or submitted • Student has not reflected, or reflection does not address the annotations
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher models the following color coded highlights for macro-editing, using student exemplar: <ul style="list-style-type: none"> ○ Yellow highlight for summary ○ Pink highlight for claim and counter-claim ○ Green highlight for evidence ○ Blue highlight for analysis • Teacher models expectations for well-structured writing and how students can make constructive suggestions to their peers based on the coding (teacher can also provide sentence stems to support conversation). There should be very little yellow; green should be "balanced" with blue." • Writing groups meet to edit papers. • Teacher supports groups by visiting each for a specific amount of time. • Students who have not completed the draft should work to complete their drafts at another table/tables. • Teacher may want to offer overall patterns and trends noticed in group sessions. 	
Teacher Preparation	<ul style="list-style-type: none"> • For groups that find constructive criticism challenging or who are new to this process, teacher may want to create sentence stems with blanks to support this conversation. ("Based on the amount of summary compared to analysis in your editorial, I would suggest _____") 	

Skills Cluster 4: Writing Process

3. Revisions (2)	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.	Pacing: 1 day PERIOD 17
Mini-task	<i>Prompt:</i> Which suggestions from your group were easy to change in your draft, and which were challenging?	Products: <ul style="list-style-type: none"> • Edited rough draft • Quick-write
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS W4 G9-10 • ELA CCSS W5 G 9-10 • ELA CCSS W10 G9-10 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Student has completed a coherent rough draft 	<i>Not yet:</i> <ul style="list-style-type: none"> • Attempts but does not yet reach "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher models using "peer" comments to revise a draft for overall structure, inclusion of evidence, and analysis. • Students work independently, meeting with teacher for individual writer's conferences (scheduled or as needed). • Teacher should end the day reviewing the expectations for tomorrow's workshop (micro-editing) including format and copies needed. 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher needs to create a "peer edited" draft for use in modeling. 	

Skills Cluster 4: Writing Process

3. Editing (1)	Ability to apply editing strategies and presentation applications.	Pacing: 1 day PERIOD 18
Mini-task	<i>Prompt:</i> What was the most important suggestion for feedback you received from your writing group today, and how will you change your draft based on these suggestions?	Products: <ul style="list-style-type: none"> • Edited rough draft • Quick-write
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS RI2 G9-10 • ELA CCSS W1c, 1d G9-10 • ELA CCSS W4 G9-10 • ELA CCSS W5 G9-10 • CTE HSMT 5.1 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Student has received a proofread draft • Student has reflected on the changes to be made based on proofreading 	<i>Not yet:</i> <ul style="list-style-type: none"> • Draft has not been proofread or submitted • Student has not reflected, or reflection does not address the comments
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher models micro-editing, using selected strategy (proofreading marks, reader response). • Students work in writer's groups to proofread, with teacher support in groups. • Teacher "catches" workshop near end of day to model moving from proofreading to editing. • Students write reflection; if there is time, they begin to revise based on peer comments. 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher should determine a structure for micro-editing and should offer students support with this level of feedback. It can be difficult for students struggling with academic English or English as a second language to do sentence level editing of peer papers. You may want to identify a target error and have students search for this error, or you may want to offer students a "proofreading checklist," asking them to identify run-on sentences, quotations with no citations, etc. 	

Skills Cluster 4: Writing Process

4. Editing (2)	Ability to apply editing strategies and presentation applications.	Pacing: 1 day PERIOD 19
Mini-task	<i>Prompt:</i> Which suggestions from your group were easy to change in your draft, and which were challenging?	Products: <ul style="list-style-type: none"> • Edited rough draft • Quick-write
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSS W4 G9-10 • ELA CCSS W5 G 9-10 • ELA CCSS W10 G9-10 	
Mini-task scoring guide	<i>Meets:</i> <ul style="list-style-type: none"> • Student has completed a coherent rough draft 	<i>Not yet:</i> <ul style="list-style-type: none"> • Attempts but does not yet reach "meets"
Instructional strategies/ notes	<ul style="list-style-type: none"> • Teacher models using "peer" comments to revise a draft for micro details (spelling, word choice, punctuation, citations). • Students work independently, meeting with teacher for individual writer's conferences (scheduled or as-needed). • Teacher should end the day reviewing the expectations final draft submission. 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher needs to create a "peer edited" draft for use in modeling. 	

Skills Cluster 4: Writing Process

Final Composition	Ability to check final product against essential questions, module targets, and learning goals.	Pacing: 1 day PERIOD 20
Mini-task	<p><i>Prompt:</i> Did you meet your learning goals in this module?</p> <ul style="list-style-type: none"> • Questions you'd like to answer by the end of this module. • Specific literacy skills you'd like to develop by the end of this module (literacy learning goals). • Challenges you may face, given your current understanding of yourself as a learner. 	<p>Products:</p> <ul style="list-style-type: none"> • Free-write reflection based on learning goals (created period 4)
Standards Addressed	<ul style="list-style-type: none"> • ELA CCSSW10 G9-10 • CTE HMST 9.3 	
Mini-task scoring guide	<p><i>Meets:</i></p> <ul style="list-style-type: none"> • Student has submitted a final editorial essay • Student has reflected on his/her work in the module, addressing the learning plan created in period 4 	<p><i>Not yet:</i> Attempts but does not yet meet criteria for "meets"</p>
Instructional strategies/ notes	<ul style="list-style-type: none"> • Students read and reflect on their learning goals and create a reflection to be submitted with their final products. • 	
Teacher Preparation	<ul style="list-style-type: none"> • Teacher may want to provide a model reflection for students who are not yet familiar with reflection or learning plans. 	

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"> NOVA clip about 1918 influenza pandemic: http://www.pbs.org/wgbh/nova/body/1918-flu.html 	<p>Reading texts:</p> <p>Kurzweil, Ray and Bill Joy. "Recipe for Destruction." Op-Ed. <i>The New York Times</i> 17 October 2005. http://www.nytimes.com/2005/10/17/opinion/17kurzweiljoy.html</p> <p>Schoch-Spanam Monica, Nidhi Bouri, Ann Norwood and Kunal Rambhia. "Preliminary Findings" Study of the Impact of the 2009 H1N1 Influenza Pandemic on Latino Migrant Farm Workers in the U.S. <i>Center for Biosecurity of UPMC, 2009 H1N1 Influenza Research Brief</i> November 23, 2009. http://www.upmc-cbn.org/report_archive/2009/2009-SW-H1N1-Issue-Briefs/2009-11-23-RschBrf_msfw_stigma.html</p> <p>Sharp, Phillip. "1918 Flu and Responsible Science." Editorial. <i>Science</i> 7 October 2005: 310. http://www.sciencemag.org/content/310/5745/17.full</p> <p>Taubenberger, Jeffrey K., et al. "Characterization of the 1918 Influenza Virus Polymerase Genes." Letter. <i>Nature</i> 6 October 2005: 437. http://www.bi.ku.dk/dna/course/papers/L2.taubenberger.pdf</p> <p>(Alternative): Taubenberger, Jeffrey K et al. "Discovery and Characterization of the 1918 Pandemic Influenza Virus in Historical Context" <i>Antiviral Theory</i> 2007 12(4 Pt B): 581-591. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2391305/?tool=pubmed</p>

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Include two student work samples that received scores at each level on the rubric.
- B. **Classroom assessment task (optional):** Design a classroom assessment task using the same template task as the one you will be teaching.

Background to share with students:

Prompt:

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.

Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.

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

Appendix

The attached materials support teaching this module.