



**Literacy Design  
Collaborative**

# Goal Setting, Self- Management, and Positive Decision Making

by Phyllis J. Reed

*Adapted from "Goal Setting, Self-Management, and Positive Decision Making" by Lauri Brandt, Melissa K. Carver, and Phyllis J. Reed*

This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Health, "Goal Setting, Self-Management, and Positive Decision Making," found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-comphealth>

The module looks at substance abuse through the lenses of healthy goal setting, self-management, and positive decision making; behaviors that impact relationships throughout a person's life. The module may be used as an extension of the performance assessment of the sample unit, or as a stand alone module. Students will be taking on the roles of a teen advocate and teen user/abuser. They will work collaboratively to create an action plan that addresses the problem, identifies resources, and offers viable solution(s).

---

GRADES

**9 - 12**

DISCIPLINE

**Other**

COURSE



**Comprehensive  
Health**

# Section 1: What Task?

## Teaching Task

### Task Template 6 - Argumentation

How does the use/abuse of tobacco, alcohol, or drugs impact relationships? After reading designated primary and secondary sources, write a collaborative action plan that takes on the roles of a teen advocate and teen user/abuser in which you discuss decision making processes and evaluate the impact decisions can have on relationships and presents viable solution(s). Support your position with evidence from the text(s).

**D 8**

Include (e.g. bibliography, citations, references, endnotes).

## Common Core State Standards

### Reading Standards for Informational Text

**RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2**

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.10**

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

### Writing Standards

**W.11-12.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1.e**

Provide a concluding statement or section that follows from and supports the argument presented.

**W.11-12.1.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.

**W.11-12.1.c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**W.11-12.1.b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**W.11-12.1.a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

**W.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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.9.b** Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

**W.11-12.9.a** Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ***Additional Standards***

## Colorado

### Colorado Comprehensive Health and Physical Education Standards

- CO Comprehend concepts that impact of individuals' use or non-use of alcohol or other drugs
- CO Analyze healthy alternatives to substance use
- CO Predict the potential effects of an individual's substance abuse on others
- CO Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs
- CO Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use
- CO Describe the harmful effects of binge drinking
- CO Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis
- CO Predict the potential effects of an individual's substance abuse on others
- CO Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use
- CO Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs
- CO Set goals, and monitor progress on attaining goals for future success
- CO Analyze why setting a personal goal contributes to mental and emotional wellness
- CO Define a clear, attainable personal goal
- CO Describe steps needed to reach personal goals

## Texts

 Nonfiction Sources

From Binge To Blackout - by Chris Volkmann and Toren Volkmann – Binge drinking Lexile level 1000 +  
Health Risks of Smoking – by Ricardo R. Arce Lexile level 800+ Tweak - by Nic Sheff – Developing  
addictions Lexile level 770 We All Fall Down - by Nic Sheff – Living with Addiction Lexile level 870

 Fiction Sources

Lockdown - by Walter Dean Myers – Consequences of drug use & abuse Lexile 730 Go Ask Alice –  
author is anonymous Lexile level 1010 Finding Home – by Lauren McKellar Lexile level 1000

## LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, 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.
<b>Controlling Idea</b>	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.
<b>Reading/Research</b>	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.
<b>Development</b>	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.
<b>Organization</b>	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.
<b>Conventions</b>	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.
<b>Content Understanding</b>	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***

Healthy goal-setting drives the developments of self-management skills and positive decision-making which can impact relationships throughout a person's life.

After completing the talk show assessment, you will have the opportunity to extend your learning through the development of a collaborative action plan that takes on the roles of a teen advocate and teen user/abuser in which you discuss decision making processes and evaluate the impact decisions can have on relationships and presents viable solution(s).

Consider the following questions in the development of your action plan:

How does the use/abuse of tobacco, alcohol or drugs negatively impact relationships?

How can healthy goal setting drive the development of self-management skills and positive decision-making which can impact relationships throughout a person's life?

## ***Extension***

As a possible extension, students can present (using powerpoint or prezi) their action plans to the class and receive feedback from their peers. This allows for the teacher to address the speaking and listening standards.

## *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.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

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

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

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

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.


**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**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
<b>Preparing for the Task</b>				
10 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>GUT REACTION (QUICK WRITE)</b></p> <p>What is your gut reaction to one or both of the following questions:</p> <p>Under what circumstances if any is it "ok" to use alcohol, tobacco, or other drugs?</p> <p>Why is a person more likely to participate in risky behaviors when under the influence of alcohol or drugs?</p>	<p>Student submits a completed response to the prompt.</p>	<p>* Link to previous class content</p> <p>* Paired or whole group discussion (share out)</p>
<p>Additional Attachments:</p> <p> <b>Self-reflection template</b></p>				
10 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>BULLETS (LDC PROTOTYPE)</b></p> <p>In your own words, what are the important features of a good response to this prompt?</p>	<p><i>Students develop a list of important features.</i></p>	<ul style="list-style-type: none"> <li>• Share examples of type of text students will produce (either from past students or from professional writers).</li> <li>• Identify or invite students to identify key features of examples.</li> <li>• Pair students to share and improve their individual bullets.</li> <li>• Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul>
<b>Reading Process</b>				
20 mins	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>NOTES (LDC PROTOTYPE)</b></p> <p>For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.</p>	<ul style="list-style-type: none"> <li>• Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> <li>• Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide citation guide and discuss why each element of citation is needed.</li> <li>• Ask students to brainstorm what makes an author credible and/or worthy of study.</li> <li>• Provide access to research sources for students to assess the texts.</li> <li>• <b>Note:</b> for this task the pacing will be approximately 20 minutes per article/source used.</li> </ul>





# Goal Setting, Self-Management, and Positive Decision Making

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>SHORT TERM AND LONG TERM EFFECTS T-CHART</b> Identify a minimum of five short term and five long term effects of substance(s) use in teens.	Students create a list of a minimum of 5 short and long term effects of substance use.	<ul style="list-style-type: none"> <li>* Provide sample responses</li> <li>* Encourage students to include both mental and physical effects</li> <li>* Challenge students to explore impacts of more than one substance</li> <li>* <b>NOTE:</b> This mini-task is a direct correlation to the Colorado District Sample Curriculum Project Unit (Goal Setting, Self-Management, and Positive Decision Making) learning experiences #4 and #5.</li> </ul>
Additional Attachments:				
<ul style="list-style-type: none"> <li>🔗 <a href="#">Data &amp; Risks of Substance use &amp; Abuse</a></li> <li>🔗 <a href="#">Article about a young college girl's binge drinking death</a></li> <li>🔗 <a href="#">Health resource site for teens, articles that provide data and risks of substance use &amp; abuse</a></li> <li>🔗 <a href="#">Tobacco use and risks</a></li> </ul>				
1 hr	<b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to identify the central point and main supporting elements of a text.	<b>CLASS DEBATE</b> Students will choose a position i.e. culture, family, peers, media has the biggest influence on their health behaviors, and defend their position individually and as part of a group.	Students actively participate in the debate.	<ul style="list-style-type: none"> <li>* Teachers may use various formats to facilitate this discussion. e.g., four corners, philosophical chairs, take a stand etc.</li> <li>* <b>NOTE:</b> This mini-task is a direct correlation to the Colorado District Sample Curriculum Project Unit (Goal Setting, Self-Management, and Positive Decision Making) learning experience #10.</li> </ul>
Additional Attachments:				
<ul style="list-style-type: none"> <li>🔗 <a href="#">Four Corners Debate procedures</a></li> </ul>				
10 mins	<b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.	<b>DEFINITION AND STRATEGIES (LDC PROTOTYPE)</b> Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> <li>● Provides accurate definition.</li> <li>● Lists several appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss respect for others' work to assemble evidence and create texts.</li> <li>● Discuss academic penalties for stealing others thoughts and words.</li> </ul>
<b>Transition to Writing</b>				
20 mins	<b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.	<b>REFLECTION JOURNAL ENTRY</b> Based on the class debate about influences on health behaviors and decision making, how might media, culture, family, or peer pressure impact teens?	Students provide several examples or opinions through written communication.	<ul style="list-style-type: none"> <li>* Guide students to consider both positive and negative impacts</li> <li>* Provide sample responses: paragraph, t-chart, Venn diagram etc.</li> <li>* <b>NOTE:</b> This mini-task is a direct correlation to the Colorado District Sample Curriculum Project Unit (Goal Setting, Self-Management, and Positive Decision Making) learning experience #2.</li> </ul>
Additional Attachments:				
<ul style="list-style-type: none"> <li>🔗 <a href="#">Self-reflection template</a></li> </ul>				

Writing Process				
20 mins	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>GIVE AND TAKE</b> Select one short or long term effect on your t-chart with a partner to determine a possible solution. Repeat this process with 5 different partners.</p>	<p>Each person will collect five possible solutions.</p>	<ul style="list-style-type: none"> <li>* The t-chart mentioned comes from the activity in the active reading section of the module.</li> <li>* Ensure that students are rotating to different partners.</li> <li>* Make sure there is two-way dialogue during this task.</li> </ul>
<p>Additional Attachments:</p> <p> <a href="#">Creating T-charts</a></p>				
20 mins	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>MODELS OF ACTION PLANS</b> After looking at the examples of action plans, complete a plan plan using the outline provided that addresses all elements of the teaching task.</p>	<p>Students submit a completed outline that addresses the elements of the teaching task.</p>	<ul style="list-style-type: none"> <li>* Provide student samples of action plans</li> <li>* Model creating an outline</li> <li>* Review important elements of the teaching task</li> <li>* <b>NOTE:</b> This mini-task is a direct correlation to the Colorado District Sample Curriculum Project Unit (Goal Setting, Self-Management, and Positive Decision Making) learning experiences #7 and #12.</li> </ul>
<p>Additional Attachments:</p> <p> <a href="http://www.imiaweb.org/uploads/pages/219_5..doc">www.imiaweb.org/uploads/pages/219_5..doc</a></p>				


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>INTRODUCTORY PARAGRAPH WITH THESIS STATEMENT</b></p> <p>Consider the conversation you just had about our essential question and the notes you've taken from all the readings and resources on this subject. Write the first paragraph of an answer to the full prompt:</p> <p><i>How does the use/abuse of tobacco, alcohol, or drugs impact relationships? After reading designated primary and secondary sources, write a collaborative action plan that takes on the roles of a teen advocate and teen user/abuser in which you discuss decision making processes and evaluate the impact decisions can have on relationships and presents viable solution(s). Support your position with evidence from the text(s)</i></p>	<p><b>Meets Expectations:</b></p> <ul style="list-style-type: none"> <li>Initial paragraph is complete and contains a strong controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Pass out a set of <i>Sample Intro Paragraphs</i> Handouts and ask students in pairs to identify what they have in common, and the controlling idea for each paragraph.</li> <li>Invite pairs to share out what they have discovered and use their findings to create a list of "to-dos" for the opening paragraph they write as well as a definition for "controlling idea."</li> <li>Here is an example of things that could be in that checklist:             <ul style="list-style-type: none"> <li>Introduction Paragraph...                 <ul style="list-style-type: none"> <li>...grabs your attention</li> <li>...moves from general to specific</li> <li>...flows smoothly</li> <li>...provides necessary background info</li> <li>...addresses the audience</li> </ul> </li> </ul> </li> <li>Students then work individually to write opening paragraphs. Teacher circulates to answer questions. Given the checklist students create, have them swap paragraphs and "grade" each others' using the checklist.</li> </ul>
<p>Additional Attachments:</p> <div style="display: flex; align-items: center;">  <p><b>Sample Opening Paragraphs</b></p> </div>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>BODY PARAGRAPH OUTLINE</b> Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis and/or Evaluation; and (E) Summary including a solution.</p>	<ul style="list-style-type: none"> <li>Includes a clear topic sentence that states one of your reasons.</li> <li>Includes at least 2 pieces of textual evidence with sources.</li> <li>Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what?</li> <li>Includes a min. 2 sentence summary that connects the reason back to your claim.</li> </ul>	<p><b>WARM UP:</b></p> <ol style="list-style-type: none"> <li>Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas?</li> <li>Ask students to turn to the person sitting next to them and share their response.</li> <li>Ask students to share out responses as a whole class.</li> <li>Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph.</li> </ol> <p><b>MODELING:</b></p> <ol style="list-style-type: none"> <li>Distribute handouts of the sample outline to the students OR project the sample outline.</li> <li>Read aloud the outline.</li> <li>Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph?</li> <li>Ask students to share out responses as a whole class.</li> </ol> <p><b>INDIVIDUAL PRACTICE:</b></p> <ol style="list-style-type: none"> <li>Have students work individually to complete their outlines.</li> <li>Ask students to share their outline with another classmate. Have each student grade their partner's outline using the rubric (write the rubric on the white/chalk board or project it).</li> <li>Ask students to read aloud sections of their outline to the class.</li> </ol> <p><b>CLOSING:</b></p> <ol style="list-style-type: none"> <li>Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively?</li> <li>Ask students to share out responses as a whole class.</li> </ol>

	<p>Additional Attachments:</p>  <p><b>Body_Paragraph_Outline.pdf</b></p>  <p><b>Body_Paragraph_Outline.doc</b></p>  <p><b>Body Paragraph-Student Work.pdf</b></p>  <p><b>Sample Body Paragraph Outline.pdf</b></p>			
--	--	--	--	--

<p>40 mins</p>	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>SELF OR PEER REVIEW (LDC PROTOTYPE)</b>                  Refine composition's evaluation, solution, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> <li>• Provides complete draft with all parts.</li> <li>• Supports the opening in the later sections with evidence and citations.</li> <li>• Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>• Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>• Assign students to provide each other with feedback on those issues.</li> </ul>
----------------	--	--	---	--

<p>Additional Attachments:</p> <p> <b>Developing Peer reviews</b></p>				
--	--	--	--	--

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>TRANSITIONS</b>                      As you develop your essay, consider the following questions to guide your thinking:                      Are your paragraphs glued together with the appropriate transitions?                      Do they communicate to the reader the relationship between the ideas?</p>	<p>Work meets expectations if students revise their writing to:</p> <ul style="list-style-type: none"> <li>• use transitions to indicate to the reader a strong relationship between ideas.</li> </ul>	<p>1. Provide student a poster in the classroom that says:  <b>Transitions</b> link ideas together. They include:  <i>First, second, third, last...</i>  <i>In addition,</i>  <i>As well,</i>  <i>This is because...</i>  <i>In contrast,</i>  <i>Similarly,</i>  <i>To summarize,</i>  <i>To conclude,</i></p> <p>2. Provide students with the following paragraph:                      I walked around the corner. I went down the stairs. I jogged down a long hallway. I got to my English class. It was a long walk.                      Ask students what transitions could be included, and how the paragraph sounds different once they are included.</p> <p>3. Give students time to add transitions to their own writing. Circulate. Pick a few exemplary revisions and have students share.</p>
20 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>EDIT DRAFT (LDC PROTOTYPE)</b>                      Edit draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> <li>• Provides draft free from distracting surface errors.</li> <li>• Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Briefly review selected skills that many students need to improve.</li> <li>• Teach a short list of proofreading marks.</li> <li>• Assign students to proofread each other's texts a second time.</li> </ul>
<p>Additional Attachments:</p> <p> <b>Common Editing Marks</b></p>				
15 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>PUBLISHING (LDC PROTOTYPE)</b>                      Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> <li>• Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	<p><i>* Ensure that the student copies are in the desired format</i></p> <p><i>* Provide examples of published student samples</i></p> <p><i>* Published documents should be complete and free of errors. They could be presented to the public.</i></p>

### Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided