**A Sample of a 4th Grade Informational – Description Skills Ladder**

Based on **previous instruction**, teachers need to **determine which** **skills** are going to be **targeted** and which will be **supportive** when writing/implementing an LDC module. (In this **sample** skills ladder, an essay will be used as the student product. **Modifications** in the ladder **may be needed** to reflect text and product.)

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| **Elementary Task 6:** [Insert optional question] After reading \_\_\_\_\_\_\_\_\_\_\_ (literary or informational text/s), write a/an \_\_\_\_\_\_\_\_\_\_ (product) in which you describe \_\_\_\_\_\_\_\_\_\_ (content). Give \_\_\_\_ (an, several, or #) example/s from \_\_\_\_ (text/s) to support your discussion. **(Informational or Explanatory/Describe)** | **Sample Teaching Task:** Do all US citizens have what it takes to be a hero? After reading informational texts, write an essay to be read at our Dr. Martin Luther King celebration, in which you describe common character traits of heroes in America which we have read about in class. Give several examples from the readings to support your discussion. |

# Section 2: What Skills?

\* The specific alignment of the skills listed below is further defined by the activities in the instructional plan. The skills ladder should be revised to reflect planned instruction.

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| Skill | Grade 4 Definition |
| Skills Cluster 1: Preparing for the Task | |
| 1. Task Analysis | Ability to understand and explain the task’s prompt and rubric (SL4.1)*.* |
| 1. Project Planning | Ability to follow specific goals and deadlines and accomplish the task on time (SL4.1). |
| Skills Cluster 2: Reading Process | |
| 1. Readying for Reading | Ability to ready for reading by preparing a note-taking format. |
| 1. Close Active Reading, Essential Vocabulary and Note Taking | Ability to:   * read purposefully; accurately refer to details and examples to support explanation of what the text says explicitly as well as inferences drawn from the text (RI4.1); * determine the meaning of grade 4 general and domain-specific words and phrases (RI4.4); * determine the main idea of a text and explain how it is supported by key details (RI4.2); * provide a text based summary (RI4.2); * provide a list of sources (W4.8).   \* The specifics of the skills listed above are further defined by the texts and teaching task. |
| 1. Organizing Notes | Ability to explain a topic, integrate evidence from different sources/formats, categorize and prioritize relevant content (RI4.1, RI4.2, W4.8).  \*The specifics of this skill are further defined by the texts, teaching task and product. |
| Skills Cluster 3: Transition to Writing | |
| 1. Bridging Conversation to Writing | Ability to:   * use notes to engage in a range of collaborative conversations to: interpret information, present findings in an organized manner using appropriate facts and relevant, descriptive details to support main ideas; use appropriate eye contact, speak clearly at an understandable pace (SL4.1, SL4.4); * paraphrase knowledge and ideas presented in multiple media formats (RI4.2, RI4.7, SL4.2). |
| 1. Readying as a Writer | Ability to explain the mode and text structure, the rubric, and link discussions to the writing task (SL4.1). |

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| Skills Cluster 4: Writing Process | |
| 1. Establishing Focus | Ability to write a focus/thesis statement (W4.2). |
| 1. Planning | Ability to develop a line of thought and text structure appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W4.4). |
| 1. Development 1 | Ability to:   * write an initial draft of an opening paragraph that introduces the topic (W4.2); * link ideas within categories of information using words, phrases, and clauses (W4.2); * use precise language and domain-specific vocabulary (W4.2). |
| 1. Development 2 | Ability to:   * construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples from print and digital sources (W4.2, W4.8); * link ideas within categories of information using words, phrases, and clauses (W4.2); * use precise language and domain-specific vocabulary (W4.2). |
| 1. Development 3 | Ability to:   * link ideas within categories of information using words, phrases, and clauses (W4.2); * use precise language and domain-specific vocabulary (W4.2); * construct an initial draft of a concluding statement or section related to the information presented (W4.2). |
| 1. Revision 1 | Ability to develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W4.4). |
| 1. Revision 2 | Ability to use words, sentence patterns and knowledge of language (relative pronouns) to refine and strengthen the development of informational/explanatory writing (W4.2, W4.4, W4.5, W4.10, L4.1). |
| 1. Editing | Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L4.1, L4.2). |