**A Sample of a 6th 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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| **Template Task 14:** (Insert question) After reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_(essay, report, or substitute) that describes \_\_\_\_\_\_\_\_\_\_\_\_ (content) and addresses the question. Support your discussion with evidence from the text(s). | **Sample Teaching Task:** What are some reasons adolescents become involved in volunteering in their community? After reading informational articles and texts, write an essay to be included in a school or local newspaper that describes examples of young people making a difference in their community and addresses the question. Support your discussion with evidence from the texts. |

# 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 6 Definition |
| Skills Cluster 1: Preparing for the Task | |
| 1. Task Analysis | Ability to understand and explain the task’s prompt and rubric (SL6.1)*.* |
| 1. Project Planning | Ability to plan and set specific goals and deadlines and accomplish the task on time (SL6.1). |
| 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; cite and record textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI6.1); * determine connotative, and denotative definitions of words and phrases (RI6.4); * determine central idea of a text and how it is conveyed through particular details while avoiding plagiarism (RI6.2, W6.8); * provide a text based summary (without opinions or judgments) (RI6.2); * cite sources with basic bibliographic information (W6.8).   \* The specifics of the skills listed above are further defined by the texts and teaching task. |
| 1. Organizing Notes | Ability to examine a topic, integrate evidence from different sources/formats, analyze and prioritize relevant content (RI6.1, RI6.2).  \*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, sequence ideas logically using pertinent descriptions, facts and details to accentuate main ideas; use appropriate eye contact ,volume, and clear pronunciation (SL6.1, SL6.4); * integrate and evaluate knowledge and ideas presented in multiple media formats (RI6.7, SL6.2). |
| 1. Readying as a Writer | Ability to explain the mode and text structure, the rubric, and link discussions to the writing task (SL6.1). |

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| Skills Cluster 4: Writing Process | |
| 1. Establishing Focus | Ability to write a focus/thesis statement (W6.2). |
| 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 (W6.4). |
| 1. Development 1 | Ability to:   * write an initial draft of an opening paragraph that introduces the topic (W6.2); * incorporate appropriate transition words and phrases to clarify the relationships among ideas and concepts (W6.2); * use precise language and domain-specific vocabulary (W6.2). |
| 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 multiple print and digital sources (W6.2, W6.8); * incorporate appropriate transition words and phrases to clarify the relationships among ideas and concepts (W6.2); * use precise language and domain-specific vocabulary (W6.2). |
| 1. Development 3 | Ability to:   * incorporate appropriate transition words and phrases to clarify the relationships among ideas and concepts (W6.2); * use precise language and domain-specific vocabulary (W6.2); * construct an initial draft of a concluding statement or section that follows from the information presented (W6.2). |
| 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 (W6.4). |
| 1. Revision 2 | Ability to use words, sentence patterns and knowledge of language (pronouns) to refine and strengthen the development of informational/explanatory writing (W6.5, W6.10, L6.1). |
| 1. Editing | Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L6.1, L6.2). |