

# Writing the Module

Designed for use with Module Creator

Overview	
<b>1. Basic Information</b>	<ul style="list-style-type: none"><li>• Enter the basic information for your module – (title, discipline, grades, course)</li><li>• <u>Overview</u><ul style="list-style-type: none"><li>○ The overview is a note to the teacher about what students will learn, the mediums students will use to learn from and the final product.</li><li>○ It is also helpful to include an explanation of ‘where’ in content instruction the task/module stands (may be a stand alone, introduce a unit, or culminate a unit)</li></ul></li></ul> <p><u>Notes/Questions:</u></p>
<b>2. Manage Authors</b>	<ul style="list-style-type: none"><li>• Who is creating this module? Your Module Creator account will automatically place your name as the author of the module. This section allows you to ADD authors if you are creating it with other.</li></ul>

What Task?	
<b>3. Teaching Task</b>	<ul style="list-style-type: none"><li>• Choose your template task by selecting the <u>Writing Type</u> and <u>Text Structure</u>.</li><li>• There will be two template choices: “After researching” or “Essential Question”. Select the template that is ideal for your task by clicking on any of the blue words of the template.</li><li>• Now you have your selected template ready to turn into a teaching task. Click on the red highlighted pieces of the template to type your content, texts, and product.</li><li>• You can adjust “levels” of the template by clicking on the L2, L3 options below the template and they will automatically be added to your task.</li><li>• Review of <u>helpful tips/advice</u>:<ul style="list-style-type: none"><li>○ Learning targets and state standards are helpful in designing teaching task.</li><li>○ May need to be revisited and slightly tweaked if texts don’t provide enough info or texts may need to be added/changed to meet teaching task</li><li>○ If your content isn’t quite working in the template, try another template task!</li></ul></li></ul> <p><u>Notes/Questions:</u></p>

<b>4. Reading Texts</b>	<ul style="list-style-type: none"> <li>• This is where you include the texts students will read to complete the task.</li> <li>• Enter the title of the text and a brief description. Identify whether the text is to be used by students to complete the task or by the teacher for background information.</li> <li>• Here are some guidelines to help you think about text selection:             <ul style="list-style-type: none"> <li>○ Types of text: Article, editorial, data, multimedia, etc.?</li> <li>○ Number of texts – How many do students need to complete the task?</li> <li>○ Levels of text – What is the reading level of your students?</li> <li>○ Adapting text to meet student needs – Consider modifying texts or note where you will need more instructional support for specific texts.</li> <li>○ Bias? – What kind of bias is in the text/s? How will you address that?</li> <li>○ Try the task yourself! – To ensure that students will be able to fully respond to the task with the texts provided, try answering the task yourself.</li> </ul> </li> </ul> <p><b><u>Notes/Questions:</u></b></p>
<b>5. Background</b>	<ul style="list-style-type: none"> <li>• <u>Background</u> Is written to and should be readable by students             <ul style="list-style-type: none"> <li>○ It connects the task to prior content learning and helps students gain a focus</li> <li>○ Can be used in the instruction process as a hook for students into module.</li> </ul> </li> <li>• <u>Extension activity</u> <ul style="list-style-type: none"> <li>○ This is optional and can support the learning and skills achieved through task. An example of an extension activity is a debate, a brochure, a speech, etc.</li> </ul> </li> </ul>
<b>6. LDC Rubric</b>	<ul style="list-style-type: none"> <li>• The appropriate rubric is automatically included in the module. Click on the rubric link to see the rubric. The LDC rubric can't be changed.</li> <li>• During instruction, students need explicit instruction in understanding the expectations of the LDC rubric.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>
<b>7. Standards</b>	<p><u>CCSS: Reading, Writing, Speaking and Listening, Language</u></p> <ul style="list-style-type: none"> <li>• The CCSS Reading and Writing Standards that are “hardwired” into the template you selected are automatically included in the module. Look through the selection of CCSS standards that are not hardwired in and select any additional standards that will be addressed in your module.</li> </ul> <p><u>Additional Standards:</u></p> <ul style="list-style-type: none"> <li>• At this time, Module Creator includes a tool for adding state content standards from only a limited number of states. If your state is not listed, you must add your state content standards addressed in the task by hand.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>

What Skills?	
<b>8. Organization</b>	<ul style="list-style-type: none"> <li>Skills are organized into clusters</li> <li>Module Creator has included the “template” or most common way to organize skill clusters: Preparing for the Task, Reading Process, Transition to Writing, and the Writing Process.</li> <li>You can change the skill clusters to meet the specific needs of your task and teaching style, but be sure they are designed in a logical order to address the task.</li> </ul>
<b>9. Specific Skills</b>	<ul style="list-style-type: none"> <li>Skills must start with “Ability to...”</li> <li>They are related to task, needs of students and standards</li> <li>Skills can be changed to address specific task and/or needs of students.</li> </ul> <p><u>Helpful Advice/Tips:</u></p> <ul style="list-style-type: none"> <li>If you are a content area teacher, check with ELA teachers to get an idea of students’ literacy level and literacy routines.</li> <li>It can be helpful to start with the final product and look backward to the specific skills needed.</li> </ul> <p><u>Notes/Questions:</u></p>

What Instruction?	
<b>10. Overview: Skill/Mini-tasks</b>	<ul style="list-style-type: none"> <li>The skills you selected for the instruction of the task are automatically transferred into the Instruction section.</li> <li>The instruction for each skill is called a <b>mini-task</b>. This is what students will do to achieve/use skill.</li> <li>To edit the mini-tasks, click the + button on the top right of the box.</li> </ul> <p><u>Notes/Questions:</u></p>
<b>11. Product</b>	<ul style="list-style-type: none"> <li>Select the product students will produce as a result of the mini-task.</li> </ul> <p><u>Notes/Questions:</u></p>
<b>12. Prompt</b>	<ul style="list-style-type: none"> <li>This is the guiding question or directions for students to complete the mini-task.</li> </ul> <p><u>Notes/Questions:</u></p>
<b>13. Pacing</b>	<ul style="list-style-type: none"> <li>How long do you think it will take students to complete the mini-task?</li> <li>Pacing is important. Knowing your students and your daily class minutes will allow for the best design</li> </ul> <p><u>Notes/Questions:</u></p>

<b>14. Scoring Guide</b>	<ul style="list-style-type: none"> <li>• Enter the scoring criteria for the mini-task. It is helpful to begin your thinking or wording with “work meets expectations if...”.</li> <li>• Suggestion – Use simple rubrics to make scoring and feedback manageable and timely.</li> <li>• The Scoring Guide can be a resource for teachers to check for ongoing understanding.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>
<b>15. Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• The Instructional Strategies are essentially the specific lesson plan or instructional activities you will use to help students complete the mini-task.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>

<b>What Results?</b>	
<b>16. Classroom Assessment Task &amp; Rubric</b>	<ul style="list-style-type: none"> <li>• An option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>
<b>17. Student Work Samples</b>	<ul style="list-style-type: none"> <li>• Here you can upload samples of student work after the module is taught.</li> </ul> <p><b><u>Notes/Questions:</u></b></p>