

Teaching Writing to the Highest Level: Depth of Knowledge and Teaching Strategies for Writing



Webb's Depth of Knowledge 2002

http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge.htm

INFORMATIVE

DOK Level and Descriptors	Week	Writing Strategies to use over the course of a unit:
Level One: Recall and Reproduction: <i>Identify, list, label, match memorize, arrange</i>	1	<ul style="list-style-type: none"> ○ Explain elements of a writing type :topic ○ Highlight/color code/label the parts of a writing type from a mentor text, shared, or modeled writing piece ○ Arrange a cut up piece of writing in logical order
Level Two: Skill/concept: <i>Apply, categorize, modify, organize, draft, collect, cause/effect,</i>	2-3	<ul style="list-style-type: none"> ○ Plan writing using a graphic organizer, or categorizing notes ○ Write with guidance a piece containing all the elements of the writing type—use shared writing, “how to” charts, and student friendly rubrics ○ Collect examples of mentor texts for a writing element or type ○ Collect vocabulary to use in writing--aka “grow lists” ○ Use “key words” strategy to summarize information ○ Use “quick tries” to practice a new writing technique ○ Modify writing to match a rubric or checklist with peer or teacher feedback
Level 3: Strategic Thinking <i>Assess, cite evidence, critique, develop logical arguments, revise, elaborate</i>	3-5	<ul style="list-style-type: none"> ○ Select and evaluate evidence to use in informative texts ○ Participate in peer revision techniques, “round robin revision” ○ Collaborate on paired or group writing projects and argue for choices in the writing process ○ Elaborate on evidence during writing ○ Use rubric to score own writing or others ○ Revise an anchor paper to improve score
Level 4: Extended Thinking: <i>Analyze, compose, apply in new situation, defend, design, prove, synthesize</i>	6++	<ul style="list-style-type: none"> ○ Choose writing type and format to meet goals for writing audience, for example, design a magazine, or multi-media presentation ○ Write a thesis after examining multiple sources ○ Conduct an extended research project around an in-depth inquiry question. ○ After conducting an “author study” write an original text drawing on the author’s signature techniques. ○ Use writing within a Project Based Learning unit to communicate understanding and convince audience of your approach.

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Grade _____ Writing Unit _____

Timeframe: _____

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