



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_dept_of_knowledge.htm

NARRATIVE

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"> Identify elements of story in a read aloud or story map Highlight or 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 Write with guidance a piece containing all the elements of the writing type—use shared writing, “how to” charts, and student friendly rubrics Collect and compare examples of mentor texts for the kind of narrative writing (i.e., fables, historical fiction, memoir, etc.) Collect vocabulary to use in narrative writing--aka “grow lists” (i.e., speaker tags, sensory words, figurative language, transition words) 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"> Choose a topic for a narrative piece and select which literary elements to include. Conduct background research. Participate in peer revision techniques, “round robin revision” Collaborate on paired or group writing projects and argue for choices in the writing process Use rubric to score own writing or others, and explain why 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 narrative writing type and format to meet goals for writing audience, for example: design a picture book, create a play, movie script, etc. Conduct an extended research project around a narrative writing type, or historical period, and use what was learned in a new creation. After conducting an “author study,” write an original narrative drawing on the author’s signature techniques.

NARRATIVE

Grade ____ Writing Unit _____
Timeframe: _____

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