



Literacy Design Collaborative

SKILL CATEGORY		SKILL NAME	SKILL DEFINITION
I. Preparing for the Task	Bridging Conversation	<i>Task Engagement</i>	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
		<i>Activating Prior Knowledge</i>	Ability to engage in conversations to activate prior knowledge of a topic and learn from others knowledge.
	Task and Rubric Analysis	<i>Task Analysis</i>	Ability to understand and explain the task's prompt and rubric.
		<i>Reading of the Rubric</i>	Ability to analyze rubric and identify essential expectations of the teaching task's product.
		<i>Essential Vocabulary</i>	Ability to identify, understand, and/or paraphrase essential vocabulary associated with the task and rubric.
II. Reading Process	Pre-Reading	<i>Text Selection</i>	Ability to identify appropriate texts.
		<i>Planning the Reading</i>	Ability to break down a reading task into manageable pieces to be completed and meet the demands of a prompt.
		<i>Inspectional Reading</i>	Ability to surface read a text to identify specific sections for deeper reading to meet the demands of a prompt or task.
		<i>Essential Vocabulary</i>	Ability to understand vocabulary identified by others as being important to understanding a text.
	Active Reading	<i>Annotation</i>	Ability to identify, mark, and make notes of significant passages of text.
		<i>Note-taking</i>	Ability to select important facts and passages for use in one's own writing.
		<i>Questioning</i>	Ability to question a text to gain deeper knowledge about the text or flaws within the text.
		<i>Essential Vocabulary</i>	Ability to identify and master terms essential to understanding a text.
	Post-Reading	<i>Enhancing Comprehension</i>	Ability to use higher ordered thinking skills to understand a text deeply and use understandings to create something new.
		<i>Gathering Evidence</i>	Ability to organize information from a text to meet the demands of a prompt, essential question, or task.
		<i>Citing Evidence</i>	Ability to identify text that supports a claim.
		<i>Academic Integrity</i>	Ability to use and credit sources appropriately.

SKILL CATEGORY		SKILL NAME	SKILL DEFINITION
		<i>Content Comprehension</i>	Ability to identify content that has specific importance to an academic discipline.
III. Transition to Writing	Bridging Conversation	<i>Identifying Significant Elements</i>	Ability to work with others to identify significant elements from reading that will be used in the writing process.
		<i>Preparing for Writing</i>	Ability to begin linking reading results to writing task.
	Speaking and Active Listening	<i>Seminar</i>	Ability to engage through speaking and listening in a large group to organize and gain information about a common topic and reading.
		<i>Individual Presentations</i>	Ability to present information to others and gain a deeper understanding through viewing the presentations of others.
		<i>Group Presentations</i>	Ability to work with others in the presentation of information.
		<i>Debate</i>	Ability to engage through both speaking and listening to the presentation of competing ideas.
IV. Writing Process	Initiation of Task	<i>Reconsidering the Prompt</i>	Ability to reexamine a prompt based on the information gathered and changes in understanding based on work done.
		<i>Establishing the Controlling Idea</i>	Ability to establish a claim and consolidate information relevant to task.
	Planning	<i>Planning the Writing</i>	Ability to develop a line of thought and text structure appropriate to an argumentation/informational/explanatory task.
		<i>Outlining the Writing</i>	Ability to use a system to organize order for the presentation of ideas and evidence to support these ideas.
	Development	<i>Introductory Paragraph</i>	Ability to construct a paragraph that engages a reader and states the purpose of a piece of writing.
		<i>Body Paragraphs</i>	Ability to construct a paragraph that makes a point and supports this point through evidence and reasoning.
		<i>Concluding Paragraph</i>	Ability to construct a paragraph that brings a sense of closure to a piece of writing.
		<i>Revision</i>	Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

SKILL CATEGORY	SKILL NAME	SKILL DEFINITION
Revision, Editing, and Completion	<i>Editing</i>	Ability to proofread and format a piece to make it more effective.
	<i>Peer Editing</i>	Ability to give constructive feedback to others on their writing or use this feedback from others to improve writing.
	<i>Final Draft</i>	Ability to submit a final piece that meets expectations.