



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

OPINION

| 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"> State elements of a writing type with an acronym such as OREO for opinion writing 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 and opinion/argument 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 or argument 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 narrative 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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| Level 4: Extended Thinking: <i>Analyze, compose, apply in new situation, defend, design, prove, synthesize</i> | 6++ | ○ |