



**Literacy Design
Collaborative**

Module 1: The Value of Keyboarding Techniques

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Adapted from "Default Informational/Explanatory Module: Prototype Skills & Mini-Tasks"

As students learn alphanumeric keys, they will apply correct technique throughout this process.

GRADES

6 - 7

DISCIPLINE

Other

COURSE

 **Keyboarding**

Section 1: What Task?

Teaching Task

Task Template 16 - Informational or Explanatory

Students should use correct technique while learning the alphabetic keys. After reading selected artifacts (handouts) and viewing video clips on correct keyboarding technique, write a one-page report in which you relate how using correct technique will benefit you. Support your discussion with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e

Establish and maintain a formal style and objective tone.

WHST.6-8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Custom Standards

Keyboarding

1.1 Define terminology 1.1.1 Prepare a list of terms with definitions

Keyboarding

1.2 Explain the correct keyboarding techniques 1.2.1 Demonstrate the proper techniques necessary for operation of the keyboard

Keyboarding

1.6 Identify home row keys and correct finger placement 1.6.1 Demonstrate correct finger placement on home row keys

Keyboarding

Identify alpha-numeric keys/symbols using the touch method 1.7.1 Demonstrate touch method to alpha-numeric keys/symbols 1.7.2 Key words, phrases, sentences, and paragraphs

Texts

 **Keyboarding Techniques (with humor)**

 **Good Techniques--Touch Typing**

 **Note Taking**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Not provided

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

PROJECT PLANNING: Ability to plan so that the task is accomplished on time

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	VIDEO VIEWING--TECHNIQUE Students will participate in a classroom discussion about the video.	No score....observe interest level	Show YouTube video to engage students in learning.
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	VIDEO--DAY 2 Repeat viewing of video. Using stop and jot, take video notes indicating what is new content and what is review content.	Completion points will be given.	Overview of stop and jot procedure; review note-taking techniques.
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt? Make a list using bullets.	No Scoring	*Dissect teaching task to make certain students understand expectation *Go over LDC rubric--students have a copy
Not provided	PROJECT PLANNING: Ability to plan so that the task is accomplished on time	NOT PROVIDED NA	NA	Provide a 5-7 day calendar outlining the daily schedule for writing project--allow for modifications to schedule.
Reading Process				
Not provided	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	NOTES Student will annotate handout and create 2-column notes.	Classwork grade--pts. given	1. Read each paragraph & underline what you understand, and circle what you do not understand. 2. After completing step 1, students will transfer their annotations into 2-column notes. (Column 1 is scripted from paper/Column 2 is student interpretation.)
Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions to your folder notes.	No score.	<ul style="list-style-type: none"> Ask some students to share definitions of terms identified in folder notes. Be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	<ul style="list-style-type: none"> Identifies relevant elements (No points given--check off) 	<ul style="list-style-type: none"> Teach a sample format for note taking--Stop and Jot Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

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Not provided	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY FOR EACH TEXT What is the author trying to accomplish? Which parts of the text show you that? Bullet 5 key points for each handout.</p>	<ul style="list-style-type: none"> Answers questions with credible response--2 points for each bullet required. 	<ul style="list-style-type: none"> Invite students to brainstorm collaboratively with shoulder partner to determine the author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
Not provided	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>NOT PROVIDED Not Provided</p>	Not Provided	Not Provided
Transition to Writing				
Not provided	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>BULLETS In a quick write, note what you know now that you've read about _____ (<i>content</i>).</p>	No scoring	<ul style="list-style-type: none"> Small group discussion using question.
Writing Process				
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your main idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline of your points 	<ul style="list-style-type: none"> Provide and teach one outline organizer.
Not provided	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH Write an opening paragraph that includes a main idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
Not provided	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>MULTIPLE DRAFTS Refine and organize ideas/points to be included in the report. Analyze and use textual evidence carefully. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Partners provide each other with constructive feedback on strengths and weaknesses.
Not provided	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Assign students to proofread each other's texts a second time.
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE Turn in your stop and jot notes, complete set of drafts, plus the final version of your piece. Label each item with the required title.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Keyboarding Techniques (with humor) : <https://s.Idc.org/u/2dlkronrngyjkboxkibefioj6>**

 **Good Techniques--Touch Typing : <https://s.Idc.org/u/25sfg1635int3whrt1olre35m>**

 **Note Taking : <https://s.Idc.org/u/6ik3bs3rj86glg8tyz4w80fu6>**