Video: “Skinnyng” the Standards
What’s On Those Paint Sticks?
Video Link:

From Sarah Brown Wessling:
A lot of people have been asking what’s on the paint sticks in those buckets. Here you go.
The list we work from.

CREATE A CONTEXT
● determines themes, concepts, topics
● asks questions
● sees purpose or determines the problem
● language is part of context too (sarcasm, irony, satire) (looking at multiple versions of a drama)

ANALYZE
● analyze to draw a conclusion
  ○ generate a big idea
  ○ to evaluate
    ○ to participate (in conversations, both written & oral)
● analyze using two or more texts
● analyze using various texts (narrative, speech, argument etc…)
● observe → determine patterns → draw conclusions (my method for teaching analysis)

WRITE (& SPEAK) TO TRANSFER
● determine purpose
● know &2 adjust to your audience
● variety of tasks
● engage in recursive process
● adopt
● publish
READ CLOSELY
- use textual evidence
- read closely for…
  - language
  - argument
  - development
- listen/view to trace arguments

EXPOSE PRECISE THINKING
- use logic
- deliberate use of words/language
- tone
- use images/multimedia
- convey developed ideas
- take advantage of transitions
- tie thinking to purpose or established context
- practice & demonstrate in both written and spoken discourse

STAMINA
- text complexity (read increasingly complex texts; read texts in increasingly complex ways)
- varied, frequent writing
- research habits
- language conventions