



SPEED DATING: CRITICAL THINKING AND WRITING, GRADE 10 ENGLISH

Assess: What do you already know about your students? (strengths, needs, interests)

Students in Eleanor’s 10th grade English class need to build strength in persuasive and argumentative styles of writing.

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.

Deep Learning Competencies

- Critical Thinking

Assess

Success Criteria Evidence of Outcomes: How will we know they have learned it?

Students will be able to evaluate their own and others’ writing and provide focused feedback based on the Critical Thinking Rubric.

Learning Design Overview

Over five lessons students will be introduced to three dimensions of the Critical Thinking Rubric:

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction

We will discuss how these three dimensions will help us focus our writing skills and suggest what each dimension might look like in practice.

Students will then apply the three dimensions to their own work, highlighting strengths and opportunities for improvement.

Students will then engage in a “speed dating” protocol. They will be given a template that includes prompts based on the three dimensions. They will use the prompts to help them analyze other students’ work and provide feedback to them. This process will take 15 minutes per round, in which time students will read their peers’ work, analyze it, and provide notes and suggestions. This process will be repeated four times, so each student will receive four sets of feedback.

Design

| Four Elements of Learning Design | |
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| Pedagogical Practices | Direct instruction on how to use the Critical Thinking Rubric Individual student use of the rubric (application to their own work). |
| Learning Partnerships | “Speed dating” style process through which students evaluate the strengths of others’ work and provide feedback. Prior, review norms of collaboration and ways of working together effectively and respectfully. |
| Learning Environments | |
| Leveraging Digital | |
| Implement | Implement the Learning Design: Note any adaptations, observations, and insights as you go. |
| | I was unsure whether there would be enough time across five lessons, but this worked well. We split the speed dating process across two lessons to allow students to reflect on feedback so they were not overwhelmed. |
| Measure, Reflect, and Change | Measure: What assessments will you use? <ul style="list-style-type: none"> • Observations of the quality of feedback • Whole class and individual discussions about the effectiveness of the processes • Assessment of the writing product (via rubric) |
| | Reflect and Change: Assessing learning How well did the learning design meet the intended learning outcomes? |
| | Students were able to use the rubric to focus on explicit feedback that improved their own and others’ writing. |
| | Reflect and Change: Assessing learning design What parts of the learning design worked well, and what can be improved? |
| | When my colleagues and I talk about Deep Learning, we talk about critical thinking—it’s so important for our students to be critical thinkers across the curriculum. This is what speed dating really allows them to practice. I want them to know that professional journalists revise, re-interview, make mistakes, ask colleagues for feedback, and repeat those processes to make their work shine. |
| | Next time, I would allow extra time between “speed dates” to allow students reflection and processing time. |