



Do/What Chart: Writing

Overview

Rationale for Change Idea: Filling out a “do/what” chart helps students understand the assignment, plan in advance (the **do**), and keep track of ideas (the **what**), no matter what the follow up assignment will be. Writing about their reading contributes to students’ learning because they need to review what they have read and any notes they have made, think about the writing task, and organize their thoughts in planning what they will write. Unfortunately, many students lose track of their ideas as they start to write, so their drafts can seem disorganized and may not accurately represent what they have comprehended. This change idea gives students structure to organize their thoughts and notes.

Who Benefits: All students, but especially those who may be hesitant or slow writers

When Used and Why?

Before writing to organize one’s thinking and make note of what to include in writing

During writing as a reminder of what to include

After writing to check on thoroughness of what was written

Time Required

Introducing the do/what chart should take only a few minutes.

Teachers need to conduct an initial lesson on the different kinds of assignments they might make and the requirements of each.

Teachers also need to take a few minutes each time they make an assignment to ensure that students understand the **kind of writing** that is required and **what the final product should include**.

Connection to Long Beach Unified School District (LBUSD) Goals and Priorities

Understandings and Expectations			
<input checked="" type="checkbox"/>	1: Planning standards-aligned content	<input checked="" type="checkbox"/>	4: Evidence of student learning
<input checked="" type="checkbox"/>	2: Equitable instruction	<input type="checkbox"/>	5: Collective efficacy
<input checked="" type="checkbox"/>	3: Student engagement	<input type="checkbox"/>	6: Equitable and inclusive learning environment

English Language Arts Instructional Practices			
<input checked="" type="checkbox"/>	Understanding the text	<input checked="" type="checkbox"/>	Critiquing the text
<input checked="" type="checkbox"/>	Responding to the text	<input checked="" type="checkbox"/>	Producing text

Note. There are multiple ways to implement the change idea on do/what charts. The ideas below for teacher preparation and implementation are just one way of thinking about this work.

Attention to Equity			
<input type="checkbox"/>	Reflect on one's own biases to mitigate negative impact on curriculum selection, instruction, and relationships with students, families, and colleagues. (U6)*	<input type="checkbox"/>	Emphasize assets, resilience, joy, and resistance of historically marginalized groups to provide a more comprehensive representation of their lived experiences. (U6)
<input type="checkbox"/>	Use culturally relevant and sustaining approaches across grade levels and content areas for all students, with a critical eye toward serving those from historically marginalized groups. (U1, U2)	<input checked="" type="checkbox"/>	Sustain students' cultural, linguistic, and literate practices while providing instruction that promotes flexibility in their ability to navigate different cultures and contexts. (U1, U2, U3, U6)
<input checked="" type="checkbox"/>	Position students for success as knowledge producers rather than consumers. (U1, U2)	<input type="checkbox"/>	Use perspective-taking to develop an understanding of the factors that influence varied points of view. (U2, U3)
<input type="checkbox"/>	Draw on students' interests and culture to shape curriculum, instruction, and assessment. (U1, U6)	<input type="checkbox"/>	Question the single story/status quo that sustains societal inequities. (U2)
<input type="checkbox"/>	Use language to discuss asset-based approaches to teaching and learning. (U6)	<input type="checkbox"/>	Center the experiences, voices, histories, perspectives, and dignity of Native People and People of Color. (U6)
<input type="checkbox"/>	Foster a nurturing and collaborative learning community where students seek feedback from teachers and peers, assess their own learning, and set goals. (U3, U4)		

*LBUSD Understandings Continuum

Do/What Chart for Use in Social Studies and Language Arts

Do/what charts can help students to write about what they have read for specific purposes; student written work helps teachers understand what students have understood and how the content aligns with or conflicts with their prior experiences. In preparing for using the do/what charts, teachers should provide students with clear expectations about the assignment and ensure that students understand what each word in the assignment means, for example, the difference between an opinion piece and a discussion of cause and effect. Teach students key components of each subject, for example:

Chronological order or point/counterpoint, etc. in social studies

Development of character or plot in novels and rhyme patterns in poetry, etc. in English language arts

Aspects of text that relate directly to what is being taught (e.g., causes for political unrest among the colonists in Massachusetts or ways in which an author shows a character's personality)

Guidelines for Coaches: Introducing the “Do/What” Change Idea

Important Details of the Do/What Charts

The do/what chart is **an informal tool** that students can use to make quick notes about a writing assignment and then consult as they write to remind them of what they intend to include.

The chart is not an outline in the formal sense; rather, it records students' initial ideas about what to include in their written work.

Students should be able to customize the do/what chart for their writing tasks, depending on the nature of the assignment.

Teachers may comment on students' do/what charts, but comments should be **constructive rather than evaluative**.

Assignments teachers use with the do/what chart should provide adequate information in terms of what it asks the students

to do (e.g., explain, defend, list in order),

to produce (e.g., chronology, pro/con discussion, descriptions), and

to show (e.g., their own or the author's perspective, examples of tone, sequence of events, cause/effect, connections between the reading and their own experiences).

The do/what chart introduces a **graphic organizer** to the teachers that can help their students keep track of their reading.¹

Completing a do/what chart is **much easier than completing a full, formal outline** for an intended written product.

Preparing for Implementing the Change Idea With Students

Teacher preparation

Determine when students will be asked to write about their reading. Following are some tasks appropriate for the do/what charts:

Select a reading selection for students to discuss in writing; it should be meaty enough to encourage students to think about what they already know and might want to say while still being assessable conceptually.

Determine any vocabulary that may be unfamiliar and any concepts, text features, or other information that needs to be pretaught or reviewed.

Identify text features that students should attend to because they might want to include them in the chart, for example:

Unfamiliar vocabulary

Dates, events

Key figures/characters

Causes/effects or details that are clearly stated (explicit) and support the author's claims or advance a storyline

Language use or rhetorical style

Develop the writing assignment: Determine the most important and/or most interesting aspect of the text about which students should write and also decide the key information to include in the assignment to communicate to students what they are expected **to do, to produce, and to show**.

Consider creating a sample do/what chart to illustrate the structure of the tool; see the What Works Clearinghouse Practice Guide for ideas.²

¹ See https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf#page=13

² See https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf#page=13

Some examples of do/what charts for English language arts and history are below.

Reading and Writing About a Short Story	
What Students Will DO	Examples of WHAT Writers Will PRODUCE
Read passage and select one important theme.	Identify, name, and define the theme
Write an essay about the theme.	Introduce the topic, develop ideas, and write a conclusion
Explain/discuss the author's craft.	How the author develops the theme
Use the theme in the written piece.	Specific words and phrases and rhetorical devices the author used to develop the theme Critique of the author's craft and effectiveness

Reading and Writing About a Selection Involving an Historical Event	
What Readers Will DO	Examples of WHAT Writers Will Produce
Read passage and select key events.	Rank-ordering of events in importance, key people, etc.
Write.	Explanation of why these events and/or people are the most important or what they contributed to what the overall passage discusses
Describe.	Details, such as key people, location, and reasons
Use the theme in the written piece.	Key names and roles, important actions taken, dates, locales, quotations, and examples of author's craft

Plan for the completion of the task. Following are options to consider:

- students pause to share and process the do/what chart before they begin the task
- or if they will move directly from the chart to the writing.

- Sharing do/what charts by checking in with a partner, getting a teacher's check to move on,
- Sharing do/what charts as a whole group.

Determine other information that students will need in order to comprehend the text and understand and complete the assignment, including

- vocabulary to be pretaught;
- dates, events, and important figures/characters that should be reviewed; and
- new or unfamiliar rhetorical devices or elements of author's craft that need to be pretaught.

Decide how you will introduce the task along with the purpose of completing this task.

Sample instructional routine:

Introduce the prompt or set of directions and the purpose for the task in relationship to the work they have been doing within the unit.

Introduce the components of the do/what charts. Explain the three key components of the assignment, that is, what they will:

- a. **Do** (i.e., the WRITING, e.g., to explain, defend, list in order)
- b. **Produce** (i.e., the WHAT, e.g., chronology, pro/con discussion, plot summary, critical analysis)
- c. **Show** (i.e., the WHAT, e.g., their own or the author's perspective, sequence of events, cause and effect, understanding of author's craft)
 - i. Point out to students that even if they are not going to have to write in response to reading, making note of these components of text will help their comprehension.

Following are options for introducing the do/what chart activity:

- d. Modeling all or part of creating a do/what chart with metacognition and then working as a class (or small group) to produce a do/what chart for a new task or complete the remainder of the same task you started modeling.
- e. Completing part of a do/what chart as a class (or small group) and then having students complete the remainder of the chart independently or with a partner. Or providing students with the graphic organizer for the do/what chart and having them complete the chart independently or with a partner.
- f. Giving students a task and reminding them of the do/what chart strategy by pointing to a chart with a Do/What model.

If applicable, remind students of the example do/what charts or visuals for reference as they work.

Give students time to enter ideas into their individual do/what charts (as prewriting) and to begin their drafting process.

Optional: As students complete the do/what charts, have them share their completed chart. The following are options for student sharing:

- g. Have the whole group share the process for completing the do/what chart and have students confirm their understanding of the prompt/directions prior to beginning the writing process.
- h. Have partnerships or small groups work together to share their do/what chart before beginning the writing process independently.

- i. Have students (could be a small group of students) check in with the teacher to confirm the expectations within the do/what chart prior to beginning the writing process.

Optional discussion step (feedback for teachers): Stop students after most have at least started a draft and ask them to discuss the process they have used and the extent to which the do/what chart was helpful; discussion items might include its usefulness

- j. as a prewriting tool,
- k. to list vocabulary to include,
- l. to organize ideas, and
- m. as a memory aid during writing.

Assessing the Change Idea

Students' writing, especially in response to reading, should improve, especially as they become more attentive to the different components of a writing assignment (what they **will do, produce, and show**). Using the do/what chart means they actively engage in the prewriting organization that contributes to the quality of the final product and that they have a record of their original ideas about the assignment and any adjustments they make in their thinking as they write.

Teacher self-assessment/discussion questions: Reflect on how well the students understood the components of writing assignments and their willingness to use the do/what chart for prewriting.

Do students seem more inclined to ask questions to clarify what they are expected to write?

Do students begin to think and talk about their reading assignments in terms of what they might discuss in writing—for example, causes, key historical figures or characters, time spans, cause and effect, or rhetorical devices?

Do students who use the chart routinely seem better able to understand **what the class was learning about**?

What proportion of the class seems to understand?

Do students who use the chart before writing seem to feel more comfortable sharing their writing with peers and discussing their thinking in class (e.g., offer ideas, disagree with a classmate or with the author of what they read)?

After using the chart, how many students seem to be more aware of important text features that they might include in their writing and that contribute to comprehension?

What objections, if any, did students seem to have about using the do/what chart?

How might you address these objections next time you make a writing assignment?

What seemed to work well in the way the process of using a do/what chart was introduced, modeled, and structured for students?

It would be helpful to log some responses to these reflection questions in your implementation tracker. (These questions can be discussion points during coaching in addition to the general implementation questions in the coaches handbook.)

Rubric for Evaluating Implementation of “Do/What” Change Idea

Rubric for Teacher Evaluation of Use of the Do/What chart			
4 – Excellent	3 – Proficient	2 – Adequate	1 – Not satisfactory
Entries on the student’s do/what chart include all the verbs (do) and explanations (what) given in the prompt/directions.	Entries on the student’s do/what chart include most of the verbs (do) and explanations (what) given in the prompt/directions.	Entries on the student’s do/what chart include some of the verbs (do) and explanations (what) given in the prompt/directions.	Entries on the student’s do/what chart include very few of the verbs (do) and explanations (what) given in the prompt/directions.
The student used the do/what chart to complete the entire task successfully and thoroughly.	The student used the do/what chart to complete most of the task with a basic level of thoroughness.	The student was not able to use the do/what chart to complete the entire task and/or the task was not completed thoroughly.	The student did not use the do/what chart and was not able to complete the task.

(Optional) Rubrics for Teacher Discussion of Implementation of “Do/What” Change Idea

Possible Rubric for Coaches to Use With Teachers in Discussion (Not a Measurement Item)			
Teacher assessment	Possible student responses ^a		
Students understood the writing assignment and could complete a do/what chart.	≥ 75%	50%–75%	< 50%
Students who used the do/what chart produced complete written responses about their reading.	≥ 75%	50%–75%	< 50%
Using the do/what chart seemed to improve students’ writing.	≥ 75%	50%–75%	< 50%
Students who used the do/what chart seemed to feel comfortable sharing their writing and thinking with others.	≥ 75%	50%–75%	< 50%

a To the extent possible, estimate the percentage of students who fall into the “< 50%” category and note those who may need extra help or reteaching.

Rubric for Student Self-Evaluation in Social Studies and Language Arts: Do/What Chart			
Student statement	Possible student responses ^a		
I understood what we were learning about today.	Yes	No	Sort of

I understood the writing assignment the teacher made and could fill out the do/what chart.	Yes	No	Sort of
Filling out the do/what chart helped me prepare for the writing assignment.	Yes	No	Sort of
Referring to the do/what chart kept me on track during my writing.	Yes	No	Sort of

^a Select "sort of" to indicate "to some extent" or "somewhat but not as much as I'd like or need to."

