**Quick Reference Task Chart**

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|  | **“After Researching”** | **“Essential Question”** |
| **Argumentation Template Tasks** | | |
| **Analysis** | **Task 1:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that argues your position on \_\_\_\_\_\_\_\_ (content). Support your position with evidence from your research.  **L2** Be sure to acknowledge competing views.  **L3** Give examples from past or current events or issues to illustrate and clarify your position. | **Task 2:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that addresses the question and support your position with evidence from the text(s).  **L2** Be sure to acknowledge competing views.  **L3** Give examples from past or current events or issues to illustrate and clarify your position. |
| **Comparison** | **Task 3:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that compares \_\_\_\_\_\_\_\_ (content) and argues \_\_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from the texts. | **Task 4:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that compares \_\_\_\_\_\_\_\_ (content) and argues \_\_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from the texts. |
| **Evaluation** | **Task 5:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that discusses \_\_\_\_\_\_\_\_ (content) and evaluates \_\_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from your research. | **Task 6:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that discusses \_\_\_\_\_\_\_\_ (content) and evaluates \_\_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from the texts. |
| **Problem- Solution** | **Task 7:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that identifies a problem \_\_\_\_\_\_\_\_ (content) and argues for a solution. Support your position with evidence from your research.  **L2** Be sure to examine competing views.  **L3** Give examples from past or current events or issues to illustrate and clarify your position. | **Task 8:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write a/an  \_\_\_\_\_\_\_\_ (essay or substitute) that identifies a problem  \_\_\_\_\_\_\_\_ (content) and argues for a solution \_\_\_\_\_\_\_\_ (content). Support your position with evidence from the text(s).  **L2** Be sure to examine competing views.  **L3** Give examples from past or current events or issues to illustrate and clarify your position. |
| **Cause-Effect** | **Task 9:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that argues the causes of \_\_\_\_\_\_\_\_ (content) and explains the effects \_\_\_\_\_\_\_\_ (content). What \_\_\_\_\_\_\_\_ (conclusions or implications) can you draw? Support your discussion with evidence from the texts. | **Task 10:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write a/an  \_\_\_\_\_\_\_\_ (essay or substitute) that argues the causes of  \_\_\_\_\_\_\_\_ (content) and explains the effects \_\_\_\_\_\_\_\_  (content). What \_\_\_\_\_\_\_\_ (conclusions or implications) can you draw? Support your discussion with evidence from the texts. |

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|  | **“After Researching”** | **“Essential Question”** |
| **Informational or Explanatory Template Tasks** | | |
| **Definition** | **Task 11:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that defines \_\_\_\_\_\_\_\_ (term or concept) and explains \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research.  **L2** What \_\_\_\_\_\_\_\_ (conclusions or implications) can you draw? | **Task 12:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay, report, or substitute) that defines \_\_\_\_\_\_\_\_ (term or concept) and explains  \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence  from the text(s).  **L2** What \_\_\_\_\_\_\_\_ (conclusions or implications) can you draw? |
| **Description** | **Task 13:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that describes \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. | **Task 14:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay, report, or substitute) that describes \_\_\_\_\_\_\_\_ (content) and addresses the question. Support your discussion with evidence from the text(s). |
| **Procedural- Sequential** | **Task 15:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that relates how \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. | **Task 16:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that relates how \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). |
| **Task 17:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), developing a hypothesis, and conducting an experiment examining \_\_\_\_\_\_\_\_ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw? |  |
| **Synthesis** | **Task 18:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that explains \_\_\_\_\_\_\_\_ (content). What conclusions or implications can you draw? Cite at least \_\_\_\_\_\_\_\_ (#) sources, pointing out key elements from each source.  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. Optional: Include \_\_\_\_\_\_\_\_ (e.g. bibliography). | **Task 19:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay or substitute) that explains \_\_\_\_\_\_\_\_ (content). What conclusions or implications can you draw? Cite at least \_\_\_\_\_\_\_\_ (#) sources, pointing out key elements from each source.  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. Optional: Include (e.g. bibliography). |

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|  | **“After Researching”** | **“Essential Question”** |
| **Informational or Explanatory Template Tasks (Continued)** | | |
| **Analysis** | **Task 20:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that analyzes \_\_\_\_\_\_\_\_ (content), providing evidence to clarify your analysis. What \_\_\_\_\_\_\_ (conclusions or implications) can you draw?  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. Optional: Include \_\_\_\_\_\_\_\_ (e.g. bibliography). | **Task 21:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (report, essay or substitutes) that addresses the question and analyzes \_\_\_\_\_\_\_\_ (content), providing examples to clarify your analysis. What conclusions or implications can you draw?  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. Optional: Include \_\_\_ (e.g. bibliography). |
| **Comparison** | **Task 22**: After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that compares \_\_\_\_\_\_\_\_ (content).  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. | **Task 23:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (essay, report, or substitute) that compares \_\_\_\_\_\_\_\_ (content).  **L2** In your discussion, address the credibility and origin of sources in view of your research topic.  **L3** Identify any gaps or unanswered questions. |
| **Cause- Effect** | **Task 24:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute)  that examines causes of \_\_\_\_\_\_\_\_ (content) and explains effects  \_\_\_\_\_\_\_\_ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research. | **Task 25:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (report or substitute) that examines the cause(s) of \_\_\_\_\_\_\_\_ (content) and explains the effect(s) \_\_\_\_\_\_\_\_ (content). What conclusions or implications can you draw? Support your  discussion with evidence from the texts. |

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|  | **“After Researching”** | **“Essential Question”** |
| **Narrative Template Tasks** | | |
| **Description** | **Task 26:** After researching \_\_\_\_\_\_\_\_ (informational texts) on  \_\_\_\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (narrative or substitute) that describes \_\_\_\_\_\_\_\_ (content).  **L2** Use \_\_\_ (stylistic devices) to develop a narrative.  **L3** Use \_\_\_ (techniques) to convey multiple storylines. | **Task 27:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a \_\_\_\_\_\_\_\_ (narrative or substitute) from the perspective of \_\_\_\_\_\_\_\_ (content).  **L2** Use \_\_\_\_\_\_\_\_ (stylistic devices) to develop a narrative effect in your work.  **L3** Use \_\_\_\_\_\_\_\_ (techniques) to convey multiple storylines. |
| **Procedural- Sequential** | **Task 28:** After researching \_\_\_\_\_\_\_\_ (informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_\_\_\_ (content) and the events that \_\_\_\_\_\_\_\_ (content).  **L2** Use \_\_\_\_\_\_\_\_ (stylistic devices) to develop your work.  **L3** Use \_\_\_\_\_\_\_\_ (techniques) to convey multiple storylines. | **Task 29:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_\_\_\_ (content), write a  \_\_\_\_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_\_\_\_ (content). **L2** Use \_\_\_\_\_\_\_\_ (stylistic devices) to develop your work. |

**Teaching Task Rubric (Argumentation)**

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| Scoring  Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately and establishes a position, but focus is uneven. |  | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling  Idea | Attempts to establish a claim, but lacks a clear purpose.  (L2) Makes no mention of counter claims. |  | | Establishes a claim.  (L2) Makes note of counter claims. |  | | Establishes a credible claim.  (L2) Develops claim and counter claims fairly. |  | | Establishes and maintains a substantive and credible claim or proposal.  (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/ Research | Attempts to reference reading materials to develop response, 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. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.  (L3) Makes no connections or a connection that is irrelevant to argument or claim. |  | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.  (L3) Makes a connection with a weak or unclear relationship to argument or claim. |  | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.  (L3) Makes a relevant connection to clarify argument or claim. |  | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.  (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. |  | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| 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 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 appropriate format. |
| Content  Understanding | Attempts to include disciplinary content in argument, 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. |

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|  | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 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. |  | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling  Idea | Attempts to establish a controlling idea, 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. (L2) Does not address the credibility of sources as prompted. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2)  Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| 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. |

Scoring

Elements

**Teaching Task Rubric (Informational or Explanatory)**

**Teaching Task Rubric (Narrative)**

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| Scoring  Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt but lacks focus or is off-task. |  | | Addresses prompt appropriately, but with a weak or uneven focus |  | | Addresses the prompt appropriately and maintains a clear, steady focus. |  | | Addresses all aspects of the prompt appropriately and maintains a strongly developed focus. |
| Controlling  Idea | Attempts to establish a theme or storyline, but lacks a clear or sustained purpose. |  | | Establishes a theme or storyline, but purpose is weak, with some lapses in coherence. |  | | Establishes a theme or storyline, with a well-developed purpose carried through the narrative. |  | | Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques. |
| Reading/ Research | Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand. |  | | Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance. |  | | Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative. |  | | Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative |
| Development | Descriptions of experiences, individuals, and/or events are overly simplified or lack details.  L2 Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative |  | | Develops experiences, individuals, and/or events  with some detail but sense of time, place, or character remains at the surface level. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly |  | | Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.  L2 Uses appropriate stylistic devices  (e.g., imagery, tone, humor, suspense)  to support the purpose of the narrative. |  | | Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the  sense of time, place, or character.  L2 Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative. |
| Organization | Attempts to use a narrative structure; composition is disconnected or rambling. |  | | Applies a narrative structure (chronological or descriptive), with some lapses in  coherence or awkward use of  the organizational structure. |  | | Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose |  | | Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged |
| Conventions | Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions. |  | | Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas. |  | | Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted. |  | | Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted. |
| Content  Understanding | Attempts to include disciplinary content, 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 explanations. |  | | 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. |

1. There are three main categories of Writing Types based on CCSS:

* Argumentation (CCSS for Writing, Standard 1)
* Informational or Explanatory (CCSS for Writing, Standard 2)
* Narrative (CCSS for Writing, Standard 3)

2. Within those writing types, there are 9 important text structures (sometimes called “modes of discourse”) that the CCSS require students to

be able to do:

* Definition: explaining the explicit and implicit meanings of a concept, topic or idea
* Description: providing details that illustrate a character, place or event
* Procedural-Sequential: relating chronological or sequential events in some order
* Synthesis: summarizing; integrating important elements of an idea, concept or topic
* Analysis: examining by breaking down the elements of an idea, topic, concept issue or theme
* Comparison: contrasting similarities and differences
* Evaluation: providing a point of view based on a set of principles or criteria; critiquing; recommending
* Problem-Solution: examining a problem and proposing a solution(s)
* Cause-Effect: identifying a cause for an event or condition and examining the effect(s)

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| **READING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Reading Standards** | **“When Appropriate” Reading Standards** |
| 1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test. | 3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2 – Determine central ideas or themes of a text and analyze their develop-  ment; summarize the key supporting details and ideas. | 5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4 – Interpret words and phrases as they are used in a text, including determin- ing technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 6 – Assess how point of view or purpose shapes the content and style of a text. |
| 10 – Read and comprehend complex literary and informational texts indepen-  dently and proficiently. | 7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | 8 – Delineate and evaluate the argument and specific claims in a text, includ- ing the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | 9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards** |
| 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organi- zation, and analysis of content. |
| 4 – Produce clear and coherent writing in which the development, organiza-  tion, and style are appropriate to task, purpose, and audience. | 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 – Use technology, including the Internet, to produce and publish writing and  to interact and collaborate with others. |
| 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 – Conduct short as well as more sustained research projects based on fo- cused questions, demonstrating understanding of the subject under investigation. |
| 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

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| **READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** | |
| **“Built In” Reading Standards** | **“When Appropriate” Reading Standards** |
| 1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test. | 3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2 – Determine central ideas or themes of a text and analyze their develop-  ment; summarize the key supporting details and ideas. | 5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate  to each other and the whole. |
| 4 – Interpret words and phrases as they are used in a text, including determin- ing technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 6 – Assess how point of view or purpose shapes the content and style of a text. | 8 – Delineate and evaluate the argument and specific claims in a text, includ- ing the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 10 – Read and comprehend complex literary and informational texts indepen-  dently and proficiently. | 9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards** |
| 2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organi- zation, and analysis of content. | 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4 – Produce clear and coherent writing in which the development, organiza-  tion, and style are appropriate to task, purpose, and audience. | 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 – Use technology, including the Internet, to produce and publish writing and  to interact and collaborate with others. |
| 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investiga- tion. |
| 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

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| **READING STANDARDS FOR NARRATIVE** | |
| **“Built In” Reading Standards** | **“When Appropriate” Reading Standards** |
| 1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Always applies with narrative L2 and L3 tasks) |
| 2 – Determine central ideas or themes of a text and analyze their develop-  ment; summarize the key supporting details and ideas. | 5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. (Always applies with narrative L2 and L3 tasks) |
| 4 – Interpret words and phrases as they are used in a text, including determin- ing technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 6 – Assess how point of view or purpose shapes the content and style of a text. | 8 – Delineate and evaluate the argument and specific claims in a text, includ- ing the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 10 – Read and comprehend complex literary and informational texts indepen-  dently and proficiently. | 9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR NARRATIVE** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards** |
| 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4 – Produce clear and coherent writing in which the development, organiza-  tion, and style are appropriate to task, purpose, and audience. | 2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organi- zation, and analysis of content. |
| 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 – Use technology, including the Internet, to produce and publish writing and  to interact and collaborate with others. |
| 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investiga- tion. |
| 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

Designing Instruction Using the LDC Task Templates

**Thinking**

**Reading**

The following charts lay out potential text types (genre) that can be inserted into template tasks.

LITERATURE

|  |  |
| --- | --- |
| Fiction | ***Or substitute:*** adventure stories, historical fiction, mysteries, fantasy, science fiction, realistic fiction, allegories, parodies, satire, graphic novels |
| Drama | ***Or substitute:*** One-act and multiple-act plays (both in written form and in film) |
| Poetry | ***Or substitute:*** narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, epics |
| Folk literature | ***Or substitute:*** myths, fables, fairy tales, legends, folktales, tall tales |

INFORMATIONAL

|  |  |
| --- | --- |
| Non-fiction | ***Or substitute:*** Textbooks/academic texts/ articles, Journal/ newspaper/ magazine articles, Scientific/historical sources, primary source documents, guides/manuals, Scientific /  technical/ business articles/ documents, political articles/ documents, speeches |
| Narrative | ***Or substitute:*** accounts, opinions, interviews/memoirs, biographies, speeches |
| Reference Books | ***Or substitute:*** encyclopedias, dictionaries, thesauruses, atlases, almanacs, guides, how-to books |
| Other | ***Or substitute:*** video, digital text, graphical information (e.g. pictures, videos, maps, time lines), simulations |

TEMPLATE TASK 1

**After researching (informational texts) on (content), write (essay or substitute) that argues your position on**

**(content). Support your position with evidence from your research.**

**L2 Be sure to acknowledge competing views.**

**L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Analysis L1, L2, L3):**

ExAMPLE(S)

Task 1 SS (Argumentation/Analysis L1, L2, L3): After researching academic articles on censorship, write an editorial that argues your position on the use of filters by schools. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Task 1 SCI (Argumentation/Analysis L1, L2): After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position on its use in managing crop production. Support your position with evidence from your research. Be sure to acknowledge competing views.

TEMPLATE TASK 2

**[Insert question.] After reading (literature or informational texts), write (essay or substitute) that addresses the question and support your position with evidence from the text(s).**

**L2 Be sure to acknowledge competing views.**

**L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Analysis L1, L2, L3):**

ExAMPLE(S)

Task 2 ELA (Argumentation/Analysis L1): Would you recommend *A Wrinkle in Time* to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your position with evidence from the text.

**W r iting**

Students are asked to write products established as essential for college readiness by the common core standards, products that persuade, inform, explain, or narrate.

|  |  |
| --- | --- |
| Essay | ***Or substitute:*** review, article, editorial, speech, proposal |
| Report | ***Or substitute:*** article, lab report, manual |
| Narrative | ***Or substitute:*** article, account, biography, play/script |

**Cont ent**

Teachers are asked to insert content that cuts across reading, analysis, and writing experiences using content expectations established by state, district and school policies and practices. As placeholder for local, discipline-specific decisions, we

use “topics, issues, themes, and concepts” – the body of knowledge involved in a discipline – that students are expected to learn during a course of study.

|  |  |
| --- | --- |
| Topic | ***Such as:*** the westward movement of the  1800’s |
| Issue | ***Such as:*** the impact of the westward movement on Native Americans |
| Theme | ***Such as:*** “rugged individualism” as an uniquely American theme in folklore |
| Concept | ***Such as:*** “manifest destiny” |

**1. Choose Your Template Task**

Your template task can:

Be argumentation, informational

or explanatory, or narrative.

Use an essential question or an

“after researching” task.

Call for students to develop a definition, a description, a procedural-sequential piece, a synthesis, an analysis, a comparison, an evaluation, a problem-solving piece, or a

discussion of cause and effect.

**2. Choose Your Topic**

Your choice should:

Address a major issue in your discipline (big enough to be a good investment of 2 to 4 weeks of class time).

Fit the state and local standards

for which you are responsible.

Make sense as a subject to teach during the weeks you are planning to schedule this task.

**5. Create Your Teaching Task**

Your prompt should:

Use the exact wording of the template.

Use your topic, reading texts, and writing text choices to fill in the blanks and brackets.

Be both challenging and feasible for students, with a balance of reading demands and writing demands that works well for the intended grade and content.

Require sustained writing

and effective use of ideas and evidence from the reading texts.

Be built out for students by adding introductory background statement and ending with extension if applicable.

**3. Choose Texts Students**

**Will Read**

Your choices should:

Address your topic.

Be short enough to allow close reading and careful analysis.

Use and develop academic

understanding and vocabulary.

Where possible, include models of the kind of text students will be writing.

Or, you can specify a topic and assign students to research the issue to select texts that address the issue.

**4. Choose Texts Students**

**Will Write**

Your choice should:

Be a good fit for your topic, template task, and students.

Where possible, resemble writing students may need to do in adult life (for example,

make an argument in a letter to the editor, or explain a process in a memo to a colleague.)