Literacy Design Collaborative

Template Task Collection 1

The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they will need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. We believe students can and must reach significantly higher levels of reading, writing, and thinking and we embrace the challenging expectations set by the new Common Core State Standards. The Literacy Design Collaborative is supported by the Bill and Melinda Gates Foundation.

This collection provides a first set of template tasks for implementing the Literacy Design Collaborative (LDC) strategy. The larger LDC framework calls for the development of other task collections, with this first set as a prototype for implementing LDC's overall approach to meeting the literacy challenge set by the Common Core State Standards.

LDC *template tasks* are fill-in-the-blank "shells" that allow teachers inserting the texts to be read, writing to be produced, and content to be addressed. When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. Template tasks are built off of the Common Core State Standards. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work. Template tasks may also include Level 2 and Level 3 additions that can be used or omitted to vary the task demands.

LDC *teaching tasks* are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over two to four weeks of classroom time.

This template task collection supports all three writing types specified by the Common Core State Standards (argumentation, informational or explanatory text, and narrative) and provides opportunities for work with nine text structures. The summary table that follows indicates the content areas for which each type of template is likely to be appropriate.

	ARGUMENTATION	INFORMATIONAL OR EXPLANATORY	NARRATIVE
Definition		ELA, science, social studies	
Description		ELA, science, social studies	ELA, social studies
Procedural-Sequential		science, social studies	ELA, social studies
Synthesis		ELA, science, social studies	
Analysis	ELA, science, social studies	ELA, science, social studies	
Comparison	ELA, science, social studies	ELA, science, social studies	
Evaluation	ELA, science, social studies		
Problem-Solution	science, social studies		
Cause-Effect	science, social studies	science, social studies	

A short list of requirements applies to the use of all LDC template tasks, as shown below. In order to use these LDC template tasks, partners must agree to these requirements:

WHAT IS REQUIRED?	WHAT CAN BE CHANGED OR ADDED?
▪ List the exact Common Core State Standards for the template task. ▪ Add appropriate state content standards. ▪ Provide source information for the standards you use.	▪ You can also include appropriate grade-level Common Core State Standards.
▪ Fill in the template task, completing all the blanks but not altering the other template wording. ▪ List the reading texts for the prompt or describe how students will be guided to select appropriate texts. ▪ Provide a background statement that introduces the prompt to students. ▪ If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.) ▪ Use the exact rubric for the template task.	▪ You choose which texts students will read, the content they will study, and the writing product they will create. In choosing, consider requirements set by your state, district, or school. ▪ You decide whether to include the Level 2 and Level 3 portions of the template task and whether to include extension sections.

Quick Reference Task Chart

	"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. **(Argumentation/Analysis)**	**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. **(Argumentation/Analysis)**
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. **(Argumentation/Comparison)**	**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. **(Argumentation/Comparison)**
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. **(Argumentation/Evaluation)**	**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. **(Argumentation/Evaluation)**
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. **(Argumentation/Problem-Solution)**	**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. **(Argumentation/Problem-Solution)**
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. **(Argumentation/Cause-Effect)**	**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. **(Argumentation/Cause-Effect)**

	"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? **(Informational or Explanatory/Definition)**	**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? **(Informational or Explanatory/Definition)**
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. **(Informational or Explanatory/Description)**	**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). **(Informational or Explanatory/Description)**
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. **(Informational or Explanatory/Procedural-Sequential)**	**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). **(Informational or Explanatory/Procedural-Sequential)**
	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? **(Informational or Explanatory/Procedural-Sequential)**	
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). **(Informational or Explanatory/Synthesis)**	**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). **(Informational or Explanatory/Synthesis)**

	"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). **(Informational or Explanatory/Analysis)**	**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). **(Informational or Explanatory/Analysis)**
Problem-Solution	**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. **(Informational or Explanatory/Comparison)**	**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. **(Informational or Explanatory/Comparison)**
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. **(Informational or Explanatory/Cause-Effect)**	**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. **(Informational or Explanatory/Cause-Effect)**

	"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. **(Narrative/Description)**	**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. **(Narrative/Description)**
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. **(Narrative/Sequential)**	**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. (Narrative/Sequential)

Argumentation Template Task Collection
For Middle School and High School Use

Common Core State Standards for Argumentation Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **"Built in" standards** have the specified College and Career Readiness Anchor Standards built in.
- **"When appropriate" standards** vary with the content of the teaching task.

READING	
"Built In" Reading Standards For Argumentation Template Tasks	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
"When Appropriate" Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
6	Assess how point of view or purpose shapes the content and style of a text.
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, including 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 **"Built In" Writing Standards For Argumentation Template Tasks**	
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, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
	"When Appropriate" Additional Writing Standards	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Argumentation Template Tasks

Task 1 Template: 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. **(Argumentation/Analysis)**

> **Task 1 Social Studies Example:** After researching <u>academic articles</u> on <u>censorship</u>, write an <u>editorial</u> that argues your position on <u>the use of filters by schools</u>. 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)

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

Variation Task 1 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you argue your position _____ (content). Support your position with evidence from your research. **L2** Be sure to acknowledge _____ (#) competing views _____ (content). **L3** Give _____ (#) example(s) _____ (content) to illustrate and clarify your position. **(Argumentation/Analysis)**

> **Variation Task 1 Example:** After researching <u>academic articles on censorship</u>, write an <u>editorial</u> in which you argue your position <u>on the use of filters by schools</u>. Support your position with evidence from your research. L2 Be sure to acknowledge <u>two</u> competing views <u>from your sources</u>. L3 Give <u>one</u> example <u>from current events</u> to illustrate and clarify your position. (Argumentation/Analysis)

Task 2 Template: [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. **(Argumentation/Analysis)**

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

> **Task 2 Social Studies Example:** <u>How did the political views of the signers of the Constitution impact the American political system?</u> After reading _Founding Brothers: The Revolutionary Generation_ write a <u>report</u> that addresses the question and support your position with evidence from the text. (Argumentation/Analysis)

Task 2 Science Example: Does genetic testing have the potential to significantly impact how we treat disease? After reading scientific sources, write a report that addresses the question and support your position with evidence from the texts. 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)

Variation Task 2 Template: [Insert question] After reading and analyzing _____ (informational texts), write a/an _____ (essay or substitute) in which you address the question. Support your position with evidence from the text(s). **L2** Be sure to acknowledge _____ (#) competing view(s) _____ (content). **L3** Give _____ (#) example(s) _____ (content) to illustrate and clarify your position. **(Argumentation/Analysis)**

Variation Task 2 Example: Does genetic testing have the potential to significantly impact how we treat disease? After reading and analyzing scientific sources, write a report in which you address the question. Support your position with evidence from the texts. L2 Be sure to acknowledge at least one competing view from the medical field. L3 Give two examples from past or current events to illustrate and clarify your position. (Argumentation/Analysis)

Task 3 Template: 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. **(Argumentation/Comparison)**

Task 3 Social Studies Example: After researching historical sources on Aaron Burr and Alexander Hamilton, write an essay that compares their political philosophies and argues who had the more lasting impact on the American political system. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Task 3 Science Example: After researching technical and scientific sources on soil types, write an article for a local paper that compares different soil types and argues which different types are best for growing potatoes, marigolds, and orange trees. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Variation Task 3 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you compare _____ (content) and argue _____ (content). Be sure to support your position with evidence from the texts. **(Argumentation/Comparison)**

Variation Task 3 Example: After researching historical sources on Aaron Burr and Alexander Hamilton, write an essay in which you compare their political philosophies and argue who had the more lasting impact on the American political system. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Task 4 Template: [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. **(Argumentation/Comparison)**

Task 4 ELA Example: <u>What makes something funny?</u> After reading <u>selections from Mark Twain and Dave Barry</u>, write a <u>review</u> that compares <u>their humor</u> and argues <u>which type of humor works for a contemporary audience and why</u>. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Task 4 Social Studies Example: <u>Do Presidential policies really make a difference in the lives of Americans?</u> After reading <u>primary and secondary sources</u>, write an <u>essay</u> that compares <u>John F. Kennedy's New Frontier social policies with Lyndon Johnson's Great Society social policies</u> and argues <u>which had a more significant impact on Americans</u>. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Task 4 Science: <u>Which is the better energy source?</u> After reading <u>scientific sources</u>, write an <u>essay</u> that compares <u>the physics involved in nuclear energy and fossil fuels</u> and argues <u>which is the better energy source for urban communities.</u> Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Variation Task 4 Template: [Insert question] After reading and analyzing _____ (informational texts), write a/an _____ (essay or substitute) in which you compare _____ (content) and argue _____ (content). Be sure to support your position with evidence from the texts. **(Argumentation/Comparison)**

Variation Task 4 Example: <u>Which is the better energy source?</u> After reading and analyzing <u>scientific reports on nuclear energy</u>, write an <u>essay</u> in which you compare <u>nuclear energy and fossil fuel resources</u> and argue <u>which is the better energy resource for urban communities</u>. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Task 5 Template: 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.
(Argumentation/Evaluation)

Task 5 Social Studies Example: After researching <u>articles and data</u> on <u>youth-related crime in your city</u>, write an <u>article</u> that discusses <u>the data</u> and evaluates <u>a program that claims to deter crime</u>. Be sure to support your position with evidence from your research. (Argumentation/Evaluation)

Task 5 Science Example: After researching <u>technical articles</u> on <u>ways to control drinking water quality</u>, write an <u>essay</u> that discusses <u>the impact of chemical and biological contamination</u> and evaluates <u>measures to protect water quality in your community</u>. Be sure to support your position with evidence from your research. (Argumentation/Evaluation)

Variation Task 5 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Be sure to support your position with evidence from your research. **(Argumentation/Evaluation)**

Task 6 Template: [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. **(Argumentation/Evaluation)**

Task 6 ELA Example: <u>Would you recommend _Esperanza Rising_ to a friend?</u> After reading <u>the novel</u>, write a <u>critical review</u> that discusses <u>the novel's strengths and weaknesses</u> and evaluates <u>whether it's a good book for middle school readers</u>. Be sure to support your position with evidence from the text. (Argumentation/Evaluation)

Task 6 Social Studies Example: <u>Is "utilitarianism" a viable social philosophy for the 21st century?</u> After reading <u>John Stuart Mill's "Essays on Utilitarianism,"</u> write an <u>essay</u> that discusses <u>his "Greatest Happiness Principle"</u> and evaluates <u>its relevancy to today's society</u>. Be sure to support your position with evidence from the text. (Argumentation/Evaluation)

Task 6 Science Example: <u>Is wind power a solution to energy shortages and costs?</u> After reading the <u>U.S. Department of Energy's _Report on Alternative Energy Resources_</u>, write an <u>article</u> that discusses <u>wind power benefits and costs</u> and evaluates <u>whether wind power is an answer to America's energy future</u>. Be sure to support your position with evidence from the text. (Argumentation/Evaluation)

Variation Task 6 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Be sure to support your position with evidence from the text. **(Argumentation/Evaluation)**

Variation Task 6 Example: <u>Is "utilitarianism" a viable social philosophy for the 21st century?</u> After reading and analyzing <u>John Stuart Mill's "Essays on Utilitarianism,"</u> write an <u>essay</u> in which you discuss <u>his "Greatest Happiness Principle"</u> and evaluate <u>its relevancy to today's society</u>. Be sure to support your position with evidence from the text. (Argumentation/Evaluation)

Task 7 Template: 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. **(Argumentation/Problem-Solution)**

Task 7 Social Studies Example: After researching <u>government documents</u> on <u>term limits</u>, write an <u>essay</u> that identifies a problem <u>created by term limits</u> and argues for a solution. Support your position with evidence from your research. L2 Be sure to examine competing views. (Argumentation/Problem-Solution)

Task 7 Science Example: After researching <u>scientific and technical sources</u> on <u>methods for preventing water shortages</u>, write a <u>proposal</u> that identifies a problem <u>faced by communities in arid regions</u> 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. (Argumentation/Problem-Solution*)*

Variation Task 7 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you identify a problem _____ (content) and argue for a solution _____. Support your position with evidence from your research. **L2** Be sure to examine_____ (#) competing view(s) _____ (content). **L3** Give _____ (#) example(s) _____ (content) from _____ (source, content) to illustrate and clarify your position. **(Argumentation/Problem-Solution*)***

Variation Task 7 Example: After researching <u>scientific and technical sources on</u> <u>methods for preventing water shortages</u>, write a <u>proposal</u> in which you identify a problem <u>faced by communities in arid regions</u> and argue for a solution <u>to improve water availability</u>. Support your position with evidence from your research. L2 Be sure to examine <u>a</u> competing view <u>challenging your solution</u>. L3 Give <u>an</u> example from <u>past or current events</u> to illustrate and clarify your position. (Argumentation/Problem-Solution*)*

Task 8 Template: [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 view. **L3** Give examples from past or current events or issues to illustrate and clarify your position. **(Argumentation/Problem-Solution)**

Task 8 Social Studies Example: <u>What problems did the South encounter in the post-Civil War era?</u> After reading <u>primary and secondary sources</u> on <u>the post-Civil War era</u>, write an <u>essay</u> that identifies a problem <u>related to economic issues faced by the South</u> and argues for a solution <u>that could have been (or was) used to aid its economic recovery</u>. Support your position with evidence from the texts. L2 Be sure to examine competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Problem-Solution*)*

Task 8 Science Example: <u>What would you recommend to help your community improve its air quality?</u> After reading <u>scientific articles</u> on <u>the potential for plant growth to improve air quality</u>, write a <u>proposal</u> that identifies a problem <u>related to air quality in your community</u> and argues for a solution <u>that would involve planting some varieties of flora</u>. Support your position with evidence from the texts. (Argumentation/Problem-Solution)

Variation Task 8 Template: [Insert question.] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you identify a problem _____ (content) and argue for a solution _____ (content). Support your position with evidence from the text(s). L2 Be sure to examine competing views _____ (content). L3 Give _____ example(s) from _____ (source or content) to illustrate and clarify your position. **(Argumentation/Problem-Solution)**

Variation Task 8 Example: <u>What problems did the South encounter in the post-Civil War era?</u> After reading and analyzing <u>primary and secondary sources on the post-Civil War era</u>, write an <u>essay</u> in which you identify a problem <u>related to economic issues faced by the South</u> and argue for a solution <u>that could have been (or was) used to aid its economic recovery</u>. Support your position with evidence from the texts. L2 Be sure to examine competing views <u>countering your claim</u>. L3 Give <u>two</u> examples from <u>historical documents</u> to illustrate and clarify your position. (Argumentation/Problem-Solution)

Task 9 Template: 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. **(Argumentation/Cause-Effect)**

Task 9 Social Studies Example: After researching <u>historical documents</u> on <u>the period of exploration in the New World</u>, write an <u>essay</u> that argues the causes of <u>the migration from Europe</u> and explains the effects <u>of settlements on the formation of regional identities</u>. What <u>implications</u> can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Task 9 Science Example: After researching <u>maps, data, and technical documents</u> on <u>land use in South America</u>, write an <u>essay</u> that argues the causes of <u>deforestation in the Amazon</u> and explains the effects <u>on populations and vegetation in the region</u>. What <u>implications</u> can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Variation Task 9 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you argue _____ (#) causes _____ (content) and explain _____ (#) effects _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. **(Argumentation/Cause-Effect)**

Variation Task 9 Example: After researching <u>maps, data, and technical documents on land use in South America</u>, write an <u>essay</u> in which you argue <u>three</u> causes <u>of deforestation in the Amazon</u> and explain <u>three</u> effects <u>on populations and vegetation in the region</u>. What <u>conclusion</u> can you draw <u>from your sources</u>? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Task 10 Template: [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. **(Argumentation/Cause-Effect)**

Task 10 Social Studies Example: <u>What ramifications does debt have for individuals and the larger public?</u> After reading <u>articles and data</u> on <u>the current credit crisis</u>, write an <u>editorial</u> that argues the causes of <u>personal debt</u> and explains the effects <u>on individuals and the larger public</u>. What <u>implications</u> can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Task 10 Science Example: <u>What is the function of variation in living things?</u> After reading <u>scientific sources</u> on <u>variation in organisms,</u> write an <u>article for younger readers</u> that argues the causes of <u>variation among species</u> and explains the effects <u>of differences among species, such as color and other physical attributes.</u> What <u>implications</u> can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Variation Task 10 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you argue _____ (#) causes of _____ (content) and explain _____ (#) effects _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. **(Argumentation/Cause-Effect)**

Variation Task 10 Example: <u>What ramifications does debt have for individuals and the larger public?</u> After reading and analyzing <u>articles and data about the current credit crisis,</u> write an <u>editorial</u> in which you argue <u>one</u> cause of <u>personal debt</u> and explain <u>one</u> effect <u>on individuals and the larger public</u>. What <u>implications</u> can you draw <u>about personal debt</u>? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Teaching Task Rubric (Argumentation)

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.

Classroom Assessment Rubric (Argumentation)

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Informational or Explanatory Template Task Collection
For Middle School and High School Use

Common Core State Standards for Informational or Explanatory Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **"Built in" standards** have the specified College and Career Readiness Anchor Standards built in.
- **"When appropriate" standards** vary with the content of the teaching task.

READING	
"Built In" Reading Standards For Informational or Explanatory Template Tasks	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining 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 independently and proficiently.
"When Appropriate" Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
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, including 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 "Built In" Writing Standards For Informational or Explanatory Template Tasks	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
"When Appropriate" Additional Writing Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Informational or Explanatory Template Tasks

Task 11 Template: 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? **(Informational or Explanatory/Definition)**

Task 11 ELA Example: After researching <u>articles</u> on <u>modernism in American literature</u>, write a <u>report</u> that defines "<u>modernism</u>" and explains <u>its impact on contemporary arts</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Definition)

Task 11 Social Studies Example: After researching <u>articles and political documents</u> on <u>government lobbyists</u>, write a <u>report</u> that defines "<u>lobbying</u>" and explains <u>who and what lobbyists are and the role they play in our political system</u>. Support your discussion with evidence from your research. L2 What <u>conclusions</u> can you draw? (Informational or Explanatory/Definition)

Task 11 Science Example: After researching <u>scientific articles</u> on <u>magnetism,</u> write a <u>report</u> that defines "<u>magnetism</u>" and explains <u>its role in the planetary system</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Definition)

Variation Task 11 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from your research. **L2** What _____ (conclusions or implications) can you draw _____ (content)? **(Informational or Explanatory/Definition)**

Variation Task 11 Example: After researching <u>articles and political documents</u>, write a <u>report</u> in which you define "<u>lobbying</u>" and explain <u>who lobbyists are and the role they play in our political system</u>. Support your discussion with evidence from your research. L2 What <u>implications</u> can you draw <u>about the impact of lobbying on the political system</u>? (Informational or Explanatory/Definition)

Task 12 Template: [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? **(Informational or Explanatory/Definition)**

Task 12 ELA Example: <u>What is a "metaphor"?</u> After reading <u>_The House on Mango Street_ and drawing from other works you've read this year</u>, write an <u>essay</u> that defines "<u>metaphor</u>" and explains <u>how authors use it to enhance their writing</u>. Support your discussion with evidence from the texts. (Informational or Explanatory/Definition)

Task 12 Social Studies Example: <u>What did the authors of the *American Constitution* mean by "rights"?</u> After reading <u>the *Bill of Rights*</u>, write an <u>essay</u> that defines <u>"rights"</u> and explains <u>"rights" as the authors use it in this foundational document</u>. Support your discussion with evidence from the text. L2 What <u>implications</u> can you draw? (Informational or Explanatory/Definition)

Task 12 Science Example: <u>Can "talent" be learned?</u> After reading <u>scientific sources</u>, write an <u>essay</u> that defines <u>"innate abilities"</u> and explains <u>its relevance to "talent."</u> Support your discussion with evidence from the texts. (Informational or Explanatory/Definition

Variation Task 12 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from the text(s). **L2** What _____ (conclusion/s or implication/s) can you draw _____ (content)? **(Informational or Explanatory/Definition)**

Variation Task 12 Example: <u>What did the authors of the *American Constitution* mean by "rights"?</u> After reading and analyzing <u>relevant amendments of the *Bill of Rights*</u>, write an <u>essay</u> in which you define <u>"rights"</u> and explain i<u>ts meaning in this foundational document</u>. Support your discussion with evidence from the text. L2 What <u>implication</u> can you draw <u>about how political "rights" are defined today</u>? (Informational or Explanatory/Definition)

Task 13 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that describes _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Description)**

Task 13 Social Studies Example: After researching <u>government and historical documents</u> on <u>the electoral college</u>, write an <u>article for your local newspaper</u> that describes <u>the historical significance of the electoral college</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Description)

Task 13 Science Example: After researching <u>cooking guides and articles</u> on <u>"kitchen chemistry,"</u> write a <u>manual for the general public</u> that describes <u>in detail how to use common products to solve an everyday problem such as cleaning fresh produce</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Description)

Variation Task 13 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you describe _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Description)**

Variation Task 13 Example: After researching <u>cooking guides and articles</u>, write a <u>manual for the general public</u> in which you describe <u>in detail how to use common products to solve an everyday household problem</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Description)

Task 14 Template: [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). **(Informational or Explanatory/Description)**

Task 14 ELA Example: How does Esperanza deal with her challenges as an immigrant to the United States? After reading *Esperanza Rising*, write an essay that describes her challenges and addresses the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Task 14 Social Studies Example: In what ways did the era of the cowboy (mid to late 1800s) influence American culture? After reading historical documents, write an essay that describes the iconic American cowboy and addresses the question. Support your discussion with evidence from the texts. (Informational or Explanatory/Description)

Task 14 Science Example: How do physical traits serve living things? After reading a book about butterflies, write an article that describes the features of three butterfly types and addresses the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Variation: Task 14 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you describe _____ (content) and address the question. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Description)**

Variation Task 14 Example: How does Esperanza deal with her challenges as an immigrant to the United States? After reading and analyzing *Esperanza Rising*, write an essay in which you describe her challenges and address the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Task 15 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Procedural-Sequential)**

Task 15 Social Studies Example: After researching historical documents, documentaries, and maps on the westward travels of the Donner-Reed party, write a report that relates how the Donner-Reed party survived its ordeal during the winter of 1846-47. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Task 15 Science Example: After researching how-to guides on safety issues in a science lab, write a manual that relates how to safely conduct a flame test. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Variation: Task 15 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you relate how _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Procedural-Sequential)**

> **Variation Task 15 Example:** After researching <u>lab safety articles</u>, write a <u>manual</u> in which you relate how <u>to safely conduct a flame test</u>. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Task 16 Template: [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). **(Informational or Explanatory/Procedural-Sequential)**

> **Task 16 Social Studies Example:** <u>What is the process for passing a bill in the Congress?</u> After reading <u>political documents and articles</u> on <u>how Congress makes laws</u>, write an <u>article for the general public</u> that relates how <u>a bill is developed and the process it takes to get it to the floor of the Congress</u>. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

> **Task 16 Science Example:** <u>Can the brain become smarter or is intelligence fixed?</u> After reading <u>articles</u> on <u>learning and the brain</u>, write an <u>article for your peers</u> that relates how <u>the brain develops over time from birth to twenty-five years</u>. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

Variation Task 16 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (report or substitute) in which you relate how _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Procedural-Sequential)**

> **Variation Task 16 Example:** <u>What is the process for passing a bill in the Congress?</u> After reading and analyzing <u>political documents and articles on how Congress makes laws</u>, write an <u>article for the general public</u> in which you relate how <u>a bill is developed and the process it takes to get it to the floor of the Congress</u>. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

Task 17 Science Example: 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? **(Informational or Explanatory/Procedural-Sequential)**

> **Task 17 Science Example:** After researching <u>articles</u> on <u>wind power</u>, developing a hypothesis, and conducting an experiment examining <u>how wind power translates into useable energy</u>, write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion can you draw? (Informational or Explanatory/Procedural-Sequential)

Variation Task 17 Template: After researching _____ (informational texts), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedure(s) and result(s) and confirm or reject your hypothesis. What conclusion can you draw _____? **(Informational or Explanatory/Procedural-Sequential)**

> **Variation Task 17 Science Example:** After researching <u>articles on wind power</u>, developing a hypothesis, and conducting an experiment examining <u>how wind power translates into useable energy</u>, write a laboratory report in which you explain your procedure and result and confirm or reject your hypothesis. What conclusion can you draw <u>from the data</u>? (Informational or Explanatory/Procedural-Sequential)

Task 18 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that explains _____ (content). What conclusion 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). **(Informational or Explanatory/Synthesis)**

> **Task 18 Social Studies Example:** After researching <u>past and present news articles, photographs, and maps</u> on <u>your community</u>, write a <u>report</u> that explains <u>how changes over the years have influenced your neighborhood</u>. What conclusion or implications can you draw? Cite at least <u>three</u> sources, pointing out key elements from each source. In your discussion, address the credibility and origin of sources in view of your research topic. Include <u>a bibliography of sources.</u> (Informational or Explanatory/Synthesis)

> **Task 18 Science Example:** After researching <u>scientific documents</u> on <u>the issue of water contamination</u>, write a <u>report</u> that explains <u>the causes and the effects of contamination</u>. What conclusion or implications can you draw? Cite at least <u>four</u> sources, pointing out key elements from each source. Include <u>a bibliography of your sources.</u> (Informational or Explanatory/Synthesis**)**

Variation Task 18 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you explain _____ (content). What _____ (conclusions or implications) can you draw _____ (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 _____ (content). Optional: Include _____ (e.g., bibliography, citations). **(Informational or Explanatory/Synthesis)**

> **Variation Task 18 Example:** After researching <u>past and present news articles, photographs, and maps about your community</u>, write a <u>report</u> in which you explain <u>how changes over the years have influenced your neighborhood</u>. What <u>conclusion</u> can you draw <u>about the effect on neighborhoods</u>? L2 In your discussion, address the credibility and origin of sources in view of your research topic. L3 Identify any gaps or unanswered questions <u>about your community's history</u>. Include <u>citations and a list of sources</u>. (Informational or Explanatory/Synthesis)

Task 19 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that explains _____ (content). What conclusion 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). **(Informational or Explanatory/Synthesis)**

Task 19 ELA Example: How do authors use relationships to develop storylines? After reading *The Outsiders* by A.J. Hinton and other works that explore the theme of conflict, write an essay that explains how relationships among characters create conflict in a storyline or plot. What conclusion or implications can you draw? Cite at least two sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Task 19 Social Studies Example: What makes a speech compelling? After reading speeches from allied leaders during WWII, write an essay that explains the compelling themes of each leader and how they differed on specific issues relevant to their position and country. What conclusion or implications can you draw? Cite at least four sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Task 19 Science Example: How does technology advance progress? After reading selections from scientific and historical documents and viewing videos on space travel, write an essay that explains the role of technologies that led to the first successful landing on the moon. What conclusion or implications can you draw? Cite at least six sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Variation Task 19 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you explain _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? L2 In your discussion, address the credibility and origin of your source(s) in view of your research topic. L3 Identify any gaps or unanswered questions. Optional: Include _____ (e.g., bibliography, citations). **(Informational or Explanatory/Synthesis)**

Variation Task 19 Example: What makes a speech compelling? After reading and analyzing speeches from Churchill and Roosevelt during WWII, write an essay in which you explain each leader's compelling theme and how they differed on specific issues relevant to their position and country. What implications can you draw about their public persona? Include citations in your discussion. (Informational or Explanatory/Synthesis)

Task 20 Template: 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). **(Informational or Explanatory/Analysis)**

Task 20 Science/Social Studies Example: After researching articles on population growth in your region, write a report that analyzes the impact of such growth on water supplies, providing evidence to clarify your analysis. What implications can you draw? Include a bibliography. (Informational or Explanatory/Analysis)

Task 20 Science/Mathematics Example: After researching scientific documents and textbooks on the physics of speed, write an article that analyzes the factors that would help you win a remote-control car racing contest, providing evidence to clarify your analysis. What conclusion can you draw? L2 In your discussion, address the credibility and origin of sources in view of your research topic. Include a bibliography. (Informational or Explanatory/Analysis)

Variation Task 20 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you analyze _____ (content), providing evidence to clarify your analysis. What _____ (conclusions or implications) can you draw _____ (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. Optional: Include _____ (e.g., bibliography). **(Informational or Explanatory/Analysis)**

Variation Task 20 Example: After researching articles, write a report on population growth in which you analyze the impact of growth on water supplies, providing evidence to clarify your analysis. What conclusion can you draw from your research? Include a bibliography. **(**Informational or Explanatory/Analysis)

Task 21 Template: [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). **(Informational or Explanatory/Analysis)**

Task 21 ELA Example: What is "magical realism"? After reading "A Very Old Man with Enormous Wings," write an essay that addresses the question and analyzes the main features of magical realism, providing examples to clarify your analysis. What conclusions or implications can you draw? Include a bibliography of your sources. (Informational or Explanatory/Analysis)

Task 21 Social Studies Example: <u>What do the artifacts found at archaeological sites tell us about a civilization?</u> After reading <u>articles on and viewing photographs of ancient Roman sites and artifacts,</u> write an <u>essay</u> that addresses the question and analyzes <u>the main features of this civilization based on the artifacts found at various archaeological sites,</u> providing examples to clarify your analysis. What conclusions or implications can you draw? L3 Identify any gaps or unanswered questions. Include <u>a bibliography of your sources.</u> (Informational or Explanatory/Analysis)

Task 21 Science Example: <u>Why is the idea of absolute motion or rest misleading?</u> After reading <u>articles on the physics of motion,</u> write an <u>essay</u> that addresses the question and analyzes <u>the issue as raised by Copernicus and Galileo,</u> providing examples to clarify your analysis. What conclusions or implications can your draw? L2 In your discussion, address the credibility and origin of sources in view of your research topic. Include <u>a bibliography of your sources.</u> (Informational or Explanatory/Analysis)

Variation Task 21 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (report, essay, or substitutes) in which you address the question and analyze _____ (content), providing _____ (#) examples to clarify your analysis. What _____ (conclusions or implications) can you draw _____ (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. Optional: Include ____ (e.g., bibliography, citations). **(Informational or Explanatory/Analysis)**

Variation Task 21 Example: <u>Why is the idea of absolute motion or rest misleading?</u> After reading and analyzing <u>articles on the physics of motion,</u> write an <u>essay</u> in which you address the question and analyze <u>the issue as raised by Copernicus and Galileo,</u> providing <u>two</u> examples to clarify your analysis. What <u>implications</u> can your draw <u>from their questions?</u> L2 In your discussion, address the credibility and origin of sources in view of your research topic. L3 Identify any gaps or unanswered questions. Include <u>citations and a bibliography.</u> (Informational or Explanatory/Analysis)

Task 22 Template: 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. **(Informational or Explanatory/Comparison)**

Task 22 Social Studies Example: After researching <u>historical sources</u> on <u>the ancient communities of Egypt and the Americas,</u> write a <u>feature article for your student magazine</u> that compares <u>the architecture of each culture.</u> (Informational or Explanatory/Comparison)

Task 22 Science Example: After researching <u>scientific sources</u> on <u>the effects of play on the brain,</u> write a <u>report</u> that compares <u>the neurological effects of playing video games versus non-video game playing.</u> (Informational or Explanatory/Comparison)

Variation Task 22 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) in which you compare _____ (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. **(Informational or Explanatory/Comparison)**

Task 23 Template: [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. **(Informational or Explanatory/Comparison)**

Task 23 ELA Example: <u>How do poets use grammar to convey meaning?</u> After reading <u>poems by Emily Dickinson and e.e. cummings</u>, write an <u>essay</u> that compares <u>how each poet uses grammar to create meaning</u>. (Informational or Explanatory/Comparison)

Task 23 Social Studies: <u>How did the French and the American Revolutions contribute to transformations in Europe and the world?</u> After reading <u>historical documents</u>, write an <u>essay</u> that compares <u>how each revolution contributed to future world political and social structures</u>. (Informational or Explanatory/Comparison)

T**ask 23 Science Example**: <u>What are the effects of climate change?</u> After reading <u>at least four scientific articles on changes in climate conditions</u>, write a <u>report</u> that compares <u>how each author explains changes in climate at work today</u>. (Informational or Explanatory/Comparison)

Task 24 Template: 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. **(Informational or Explanatory/Cause-Effect)**

Task 24 Social Studies Example: After researching <u>historical sources</u> on <u>America's love of the automobile</u>, write a <u>report</u> that examines causes of <u>the expansion of the automobile in America</u> and explains effects <u>on America's culture</u>. What conclusions or implications can you draw? Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)

Task 24 Science Example: After researching <u>maps and historical sources</u> on <u>land use in South America</u>, write a <u>report</u> that examines causes of <u>deforestation in the Amazon</u> and explains effects <u>on populations and vegetation in the region</u>. What conclusions or implications can you draw? Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)

Variation Task 24 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you examine _____ (#) cause(s) of _____ (content) and explain _____ (#) effect(s) _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from your research. **(Informational or Explanatory/Cause-Effect)**

Variation Task 24 Example: After researching <u>maps and historical sources describing land use in South America</u>, write a <u>report</u> in which you examine <u>a main</u> cause of <u>deforestation in the Amazon</u> and explain <u>two</u> effects <u>on populations in the region</u>. What <u>conclusion</u> can you draw <u>from the texts and maps about what preservationists should do to protect these forests</u>? Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)

Task 25 Template: [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. **(Informational or Explanatory/Cause-Effect)**

Task 25 Social Studies Example: <u>What ramifications does debt have for individuals and the larger public?</u> After reading <u>articles and data</u> on <u>the current credit crisis</u>, write an <u>article</u> that examines the causes of <u>debt</u> and explains the effect <u>of individual debt on the larger economy</u>. What conclusions or implications can you draw? Support your discussion with evidence from the texts. (Informational or Explanatory/Cause-Effect)

Task 25 Science Example: <u>How can energy be changed from one form into another?</u> After reading <u>scientific sources</u> on <u>energy transformation</u>, write a <u>report</u> that examines the causes of <u>energy transformation</u> and explains the effects <u>when energy is transformed</u>. What conclusions or implications can you draw? Support your discussion with evidence from the texts. (Informational or Explanatory/Cause-Effect)

Variation Task 25 Template: [Insert question] After reading and analyzing _____ (literature or informational texts, write a _____ (report or substitute) in which you examine _____ (#) cause(s) of _____ (content) and explain _____ (#) effect(s) _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. **(Informational or Explanatory/Cause-Effect)**

Variation Task 25 Example: <u>What ramifications does debt have for individuals?</u> After reading and analyzing <u>articles and data on the current credit crisis</u>, write an <u>article</u> in which you examine <u>two</u> causes of <u>personal debt</u> and explain <u>two</u> effect <u>of personal debt on the larger economy</u>. What <u>implications</u> can you draw <u>from the literature about how the role of debt in an economy</u>? Support your discussion with evidence from the texts. (Informational or Explanatory/Cause-Effect)

Teaching Task Rubric (Informational or Explanatory)

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 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.

Classroom Assessment Rubric (Informational or Explanatory)

LDC Informational/Explanatory Classroom Assessment MEETS EXPECTATIONS	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

Narrative Template Task Collection
For Middle School and High School Use

Common Core State Standards for Narrative Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **"Built in" standards** have the specified College and Career Readiness Anchor Standards built in.
- **"When appropriate" standards** vary with the content of the teaching task.

READING	
"Built In" Reading Standards For Narrative Template Tasks	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining 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 independently and proficiently.
"When Appropriate" Additional Reading Standards	
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)
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)
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, including 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	
	"Built In" Writing Standards For Narrative Template Tasks	
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.	
	"When Appropriate" Additional 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, organization, and analysis of content.	
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
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.	

Narrative Template Tasks

Task 26 Template: 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. **(Narrative/Description)**

Task 26 ELA Example: After researching <u>reference books</u> on <u>how to write a script</u>, write a <u>short play aimed at teens</u> that describes <u>ways to eat healthy foods</u>. L2 Use <u>a stylistic device</u> to develop a narrative. (Narrative/Description)

Task 26 Social Studies Example: After researching <u>guides</u> on <u>Washington DC</u>, write a <u>narrative</u> that describes <u>how the site was selected for the nation's capital</u>. (Narrative/Description)

Variation Task 26 Template: After researching _____ (informational texts), write a _____ (narrative or substitute) in which you describe _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Variation Task 26: After researching <u>how to write a script</u>, write a <u>one-act play aimed at teens</u> in which you describe <u>ways to eat healthy foods</u>. L2 Use <u>dialogue</u> to develop your work. L3 Use <u>multiple plots</u> to convey multiple storylines. (Narrative/Description)

Task 27 Template: [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. **(Narrative/Description)**

Task 27 ELA Example: <u>How do characters send a message in a novel?</u> After reading _The Pearl_ by John Steinbeck write a <u>narrative</u> from the perspective of <u>Juana, the fisherman's wife</u>. L2 Use <u>imagery and tone</u> to develop a narrative effect in your work. (Narrative/Description)

Task 27 Social Studies Example: <u>What can historical accounts teach us about someone's struggle for dignity?</u> After reading <u>historical documents and accounts about The Trail of Tears</u>, write a <u>narrative article</u> from the perspectives of<u> a Choctaw and George Gains</u>. L3 Use <u>dialogue</u> to convey multiple storylines. (Narrative/Description)

Variation Task 27 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop in your work. L3 Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Variation Task 27 Example: <u>What can historical accounts teach us about someone's struggle for dignity?</u> After reading and analyzing <u>historical documents and accounts about The Trail of Tears</u>, write a <u>narrative article</u> from the perspectives of <u>a Choctaw and George Gains</u>. **L3** Use <u>multiple plots and dialogue</u> to convey multiple storylines. (Narrative/Description)

Task 28 Template: 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. **(Narrative/Sequential)**

Task 28 ELA Example: After researching <u>articles and biographies</u> on <u>WWII veterans</u>, write a <u>short biography</u> that relates <u>the story of a person with courage and conviction</u> and the events that <u>influenced this person the most and in what ways</u>. L2 Use <u>suspense</u> to develop your work. (Narrative/Sequential)

Task 28 Social Studies Example: After researching <u>historical documents and maps</u> on <u>the Battle of Waterloo</u>, write an <u>account</u> that relates <u>the timeline</u> and the events that <u>caused the Emperor's military forces to lose</u>. L2 Use <u>imagery</u> to develop your work. L3 Use <u>time-frames</u> to convey multiple storylines. (Narrative/Sequential)

Variation Task 28 Template: After researching _____ (informational texts) on_____ (content), write a _____ (narrative or substitute) in which you relate _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Sequential)**

Variation Task 28 Example: After researching <u>articles and biographies</u> on <u>WWII veterans</u>, write a <u>short biography</u> in which you relate <u>the story of a person with courage and conviction</u> and the events that <u>influenced this person the most and in what ways</u>. L2 Use <u>stylistic devices</u> to develop your work. (Narrative/Sequential)

Task 29 Template: [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. **(Narrative/Sequential)**

Task 29 ELA Example: <u>What was it like to live in the Victorian age in England?</u> After reading <u>accounts</u> about <u>life in the Victorian age</u>, write an <u>article</u> that relates <u>a year in the life of a Victorian family</u>. (Narrative/Sequential)

Task 29 Social Studies Example: <u>What place in the world would you like to visit?</u> After reading <u>maps and articles</u> about <u>a place you would like to visit</u>, write a <u>short narrative</u> <u>account</u> that relates <u>significant events in its history</u>. L2 Use <u>imagery and sensory language</u> to develop your work. (Narrative/Sequential)

Variation Task 29 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (narrative or substitute) in which you relate _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **Narrative/Sequential)**

Variation Task 29 Example: <u>What was it like to live in the Victorian age in England?</u> After reading and analyzing <u>accounts about life in the Victorian age</u>, write an <u>article</u> in which you relate <u>a year in the life of a Victorian family</u>. L2 Use <u>figurative language</u> to develop your work. (Narrative/Sequential)

Teaching Task Rubric (Narrative)

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.