



10th Guidance for Literacy Task Design

(Literacy tasks are designed to be at the core of all multi day lessons/units).



Tenth Grade Literacy Task Design Guide

The purpose of providing guidance for designing literacy tasks is to provide classroom teachers with crucial steps in designing high quality student learning tasks that integrate reading, writing and thinking skills aligned with the standards. This document provides guidance into the necessary steps of task design. Literacy Tasks should be a part of multi-day lessons and units in order to integrate and implement the standards.

Steps for Designing Literacy Tasks

Step 1

Determine the focus of the task.

Standards can be clustered to help drive a number of key components of multi-day lessons/units. (For example, essential questions, assessments, writing to reading prompts, etc.) Examples of ways standards can be clustered for a task are as follows:

Literature Task

- Impact of word choice (RL. 1 & 4)
- Structural analysis (RL. 1 & 5)
- Complex characterization (RL. 1 & 3)
- Analysis of a subject or scene (RL. 1 & 7)
- Analysis of how author draws on or transforms source material (RL. 1 & 9)

Informational/Research Text Task

- Point of view and purpose (RI. 1, 6, & 9, RH.1, 6, & 9; RST.1, 6, & 9)
- Use of illustrations and other visuals (RI.1, 7, & 9; RST.1, 7, & 9)
- Analysis of argument (RI.1, 8, & 9; RH.1, 8, & 9; RST.1, 8, & 9)
- Relationship of ideas (RI. 1, 3, & 9; RST1 & 3)
- Analyzing primary and secondary sources (RH.1 & 9)
- Comparing and contrasting information gained from various sources (RST.1 & 9)












Narrative Text Task

- Narrative Story where students will read a portion of a literature text and
 - Write to a prompt that will measure any combination of RL and RI 1, 2, 3, 4, 5, 7 or 9.
- Narrative Description where students will read a portion of an informational text and
 - Write to a prompt that will measure any combination of RI 1, 2, 3, 4, 5, 7, or 9.

Step 2

Determine anchor text and coordinating texts/multimedia to accompany the anchor text.

See page 7 of this document for text resources.

| | |
|---------------------------------|--|
| Literary Analysis Task | Anchor Text  + Coordinating Text  |
| | Anchor Text  + Coordinating Text  |
| Research Simulation Task | Anchor Text  + Coordinating Text  + Coordinating Text  |
| | Anchor Text  + Coordinating Text  + Coordinating Text  |
| Narrative Task | Anchor Text  |

Step #3

Develop questions for each text using the reading standards and evidence tables for 10th grade.

Question Guidance: <http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions>

| Question Consideration: Transform the following <i>Reading Standard Evidence Statements</i> into questions/tasks/activities throughout the unit. | | | |
|---|---|------|--|
| RI.1 | <input type="checkbox"/> Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. | RL.1 | <input type="checkbox"/> Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. |
| RI.2 | <input type="checkbox"/> Provides a statement of central idea(s) of a text. <input type="checkbox"/> Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details. | RL.2 | <input type="checkbox"/> Provides a statement of a theme or central idea of a text. <input type="checkbox"/> Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. <input type="checkbox"/> Provides an objective summary of a text. |
| RI.3 | <input type="checkbox"/> Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made. <input type="checkbox"/> Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed. <input type="checkbox"/> Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. | RL.3 | <input type="checkbox"/> Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. <input type="checkbox"/> Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. <input type="checkbox"/> Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. <input type="checkbox"/> Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text. |
| RI.4 | <input type="checkbox"/> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. | RL.4 | <input type="checkbox"/> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. |
| RI.5 | <input type="checkbox"/> Provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | RL.5 | <input type="checkbox"/> Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

Step #3 Continued

| | | | |
|---|---|------|--|
| RI.6 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides a statement of an author’s point of view in a text. <input type="checkbox"/> Provides a statement of an author’s purpose in a text. <input type="checkbox"/> Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose. | RL.6 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. |
| RI.7 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account. | RL.7 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| RI.8 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides a delineation of the argument and specific claims in a text. <input type="checkbox"/> Provides an assessment of whether the reasoning in the argument is valid. <input type="checkbox"/> Provides an assessment of whether the evidence is relevant and sufficient to support the claims. <input type="checkbox"/> Provides identification of false statements and fallacious reasoning. | RL.8 | There is not a Standard #8 in Literature. |
| RI.9 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom’s speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | RL.9 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of how an author draws on or transforms source material in a specific work. |
| <p>Reading Standard #10 is not listed above as it is a compilation of all standards 1-9 which expects students to be able to read and comprehend complex texts by the end of the year</p> | | | |

Step 4

Determine what type of writing required by students to show understanding of content we want students to do during and/or after to show understanding.

When creating prompts, return to step 1 to view clustered standards

The following table describes two main categories of writing that can be used with literacy tasks that meet the requirements of the Standards. The table also shares writing types that prepare students for assessments by requiring students to read texts, answer questions about texts and write to a prompt.

| On Demand Writing (any writing tasks that do not complete all steps of the writing process) | | |
|--|---|---|
| This type of writing is viewed as impromptu and will most likely not be as polished as responses written over longer periods of time. The main purpose for this type of writing is to demonstrate comprehension/record evidence of learning. It can be easily adapted to process writing by allowing students ample time for revising and editing. | | |
| Analyzing Literature (Writing St. #1 & #2) <i>See example on page 6.</i> | Students will read literature selections, answer a series of questions from each text and synthesize in order to write to the provided prompt. | Student's writings must show comprehension of key ideas and details as well as written expression and knowledge of language and conventions. |
| Analyzing Informational Texts (Writing St. #2) <i>See example on page 6.</i> | Students will analyze an informational topic presented through several articles or multimedia stimuli. The first text will be an anchor text that introduces the topic. Students will engage with texts, answer a series of questions from each text and synthesize the information from these sources in order to write two analytic essays. | |
| Narrative Analysis (Writing St. #3) <i>See example on page 6.</i> | After reading a literary or informational selection, students will be asked to respond in writing to a prompt that asks them to continue a narrative story or write a narrative description. | |
| Process Writing These types of writing provide students opportunities to revise, edit and publish their work. | | |
| Opinion Writing (St. #1) Reviews Essays, Reports, etc... | Students should write opinions on topics or texts, supporting a point of view with reasons and information. | The writing types described here are writings that take place over multiple days or time frames. The rubrics used for these types of writing ask students to use the entire writing process. Some options for a rubric can be found at www.illinoisliteracyinaction.org/ . Select a grade level, click writing and scroll for rubrics. |
| Informative/ Explanatory Writing (St. #2) Research Papers Reports, Essays Paragraphs, "How To" writing, etc.. | Students should write Informative/explanatory texts to examine a topic and convey ideas and information clearly. There are slight differences between informative and explanatory writing. Informative writing educates readers by imparting straightforward information and facts, but never personal opinions Explanatory writing imparts information, shares ideas and provides explanations and evidence. | |
| Narrative Writing (St. #3) Creative Writing. Poetry Stories, etc... | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |

Writing Task Guidance

Analyzing Literature Pieces Possible Prompt

“Today you will read and think about the passage from the (novel, story, fable, or other) titled _____ and the (novel, story, fable, or other) _____. As you read these texts, you will gather information and answer a question about _____ (the questions will tie back to the reading standards) so you can write an essay.”

“You have read the passages from _____ and _____.” Write an essay that _____ (this will relate back to the question). Support your response with evidence from each source and explain the evidence.”

Example: Write an essay in which you analyze the different approaches the authors take to develop these characters. In your essay, be sure to discuss how each author makes use of such elements as:

- *the main character’s interactions with other characters,*
- *the presentation of the main characters’ thoughts, and*
- *the strong feelings each character experiences at the end of each passage.*

Analyzing Informational Texts Possible Prompt

“Today you will research _____ and consider texts and/or videos to support different purposes. First you will read a passage that _____. Next, you will watch a video clip about _____. Finally, you will read a text that explains how _____. As you review these sources, think about _____.” (The question will tie back to the reading standards.)

“You have learned about _____ by reading two documents, _____ and _____, and viewing a video clip titled _____. Write an essay that _____ (relates back to the question asked in the first part. Support responses with evidence from each source and explain the evidence.”

Example: Write an essay that compares and contrasts a primary argument in each text that you have read regarding the decision to drop the atomic bomb. Your essay should explain how effectively each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.

Narrative Analysis Possible Prompt

“Today you will read a passage from a story or informational text titled _____. As you read, pay close attention to _____ (students will be looking at a specific skill that ties back to the reading standards) to prepare to write _____.”

Example: Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

SAT Essay Tasks

The prompt that students will use for the SAT Essay is a great prompt to use for classrooms tasks. This prompt will be consistent for ALL administrations of the SAT. Only the passage will change.

Use the SAT Essay prompt as a foundation for frequent writing assignments in all content area classes. Students strengthen their learning by writing in science, social studies, math, health and career-related courses.

As you read the passage below, consider how (the author) uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Write an essay in which you explain how (the author) builds an argument to persuade (his/her) audience that (author's claim). In your essay, analyze how (the author) uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of (his/her) argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with (the author's) claims, but rather explain how (the author) builds an argument to persuade (his/her) audience.

Tips:

- To ensure that your students understand the difference between opinion, argument, and analysis, assign all three types of writing. Require students to use evidence to support their analyses of nonfiction documents. Remind them that the SAT Essay is interested in evidence-based claims, not their personal opinions.
- Practice evaluating evidence for consistent and legitimate supporting arguments. Students must discern whether the evidence they use actually strengthens their arguments.
- Revisit previous writing assignments periodically, and allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.
- Instruct students in all classes to practice writing and language analysis skills-effective language use, expression of ideas, and the proper use of Standard English Conventions, word choice, and sentence structure in extended contexts.
- Give students the opportunity to correct their mistakes, both in carefully constructed errors you provide and in their own work. They will be asked to make corrections in word choice, conventions of usage and punctuation, organization, sentence structure, and analysis of graphical data.
- Give students the opportunity to compare the SAT Essay rubric to their work, and to the writing of their peers, evaluating areas in which they met the standards of the rubric and areas in which they need improvement.
- Use SAT sample student essays to extend the understanding of the essay prompt. Immerse students in sample and get them to notice components and characteristics common to all.

Samples and the rubric can be accessed at the following link:

<https://collegereadiness.collegeboard.org/sat/scores/understanding-scores/essay>

Online Resources for Text/Text Sets

There are a number of resources available for texts online. Here are a few:

- **Current Textbooks or Series**
- **Anthology Alignment Project** – Free, teacher-developed Common Core-aligned lessons for anthology reading series in grades 6-11. These lessons can be used immediately in the classroom and for professional development. Hundreds of teachers worked collaboratively to develop these materials, following deep training on the Common Core by Student Achievement Partners. Each lesson has been authored, edited, and reviewed by a team of teachers. Each lesson gives a sample writing task with prompt.
<http://achievethecore.org/page/1108/anthology-alignment-project>
- **Readworks** – www.readworks.org: ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, **for free**, to be shared broadly.
- **Newsela** – www.newsela.com: Newsela is a free resource that presents articles on a range of topics such as: War and Peace, Science, Kids, Money, Law, Health, Arts, and Sports. The system enables you to convert the articles into higher or lower Lexiles so you can use them with any grade from 3-12.
- **TextProject** – www.textproject.org: This website has high-quality student texts and teacher guides that are all available for free download. There are texts for students, vocabulary lessons and lists, professional development modules and videos - a world of open-access resources for teachers.
- **CommonLit** - <https://www.commonlit.org/> - CommonLit delivers high-quality, free instructional materials to support literacy development for students in grades 3-12. Materials are rigorous and relevant in an easy-to-find, teacher-friendly format.
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources.
10th Grade Primary Source Information:
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=10&su=Language+Arts&loid=&formLocation=>

