



# 11<sup>th</sup> – 12<sup>th</sup> 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**

- Text structure (RL. 1 & 5)
- Analysis of two or more themes/central ideas (RL. 1 & 2)
- Analysis of story elements/structure (RL. 1 & 3)
- Expression of knowledge of eighteenth, nineteenth, and early-twentieth century treatment of similar themes and topics (RL. 1 & 9)

##### **Informational/Research Text Task**

- Point of view and purpose (RI.1, 6, & 9; RH. 1, 6 & 9; RST1, 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; RH. 1, 3 & 9; RST. 1 & 3)
- Synthesis of information from a range of 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.

<b>Literary Analysis Task</b>	<b>Anchor Text</b> <b>+</b> <b>Coordinating Text</b> Novel Segment        Poem
	<b>Anchor Text</b> <b>+</b> <b>Coordinating Text</b> Play Segment        Painting
<b>Research Simulation Task</b>	<b>Anchor Text</b> <b>+</b> <b>Coordinating Text</b> <b>+</b> <b>Coordinating Text</b> Textbook Segment       Article       Video
	<b>Anchor Text</b> <b>+</b> <b>Coordinating Text</b> <b>+</b> <b>Coordinating Text</b> Article       Primary Source       Textbook Segment
<b>Narrative Task</b>	<b>Anchor Text</b> Novel Segment

**Step #3**

**Develop questions for each text using the reading standards and evidence tables for 11<sup>th</sup>-12<sup>th</sup> grade.**

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

<b>Question Consideration:</b> 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. <input type="checkbox"/> Provides strong and through textual evidence with a determination of where the text leaves matters uncertain	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. <input type="checkbox"/> Provides a determination of where the text leaves matters uncertain.
RI.2	<input type="checkbox"/> Provides a statement of two or more central ideas of a text. <input type="checkbox"/> Provides an analysis of the development of two or more central ideas over the course of the text, including how they interact and build on one another to produce a complex account. <input type="checkbox"/> Provides an objective summary of a text.	RL.2	<input type="checkbox"/> Provides a statement of two or more themes or central ideas of a text. <input type="checkbox"/> Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account 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 a complex set of ideas. <input type="checkbox"/> Provides an analysis of a sequence of events. <input type="checkbox"/> Provides an explanation of how specific individuals interact and develop over the course of the text. <input type="checkbox"/> Provides an explanation of how specific ideas interact and develop over the course of the text. <input type="checkbox"/> Provides an explanation of how specific events interact and develop over the course of the text.	RL.3	<input type="checkbox"/> Provides an analysis of the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed)
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) <input type="checkbox"/> Provides an analysis of how an author uses or refines a key term or terms over the course of a text.	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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RI.5	<input type="checkbox"/> Provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RL.5	<input type="checkbox"/> Provides an analysis of how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.

Step #3 Continued

RI.6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective.</li> <li><input type="checkbox"/> Provides an analysis of how style and content contribute to the power, persuasiveness, or beauty of the text</li> </ul>	RL.6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</li> </ul>
RI.7	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides an evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> </ul>	RL.7	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (within the course of the year, include a play by Shakespeare and one play by an American dramatist).</li> </ul>
RI.8	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a delineation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> <li><input type="checkbox"/> Provides an evaluation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)</li> </ul>	RL.8	There is not a Standard #8 in Literature.
RI.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides an analysis of themes in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address).</li> <li><input type="checkbox"/> Provides an analysis of the purposes of seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address).</li> <li><input type="checkbox"/> Provides an analysis of the rhetorical features in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address)</li> </ul>	RL.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-twentieth century foundational works of American literature treat similar themes or topics.</li> </ul>
<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.

<b>On Demand Writing</b> <b>(any writing tasks that do not complete all steps of the writing process)</b>		
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.		
<b>Analyzing Literature</b> (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.
<b>Analyzing Informational Texts</b> (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.	
<b>Narrative Analysis</b> (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.	
<b>Process Writing</b> These types of writing provide students opportunities to revise, edit and publish their work.		
<b>Argument Writing</b> (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 <a href="http://www.illinoisliteracyinaction.org/">www.illinoisliteracyinaction.org/</a> . Select a grade level, click writing and scroll for rubrics.
<b>Informative/ Explanatory Writing</b> (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. <b>Informative writing</b> educates readers by imparting straightforward information and facts, but never personal opinions <b>Explanatory writing</b> imparts information, shares ideas and provides explanations and evidence.	
<b>Narrative Writing</b> (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.

### SAT Prompt

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](http://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](http://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](http://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.  
10<sup>th</sup> Grade Primary Source Information:  
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=10&su=Language+Arts&loid=&formLocation=>

