



# 4<sup>th</sup> Grade Guidance for Literacy Tasks

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



# Fourth 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

- Analysis of structural elements (RL. 1 & 5)
- Central Idea/Lesson of literature (RL. 1 & 2)
- Character(s), setting(s), or event(s) (RL. 1 & 3)
- Author’s Study (RL. 1 & 9)
- Connecting a text and a companion visual or oral presentation of that text (RL. 1 & 7)

#### Informational/Research Text Task

- Analyzing the relationship between a series of concepts (RI. 1,3, & 9)
- Analyzing the role of illustrations (RI. 1, 7 & 9)
- Analyzing 1st and 2nd hand accounts (RI. 1, 6 & 9)
- Analyzing authors’ use of evidence (RI. 1, 2 & 8)

#### 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 6 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>Literary Analysis Task</b>	<b>Anchor Text</b>	<b>+</b>	<b>Coordinating Text</b>		
	Story Segment 		Myth 		
<b>Research Simulation Task</b>	<b>Anchor Text</b>	<b>+</b>	<b>Coordinating Text</b>	<b>+</b>	<b>Coordinating Text</b>
	 Textbook Segment		 Article		 Article
	<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 4<sup>th</sup> grade.

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

**Question Consideration:** Transform the following *Reading Standard Evidence Statements* into questions/tasks/activities throughout the unit.

RI.1	<input type="checkbox"/> Provides references to details and/or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text.	RL.1	<input type="checkbox"/> Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RI.2	<input type="checkbox"/> Provides a statement of the main idea of a text. <input type="checkbox"/> Provides an explanation of how the main idea is supported by key details. <input type="checkbox"/> Provides a summary of the text.	RL.2	<input type="checkbox"/> Provides a statement of a theme of a text. <input type="checkbox"/> Provides a summary of the text.
RI.3	<input type="checkbox"/> Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <input type="checkbox"/> Provides an explanation of procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <input type="checkbox"/> Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RL.3	<input type="checkbox"/> Provides an in---depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <input type="checkbox"/> Provides an in---depth description of a setting in a story or drama, drawing on specific details in the text. <input type="checkbox"/> Provides an in---depth description of an event in a story or drama, drawing on specific details in the text.
RI.4	<input type="checkbox"/> Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.	RL.4	<input type="checkbox"/> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).
RI.5	<input type="checkbox"/> Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.	RL.5	<input type="checkbox"/> Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.
RI.6	<input type="checkbox"/> Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic.	RL.6	<input type="checkbox"/> Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first--- and third---person narrations.

RI.7	<input type="checkbox"/> Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). <input type="checkbox"/> Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). <input type="checkbox"/> Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). <input type="checkbox"/> Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears.	RL.7	<input type="checkbox"/> Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text.
RI.8	<input type="checkbox"/> Provides an explanation of how an author uses reasons to support particular points in a text. <input type="checkbox"/> Provides an explanation of how an author uses evidence to support particular points in a text.		There is not a Standard #8 in Literature.
RI.9	<input type="checkbox"/> Provides a statement that integrates information from two texts on the same topic.	RL.9	<input type="checkbox"/> Provides a comparison and contrast of the treatment of similar themes and/or topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <input type="checkbox"/> Provides a comparison and contrast of the treatment of similar patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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.

**The following evidence statements are from the Language Standards and target vocabulary.**

L.4	<input type="checkbox"/> Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). <input type="checkbox"/> Demonstrates the ability to use common, grade---appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.5	<input type="checkbox"/> Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <input type="checkbox"/> Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. <input type="checkbox"/> Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.6	<input type="checkbox"/> Provides a statement demonstrating accurate meaning and use of grade---appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered).

## 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> (any writing tasks that do not complete all steps of the writing process)		
<p>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.</p>		
<p><b>Literary Analysis Task</b> (Writing St. #1 &amp; #2) <i>See example on page 6.</i></p>	<p>Students will read literature selections, answer a series of questions from each text and synthesize in order to write to the provided prompt.</p>	<p>Student's writings must show comprehension of key ideas and details as well as written expression and knowledge of language and conventions.</p>
<p><b>Research Simulation Task</b> (Writing St. #2) <i>See example on page 6.</i></p>	<p>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.</p>	
<p><b>Narrative Tasks</b> (Writing St. #3) <i>See example on page 6.</i></p>	<p>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.</p>	
<b>Process Writing</b>		
<p>These types of writing provide students opportunities to revise, edit and publish their work.</p>		
<p><b>Opinion Writing</b> (St. #1) Reviews Essays, Reports, etc...</p>	<p>Students should write opinions on topics or texts, supporting a point of view with reasons and information.</p>	<p>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 and click on rubrics.</p>
<p><b>Informative/ Explanatory Writing</b> (St. #2) Research Papers Reports, Essays Paragraphs, "How To" writing, etc..</p>	<p>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.</p>	
<p><b>Narrative Writing</b> (St. #3) Creative Writing. Poetry Stories, etc...</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	

# Task Templates

The following are samples of one way to provide direction for students as they engage with a Literacy Task.

## Literacy Analysis Task

“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 questions about \_\_\_\_\_ (the question will tie back to the reading standards) so you can write an essay.

You have read the passages from \_\_\_\_\_ and \_\_\_\_\_.” Write an essay that \_\_\_\_\_ (relates back to the question at the beginning in the first part). **Support responses with evidence from each source and explain the evidence.**

### Classroom Sample

Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

## Research Simulation Task

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.

### Classroom Sample

Using information from the articles and the video, describe the roles that both the horses and humans play in the horses’ survival. Use evidence from the articles and the video to support your answer.

## Narrative Task

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 \_\_\_\_\_.

### Classroom Sample

Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing the story.

Resources for step 2.

## Online Resources for Text/Text Sets

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

- **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.
- **Scholastic Resources:**
  - Myths – <http://www.scholastic.com/teachers/unit/myths-everything-you-need>  
<http://www.scholastic.com/teachers/lesson-plan/fabulous-fun-greek-myths>
- **American Folklore** – [www.americanfolklore.net](http://www.americanfolklore.net): This site offers the text for a number of different folktales for use in the classroom. American Folklore features retold folktales from all 50 states.
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources. 4<sup>th</sup> Grade Primary Source Information:  
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=4&su=Language+Arts&luid=none&formLocation>

