



11th-12th Grade Guidance for Literacy Task Design

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



Eleventh-Twelfth 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.

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

Step #3

Develop questions for each text using the reading standards and evidence tables for 11th -12th 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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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"> <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. <input type="checkbox"/> Provides an analysis of how style and content contribute to the power, persuasiveness, or beauty of the text. 	RL.6	<ul style="list-style-type: none"> <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).
RI.7	<ul style="list-style-type: none"> <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. 	RL.7	<ul style="list-style-type: none"> <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).
RI.8	<ul style="list-style-type: none"> <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). <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) 	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 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). <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). <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) 	RL.9	<ul style="list-style-type: none"> <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.

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

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.

Literary Analysis Task (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.
Research Simulation Task (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 Tasks (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 and click on 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.	

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

Now that you have read and answered questions about the passages from Quicksand and The Autobiography of an Ex-Colored Man write an essay in which you identify and explain a theme that is similar in both passages. In your essay, discuss how each author uses the characters, events, and settings in the passages to develop the theme.

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

An important idea in the sources involves the colonists’ notions of the purpose of government. Write an essay in which you explore the perceptions of government’s purpose presented in the sources. In writing your essay, consider how the authors of the two written documents describe the ideal relationship between the government of Great Britain and the colonists. Consider also the perspective presented in the video. Remember to use evidence from all three sources to support your ideas

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

Using what you know about Mr. Harris, write a narrative story that describes how he chooses which road to take and the experiences he has on his journey. Be sure to use details from the passage in developing your narrative.

Resources for step 2.

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.
- **Project Gutenberg** - <https://www.gutenberg.org/> Project Gutenberg offers over 46,000 free ebooks to be downloaded or read online. Many genres of text are available such as music, reference materials, poetry, magazines, journals, plays, science, social studies and fine arts. .
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources.

11th Grade Primary Source Information:

<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=11&su=Language+Arts&loid=&formLocation=>

