



5th Grade Guidance for Literacy Task Design

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



Fifth 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

- Influence of narrator’s or speaker’s point of view (RL. 1 & 6)
- Central idea/lesson of literature (RL. 1 & 2)
- Comparison of character(s), setting(s), or event(s) (RL. 1 & 3)
- Comparing themes and topics (RL. 1 & 9)
- Analysis of visual and multimedia elements (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 multiple accounts (RI. 1, 6, & 9)
- Analyzing author’s 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 7 of this document for text resources.

Literary Analysis Task	Anchor Text  Novel Segment	+	Coordinating Text  Poem		
	Anchor Text  Story Segment	+	Coordinating Text  Folktales		
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 5th 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"/> Demonstrates the ability to quote from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text .	RL.1	<input type="checkbox"/> Demonstrates student's ability to quote or reference from 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 two or more main ideas of a text. <input type="checkbox"/> Provides an explanation of how two or more main ideas are 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 the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. <input type="checkbox"/> Provides a summary of the text.
RI.3	<input type="checkbox"/> Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. <input type="checkbox"/> Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. <input type="checkbox"/> Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.	RL.3	<input type="checkbox"/> Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). <input type="checkbox"/> Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. <input type="checkbox"/> Provides a comparison and contrast of two or more events 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 grade 5 topics or subject area. <input type="checkbox"/> Demonstrates the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area.	RL.4	<input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI.5	<input type="checkbox"/> Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	RL.5	<input type="checkbox"/> Provides an explanation of how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RI.6	<input type="checkbox"/> Provides an analysis of multiple accounts of the same event , noting important similarities and/or differences in the point of view they represent. <input type="checkbox"/> Provides an analysis of multiple accounts of the same topic , noting important similarities and/or differences in the point of view they represent.	RL.6	<input type="checkbox"/> Provides a description of how a narrator's or speaker's point of view influences how events are described.
RI.7	<input type="checkbox"/> Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.	RL.7	<input type="checkbox"/> Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <input type="checkbox"/> Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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. <input type="checkbox"/> Identifies which reasons and/or evidence support which points.	RL.8	There is not a Standard #8 for Literature.
RI.9	<input type="checkbox"/> Provides a statement that integrates information from several texts on the same topic.	R.9	<input type="checkbox"/> Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and 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

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., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <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., photograph, photosynthesis).
L.5	<input type="checkbox"/> Demonstrates the ability to determine the meaning of simple similes and metaphors in context . <input type="checkbox"/> Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs . <input type="checkbox"/> Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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 contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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)		
<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>		
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

Write an essay describing how each narrator’s point of view influenced how these events are described. Be sure to use details from both stories.

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

Compare how the articles by Lauren Tarshis and Dylan deNapoli and the video describe the penguin rescue efforts after oil spills. Support your essay with information from all three sources.

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 narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

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: 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.
- **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: 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. 5th Grade Primary Source Information:
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=5&su=Language+Arts&loid=&formLocation=>

