



6th Grade Guidance for Literacy Task Design

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



Sixth 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

- Contribution of one section to theme, setting, or plot (RL.1 & 5)
- Central idea/lesson of literature (RL 1 & 2)
- Analysis of plot and characterization (RL. 1 & 3)
- Comparing themes and topics (RL. 1 & 9)
- Comparing a print text to a multimedia version of that text (RL. 1 & 7)
- Point of view of narrator or speaker (RL.1 & 6)

Informational/Research Text Task

- Point of view and purpose (RI.1, 6, & 9; RH.1, 6 & 9; RST. 1 & 6)
- Use of illustrations and other visuals (RI. 1, 7, & 9; RH. 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; RST.1 & 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 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 6th 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"/> Provide textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. <input type="checkbox"/> Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.	RL.1	<input type="checkbox"/> Provides 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 the central idea(s) of a text. <input type="checkbox"/> Provides a statement of how the central idea is conveyed through particular details. <input type="checkbox"/> Provides an objective summary of the text distinct from personal opinions or judgments. <input type="checkbox"/> Determines the central ideas or conclusions of a text. <input type="checkbox"/> Determines the central ideas of a primary or secondary source.	RL.2	<input type="checkbox"/> Provides a statement of a theme or central idea of a text. <input type="checkbox"/> Provides a description of how the theme or central idea is conveyed through particular details. <input type="checkbox"/> Provides a summary of the text distinct from personal opinions or judgments.
RI.3	<input type="checkbox"/> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). <input type="checkbox"/> Demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <input type="checkbox"/> Provides an identification of key steps in a text's description of a process related to history/social studies.	RL.3	<input type="checkbox"/> Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. <input type="checkbox"/> Provides a description of how the characters respond or change as the plot moves toward a resolution.
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) 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 an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text. <input type="checkbox"/> Provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.	RL.5	<input type="checkbox"/> Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. <input type="checkbox"/> Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.
RI.6	<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 explanation of how the author's point of view or purpose is conveyed in the text.	RL.6	<input type="checkbox"/> Provides an explanation of how an author develops the point of view of the narrator or speaker in a text.

RI.7	<input type="checkbox"/> Demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.	RL.7	<input type="checkbox"/> Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.
RI.8	<input type="checkbox"/> Provides a tracing of the argument and/or specific claims in a text. <input type="checkbox"/> Provides an evaluation of the argument and/or specific claims in a text. For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.	RL.8	There is not a standard #8 for Literature.
RI.9	<input type="checkbox"/> Provides a comparison and contrast of one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RL.9	<input type="checkbox"/> Provides a comparison and contrast of texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of 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 use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <input type="checkbox"/> Demonstrates the ability to use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.5	<input type="checkbox"/> Demonstrates ability to determine the connotations (associations) of words with similar denotations (e.g., stingy, scrimping, economical, un wasteful, thrifty). <input type="checkbox"/> Demonstrates ability to interpret figures of speech in context. <input type="checkbox"/> Demonstrates the ability to determine the relationship between particular words. <input type="checkbox"/> Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) 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.

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

Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.

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

Write an essay that compares and contrasts the evidence each source uses to support the claim that the role of the zoos is to protect animals. Be sure to use evidence from all three sources to support your response.

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 an original story about what happens when Sally arrives at Aunt Sarah’s house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

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 grade 6. 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/528/anthology-alignment-project-lessons-grade-6-list-pg>
- **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.

6th Grade Primary Source Information:

<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=6&su=Language+Arts&loid=&formLocation=>

