



7th Grade Guidance for Literacy Task Design

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



Seventh 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

- Analyzing point of view (RL.1 & 6)
- Central ideal/lesson of literature (RL.1 & 2)
- Interaction of literary elements in poetry and drama (RL.1 & 3)
- Comparison of techniques in print text and multimedia (RL.1 & 7)
- Influence of narrator's or speaker's point of view (RL. 1 & 6)
- Effects of structure or form on meaning in poetry or drama (RL.1 & 5)
- Interaction of story elements in fiction (RL.1 & 3)

Informational/Research Text Task

- Point of view and purpose (RI.1, 6 & 9; RH. 1 & 6; 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.
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Step 2

Determine anchor text (focus 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 7th 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 several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.	RL.1	<input type="checkbox"/> Provides citation of several pieces of 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 central idea(s) of a text. <input type="checkbox"/> Provides an analysis of the development of central idea(s) over the course of the text. <input type="checkbox"/> Provides an objective summary of a text.	RL.2	<input type="checkbox"/> Provides a statement of a theme or central idea of a text. <input type="checkbox"/> Provides an analysis of the development of the theme or central idea over the course of the text. <input type="checkbox"/> Provides an objective summary of the text.
RI.3	<input type="checkbox"/> Provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RL.3	<input type="checkbox"/> Provides an analysis of how particular elements of a story or drama interact.
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) 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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of story or drama.
RI.5	<input type="checkbox"/> Provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RL.5	<input type="checkbox"/> Provides an analysis of how a drama's or poem's form or structure contributes to meaning.
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 analysis of how the author distinguishes his or her position from that of others.	RL.6	<input type="checkbox"/> Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.
RI.7	<input type="checkbox"/> Provides a comparison and contrast of a text to an audio, video, or multimedia version of the text. <input type="checkbox"/> Provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RL.7	<input type="checkbox"/> Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.

Step 3 Continued:

<p>RI.8</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the ability to trace an argument and specific claims in a text. <input type="checkbox"/> Provides an evaluation of whether the reasoning is sound in an argument. <input type="checkbox"/> Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. 	<p>RL.8</p>	<p>There is not a Standard #8 in Literature.</p>
<p>RI.9</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence. <input type="checkbox"/> Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts. 	<p>RL.9</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a comparison and contrast of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <input type="checkbox"/> Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <input type="checkbox"/> Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

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

In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

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

At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie’s mind about paying for Cromwell’s training. In your story:

- Consider what actions Kevin might take or what Kevin might say that would strengthen his case.
- Be sure to use what you have learned about the setting, characters, and plot of 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:

- **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.

7th Grade Primary Source Information:

<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=7&su=Language+Arts&loid=&formLocation=>

