



# 9<sup>th</sup>-10<sup>th</sup> Grade Guidance for Designing Literacy Tasks in the Social Science Classroom

(Literacy tasks have reading and writing about social science topics at the core of all multi day lessons/units).



# 9<sup>th</sup>-10<sup>th</sup> Grade Literacy Task Design

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 and writing 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:**

#### Possible Combined Standards for Literacy Task Prompts

- Cite evidence to compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Clustered Standards: (RH. 1 & 6)**

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Clustered Standards: (RH. 1 & 7)**

- Assess the extent to which the reasoning and evidence in a text support the author's claims.

**Clustered Standards: (RH.1 & 8)**

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Clustered Standards: (RH.1 & 3)**

- Compare and contrast treatments of the same topic in several primary and secondary sources.

**Clustered Standards: (RH.1 & 9)**

**RH: Reading for History/Social Studies**

**Step 2**

Determine anchor text (focus text) and coordinating texts/multimedia to accompany the anchor text.

<b>Literacy Task Texts</b>	<b>Anchor Text</b>		<b>Coordinating Text</b>		<b>Coordinating Text</b>
	 Textbook Segment	+	 Article	+	 Video
	<b>Anchor Text</b>		<b>Coordinating Text</b>		<b>Coordinating Text</b>
	 Article	+	 Primary Source	+	 Textbook Segment

### Online Resources for Texts

- **Illinois Classrooms in Action Social Science Resources** – This site provides teachers with a one-stop shop of all resources for Illinois Social Science Teachers:  
<http://www.ilclassroomsinaction.org/social-science.html>
- **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. The link for Social Studies content is as follows:  
<http://www.readworks.org/social-studies-reading-passages>
- **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.
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources. Grade Specific Primary Source Information is at the following link:  
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=6&su=Language+Arts&loid=&formLocation=> Choose a grade level and search for resources.

**Step #3**

**Develop questions for each text using the reading standards for 9<sup>th</sup>-10<sup>th</sup> grades. Question Guidance:** <http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions>

**Question Consideration:** Transform the following *Reading for History/Social Science Standards* into questions/tasks/activities throughout the unit.

RH.1	<input type="checkbox"/> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.2	<input type="checkbox"/> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.3	<input type="checkbox"/> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.4	<input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.5	<input type="checkbox"/> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.6	<input type="checkbox"/> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.7	<input type="checkbox"/> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.8	<input type="checkbox"/> Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9	<input type="checkbox"/> Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	

## 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 and hold thinking.

Writing in the Social Science classroom should happen routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (WHST.10).

When creating culminating task/writing prompts, teachers can return to step 1 to view clustered standards for ideas. The standards require students to be able to write arguments (WHST.1) and informational/explanatory (WHST.2) writings. Writing can appear in many forms – from note taking, to short summaries, to learning logs, essays, a quick write or a formal report. See the following link for the 9<sup>th</sup>-10<sup>th</sup> Grade Social Science Writing Standards: <http://www.corestandards.org/ELA-Literacy/WHST/9-10/>

## Task Template for Culminating Tasks

The following task frame is **one way** to design a prompt where students can show their learning after reading/researching a variety of sources.

Today you will research \_\_\_\_\_ by reading \_\_\_\_\_ and watching a video clip about \_\_\_\_\_. As you review these resources think about the following question:  
“ \_\_\_\_\_?”

Gather evidence from each source to answer the question.

### Classroom Sample

After researching the Arab Spring and pre-Revolution America, students write an evidence-based essay that explains the differences and similarities between the conditions leading to the Arab Spring with those leading to the American Revolution, drawing conclusions and implications from the evidence.