9th Grade Guidance for Literacy Task Design

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

Ninth 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
- Analysis of non-U.S. literature (RL. 1 & 6)
- Text structure/manipulation of time (RL. 1 & 5)
- Complex characterization (RL. 1 & 3)
- Analysis of a subject or scene (RL. 1 & 7)
- Analysis of how author draws on or transforms source material (RL. 1 & 9)

Informational/Research Text Task
- Point of view and purpose (RI. 1, 6, & 9, RH.1, 6, & 9; RST.1, 6, & 9)
- 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; RST1 & 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 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 Simutation 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 9th 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	☐ Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.	RL.1	☐ Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
RI.2	☐ Provides a statement of central idea(s) of a text. ☐ Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details.	RL.2	☐ Provides a statement of a theme or central idea of a text. ☐ Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. ☐ Provides an objective summary of a text.
RI.3	☐ Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made. ☐ Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed. ☐ Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.	RL.3	☐ Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. ☐ Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. ☐ Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. ☐ Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.
RI.4	☐ 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	☐ 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	☐ Provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RL.5	☐ Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Step #3 Continued

RI.6	☐ Provides a statement of an author's point of view in a text. ☐ Provides a statement of an author's purpose in a text. ☐ Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose.	RL.6	☐ Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.
RI.7	☐ Provides an analysis of various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), including which details are emphasized in each account.	RL.7	☐ Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
RI.8	☐ Provides a delineation of the argument and specific claims in a text. ☐ Provides an assessment of whether the reasoning in the argument is valid. ☐ Provides an assessment of whether the evidence is relevant and sufficient to support the claims. ☐ Provides identification of false statements and fallacious reasoning.	RL.8	There is not a Standard #8 in Literature.
RI.9	☐ Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	RL.9	☐ Provides an analysis of how an author draws on or transforms source material in a specific work.
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 yea			

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) *See example on page 6.*	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) *See example on page 6.*	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) *See example on page 6.*	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 analyze the different approaches the authors take to develop these characters. In your essay, be sure to discuss how each author makes use of such elements as:
- the main character's interactions with other characters,
- the presentation of the main thoughts, and
- the strong feelings each character experiences at the end of each passage.

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 a primary argument in each text that you have read regarding the decision to drop the atomic bomb. Your essay should explain how effectively each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts 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 →

Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

Resources for step 2.

Online Resources for Text/Text Sets
There are a number of resources available for texts online. Here are a few:

- o **Current Textbooks or Series**
- o **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
- o **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.
- o **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.
- o **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.
- o **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. .
- o **Library of Congress** - http://www.loc.gov/teachers/: The Library of Congress offers classroom materials to help teachers effectively use primary sources.
  9th Grade Primary Source Information:
  http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=9&su=Language+Arts&loid=&formLocation=