

Task Focus Activity Handout

1. Read text(s).
2. Discuss the connection between the texts and why they are paired together.
3. Choose a particular focus (bullet points below) that coordinates with the texts read.
4. Develop questions that help direct students to elicit evidences of that particular focus. (These questions will lead students to ultimately answer the writing prompt.)
5. Determine what writing strategies/tools/resources that students may use when answering questions. (i.e.; note taking graphic organizer, summary strategy, discussion)
6. After creating the series of questions, develop a writing prompt around a task focus (bullet points)

Grade	Literary Analysis Task	Research Simulation Task
3 rd	<ul style="list-style-type: none"> • Analysis of the contribution of Illustrations RL.1 & 7 • Central idea/lesson of literature from diverse cultures RL. 1 & 2 • Characterization in a story RL.1 & 3 • Author's study including analysis of illustration RL. 1 & 9 	<ul style="list-style-type: none"> • Analyzing a relationship between a series of concepts RI. 1 & 3 • Analyzing the role of illustrations RI. 1 & 7 • Comparing and contrasting important points/key details RI. 1 & 9
4 th	<ul style="list-style-type: none"> • Analysis of structural elements RL. 1 & 5 • Central Idea/Lesson of literature RL. 1 & 2 • Character(s), setting(s), or event(s) RL. 1 & 3 (spelling) • Author's Study RL. 1 & 9 • Connecting a text and a companion visual or oral presentation of that text RL. 1 & 7 	<ul style="list-style-type: none"> • Analyzing the relationship between a series of concepts RI. 1,3, & 9 • Analyzing the role of illustrations RI. 1,7,& 9 • Analyzing 1st and 2nd hand accounts RI. 1, 6, & 9 • Analyzing authors' use of evidence RI. 1, 2, & 8
5 th	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
6 th	<ul style="list-style-type: none"> • Contribution of one section to theme, setting, or plot RL.1 & 5 • Central idea/lesson of literature RL 1 & 2 • Comparing themes and topics RL. 1 & 9 • Comparing a print text to a multimedia version of that text RI. 1 & 7 • Analysis of plot and characterization RL 1 & 3 – new • Point of view of narrator or speaker RL 1 & 6 	<ul style="list-style-type: none"> • 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 or RI 1 & RH 9 – adjusted • Comparing and contrasting information gained from various sources RST or RI 1 and RST 9
7 th	<ul style="list-style-type: none"> • Analyzing point of view RL.1 & 6 • Central idea/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 	<ul style="list-style-type: none"> • Point of view and purpose RI.1, 6 & 9; RH or RI 1 & RH 6; RST or RI 1 & RST 6 • Use of illustrations and other visuals RI.1, 7, & 9; RH or RI 1, RH 7 & 9; RST or RI 1, RST 7 & 9 • Analysis of argument RI.1, 8, & 9; RH or RI 1, RH 8 & 9; RST or RI 1, RST 8 & 9 • Relationship of ideas RI.1, 3 & 9; RH or RI 1 and RH 3; RST or RI 1 and RST 3 • Analyzing primary and secondary sources RH or RI 1 and RH 9 • Comparing and contrasting information gained from various sources RST or RI 1 & RST 9

Grade	Literary Analysis Task	Research Simulation Task
8 th	<ul style="list-style-type: none"> Differences in point of views of characters RL. 1 & 6 Central idea/lesson of literature RL. 1 & 2 Effect of dialogue or events RL. 1 & 3 Analysis of a filmed production RL. 1 & 7 Analysis of themes, patterns of events, or character types RL. 1 & 9 	<ul style="list-style-type: none"> Use of illustrations and other visuals RI. 1, 7, & 9; RH. 1, 7, & 9; RST. 1, 7, & 9 Point of view and purpose RI. 1, 6, & 9; RH. 1, 6, & 9; RST.1, 6, & 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 or RI.1 & RH 9* Comparing and contrasting information from various sources RST or RI 1 & RST 9
9 th	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 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 RI or RH.1 & RH. 9 Comparing and contrasting information from various sources RST or RI 1 & RST 9
10 th	<ul style="list-style-type: none"> Impact of word choice RL 1 & 4 Structural analysis RL. 1 & 5 Complex characterization RL 1 & 3 Analysis of how author draws on or transforms source material RL. 1 & 9 Analysis of a subject or scene RL. 1 & 7 	<ul style="list-style-type: none"> 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; 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 RI or RH.1 & RH. 9 Comparing and contrasting information from various sources RST or RI 1 & RST 9
11 th	<ul style="list-style-type: none"> Text structure RL. 1 & 5 Analysis of two or more themes/central ideas RL. 1 & 2 Analysis of story elements/structure RL. 1 & 3 Expression of knowledge of eighteenth, nineteenth, and early-twentieth century treatment of similar themes and topics RL. 1 & 9 	<ul style="list-style-type: none"> 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; 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 Synthesis of information from a range of sources RST or RI.1 & RST 9
Narrative Tasks for Grades 3-11		
Narrative Story Students will read a literary text and respond to questions about the text before writing to a prompt.		Narrative Description Students will read an informational text and respond to questions about the text before writing to a prompt.

- The information above is taken from the ELA/Literacy Task Models. These models guide the development of PARCC performance-based tasks that have a particular focus and elicit evidences aligned to standards. Additional information on Task Models can be found at <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>.
- Additional Information for specific grade level tasks can be found at www.ilwritingmatters.org . Click on a grade level and find the “Guidance for Scope and Sequence Development” at the top of each page.

K-2 teachers can structure classroom activities that resemble PARCC tasks and help teach the standards!

Kindergarten

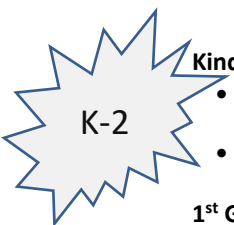
- Writing to Learn Literary Task: Students will hear/read one or more literature selections and dictate, draw and/or write to a prompt.
- Writing to Learn Research Task: Students will hear/read one or more informational text(s) and dictate, draw or write to a prompt.

1st Grade

- Writing to Learn Literary Task: Students will hear/read one or more literature selections and draw and/or write to a prompt.
- Writing to Learn Research Task: Students will hear/read one or more informational text(s) and draw or write to a prompt.

2nd Grade

- Writing to Learn Literary Task: Students will read one or more literature selections and write to a prompt.
- Writing to Learn Research Task Students will read one or more informational text(s) and write to a prompt.





Tips for Creating Tasks in the Classroom

1. Students should regularly complete PARCC-like tasks throughout the year so they are comfortable with the format and skills within the task. **Before students can do that, the following must take place:**
 - The teacher must **model, model, model** the process before students engage with the process.
 - Allow students to work in small groups and/or pairs to complete the process.
 - Have those groups/pairs share out with the class how they completed the task, what they found difficult and how they persevered through tough sections.
 - **Then and only then** can all students have opportunities to be successful independently.
2. Make sure students regularly see and hear the same terminology that may be seen on PARCC. (i.e; passage, article, essay) Check out the practice tests to identify terminology used. Go to www.ilwritingmatters.org Click on a grade level. Scroll down to PARCC Resources to access them.
3. Develop questions that will help students comprehend the text and to answer the writing prompt. Use your grade level standards to develop questions starters.

Important ISBE Document:

Additional Information can be found at www.ilwritingmatters.org . Click on a grade level and find the **“Guidance for Scope and Sequence Development”** document at the top of each page.

Important PARCC Documents:

The suggested focuses listed as bullet points on the Task Activity Guide come from the PARCC Task Models located at <http://parconline.org/assessments/test-design/ela-literacy/test-specifications-documents> (Scroll to ELA/Literacy Task Models).

Tasks should align to the texts and standards. Review the information shared in the PARCC Passage Selection Guidelines: <http://parconline.org/assessments/test-design/ela-literacy/test-specifications-documents> (It may be helpful to select the standards after reading the articles selected).

Text Resources:

Newsela: www.newsela.com;

Readworks: www.readworks.org;

CommonLit: www.commonlit.org;

DePaul University Paired Texts: <http://teacher.depaul.edu/Skill-FocusedReadings/PairedNonfictionandFictionReadings.htm>