LBD Template Tasks

LDC tasks translate the common core literacy standards into what we ask students to do and how we know they can do it. They take the standards from the page into action in the classroom. Template tasks are fill-in-the-blank "shells" built off of the CCSS. They primarily are used to create high-quality student assignments that develop reading and writing skills in the context of learning science, history, literature or some other element of the middle or high school curriculum. Practitioners adapt template tasks for use in specific classes by filling in the kinds of texts to be read, writing to be produced and content to be addressed. Template tasks can also be used to create shorter classroom assessments that complement larger assignments.

LDC has created a prototype set of template tasks that connect the experiences of reading, writing, and thinking as established by the CCSS. This initial collection focuses on argumentation, informational/explanatory and narrative writing in response to reading single or multiple texts. These template tasks can be found in the LDC Template Task Collection document. *Other template task collections will become available as a variety of partners build them.*

Each LDC template task includes the following components:
- *Template Prompt.* Charges students with completing a product using and developing their reading and writing skills. The template prompt is a shell statement that allows practitioners to fill-in-the-blanks with their own content including reading texts (type and level), writing products (type and level), and topics and themes within their subject area.
- *Generic Scoring Rubric.* Clarifies expectations and describes and connects the demands and qualities established by the common core standards with the student product.
- *Student work.* Provides evidence of learning progress and contributes to thinking about benchmarks for what we expect from students across larger systems such as districts and states. (To be added because the tasks must be taught in order to generate student work samples and calibrate expectations).

Template tasks require students to:
1. *Read texts* as specified by the common core standards;
2. *Write products* as specified by the common core standards; and
3. *Apply common core literacy standards to content* with a focus on ELA, social studies, and/or science.

The LDC prototype collection has two types of template tasks:
1. *"Essential question"*

   [Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

2. *"After researching"*

   After researching _____ (informational texts) on _____ (content), write a report (or substitute) that defines and explains _____ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?

The initial LDC strategy was to develop a focused set of 6-12 template tasks that LDC partners can use in a wide variety of ways—across grades, content areas or courses. Practitioners and partners with expertise in teaching literacy skills are using and vetting this initial set of template tasks. The intent is to create a focused set of high-quality tasks rather than to create a massive number of template tasks. Other partners will develop new template task collections over time, extending the options for practitioners well beyond the broadly applicable prototype collection.

What are "teaching tasks"?

Teaching tasks are extended classroom assignments that result from building out an LDC template task—assignments that a teacher will teach. They are designed to prepare students to succeed on common core assessments as well as on the demanding assignments they will face in college. They are the focus of the LDC template task strategy. Taught over a 2-4 week period, the teaching task establishes demands for students that result in their completion of a product that can be scored. The scoring system allows practitioners to analyze student learning and make instructional decisions.

Examples of teaching tasks created from an essential question template task:

[Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

- *ELA teaching task*: Would you recommend *A Wrinkle in Time* to a middle school reader? After reading *this science fiction novel*, write a review that addresses the question and support your position with evidence from the text.

- *Social studies teaching task*: How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question and support your position with evidence from the text.

- *Science teaching task*: Does genetic testing have the potential to significantly impact how we treat disease? After reading scientific sources, write a report that addresses the question and support your position with evidence from the texts. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Examples of teaching tasks created from an "after researching" template task:

After researching _____ (informational texts) on _____ (content), write a report (or substitute) that defines and explains _____ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?

- *ELA teaching task:* After researching articles on modernism in American literature, write a report that defines and explains "modernism." Support your discussion with evidence from your research. **L2** What implications can you draw?

- *Social studies teaching task:* After researching articles and political documents on government lobbyists, write a report that defines and explains who and what lobbyists are and the role they play in our political system. Support your discussion with evidence from your research. **L2** What implications can you draw?

- *Science teaching task:* After researching scientific articles on magnetism, write a report that defines and explains "magnetism" and its role in the planetary system. Support your discussion with evidence from your research. **L2** What implications can you draw?

What are "classroom assessment tasks"?

Classroom assessment tasks are a shortened "testing" version of the teaching task that should fit within 1-2 class periods. The purpose of this type of task is to test the extent to which students can perform the identified reading and writing skills without instruction from the teacher. To ensure alignment in instruction and student experience, practitioners use the same template to create a classroom assessment task as they use to create a specific teaching task. This type task can be used as pre-test and/or post-test.

How is the prototype collection organized?

The LDC prototype set of template tasks is organized around writing types and text structures, related to both the critical thinking demands and the interdependence of reading and writing outlined in the CCSS.

Writing types. Fundamentally, the core standards for writing require students to exhibit critical thinking related to three overarching writing approaches: *1)argumentation- to make arguments, 2) informational/explanatory-to inform or explain, and 3) narrative-to narrate.*

Text structures. Within these three critical thinking areas – argumentation, informational or explanatory and narrative – the template tasks address a second layer of cognitive demands outlined in the CCSS: text structures (also called "modes of discourse"). Specifically, the following text structures define each prompt and are embedded in both <u>what a student reads</u> and <u>the types of writing they do</u>:

- *Definition:* explaining the explicit and implicit meanings of a concept, topic, or idea
- *Description:* providing details that illustrate a character, place, or event
- *Procedural-Sequential:* relating chronological or sequential events in some order
- *Synthesis:* summarizing; integrating important elements of an idea, concept, or topic
- *Analysis:* examining by breaking down the elements of an idea, topic, concept, issue, or theme
- *Comparison:* contrasting similarities and differences
- *Evaluation:* providing a point of view based on a set of principles or criteria; critiquing; recommending
- *Problem/Solution:* examining a problem and proposing a solution(s)
- *Cause/Effect:* identifying a cause for an event or condition and examining the effect(s)

The chart below shows how text structure and writing type intersect and rely on each other. Within each intersection, the chart suggests applicability to ELA, social studies, and/or science.

	Argumentation	Informational or Explanatory	Narrative
Definition	N/A	ELA, social studies, science	NA
Description	N/A	ELA, social studies, science	ELA, social studies
Procedural-Sequential	N/A	social studies, science	ELA, social studies
Synthesis	N/A	ELA, social studies, Science	N/A
Analysis	ELA, social studies, science	ELA, social studies, science	N/A
Comparison	ELA, social studies, science	ELA, social studies, science	N/A
Evaluation	ELA, social studies, science	N/A	N/A
Problem/Solution	social studies, science	N/A	N/A
Cause/Effect	social studies, science	Science, social studies	N/A

What <u>types of reading texts, writing products and content</u> go in the blanks on each template prompt?
That decision is in the hands of practitioners developing the task, with supports such as Appendix B of the CCSS helping them make aligned choices. The templates allow practitioners to insert the texts (types, level), writing products, and content they want students to be taught. The following explanation expands on the choices they can make, using reading and writing selections derived from the common core standards. The content chart, in particular, is just the beginning. It will become richer as others work with the LDC system and weigh in with their ideas and as assessment consortia specifications emerge.

1. **Reading text types/genre.** The following charts lay out potential text types (or genre) that can be inserted into template prompts. There are two main categories:

Literature	
Fiction	Or substitute: adventure stories, historical fiction, mysteries, fantasy, science fiction, realistic fiction, allegories, parodies, satire, graphic novels
Drama	Or substitute: One-act and multiple-act plays (both in written form and in film)
Poetry	Or substitute: narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, epics
Folk literature	Or substitute: myths, fables, fairy tales, legends, folktales, tall tales
Informational Texts	
Non-fiction	Or substitute: Textbooks/academic texts/ articles; journal/ newspaper/magazine articles; scientific/ historical sources; primary source documents; guides/manuals; scientific/ technical/business articles/documents; political articles/documents; speeches
Narrative	Or substitute: accounts, opinions, interviews/memoirs, biographies, speeches
Reference books	Or substitute: encyclopedias, dictionaries, thesauruses, atlases, almanacs, guides, how-to books
Other	Video, digital text, graphical information (e.g. pictures, videos, maps, time lines), simulations

2. **Written products.** The following written products are considered essential for college readiness by the common core standards. These products ask students to argue a position, inform or explain, or narrate.

Essay	Or substitute: review, article, editorial, speech, proposal
Report	Or substitute: article, lab report, manual
Narrative	Or substitute: article, account, biography, play/script

3. **Content.** The template includes space for content that cuts across reading, analysis, and writing experiences using content expectations established by state, district and school policies and practices, as well as content knowledge experienced practitioners consider important. Content includes topics, issues, themes, and concepts—the body of knowledge involved in a discipline—that students are expected to learn during a course of study.

Topic	*Such as:* the westward movement of the 1800s
Issue	*Such as:* the impact of the westward movement on Native Americans
Theme	*Such as:* "rugged individualism" as an uniquely American theme in folklore
Concept	*Such as:* "manifest destiny"

How can the <u>rigor levels</u> of tasks be varied?
By changing choices (as described below), practitioners can adjust the rigor level in four major ways:

1. **By selecting the level of difficulty within a template task.** LDC template tasks include levels that allow practitioners to vary the type of demands of students to manage and complete the task. Individual tasks can be made simple or complex by varying the task demand, with up to three tiers of possibilities:
   - Level 1 [L1] refers to the most fundamental "level of difficulty" and narrows the task to those skills in reading, writing and critical thinking that are essential for the task. Often more than one version of L1 is given to allow for choice.
   - Level 2 [L2] refers to a "next-step-up" skill or cognitive demand such as managing more than one point of view or multiple processes.
   - Level 3 [L3] adds additional demand to the task in which student writers are asked to make connections and use background knowledge to reflect implications beyond the specific topic.

   Some tasks have only one level. Others have two or three levels. For leveled tasks, teachers can choose to teach Level 1 (L1) alone or add demands to the prompt by including Level 2 (L2) and/or Level 3 (L3).

2. **By choice of reading materials.** The rigor level of a task also can be adjusted by varying text type and complexity, as well as by the number and length of texts students are asked to read. Reading demands are tethered to difficulty levels that are being established by the CCSS through its text complexity specifications. Currently, common core exemplars and systems such as Lexile scores set the demand levels.

3. **By type of writing demand.** Demand levels for academic writing will be established as common core exemplars are produced and assessment systems are developed. The type of writing demand can be varied as part of a larger instructional strategy that includes scaffolding and student engagement.

4. **By content difficulty.** The selection of the level of content difficulty is based on state and local expectations, as well as on the practitioner's knowledge of the field.

This unique "plug-and-play" feature of the template task is designed to give practitioners a high degree of control and choice while sustaining a coherent alignment to the CCSS. This system also gives practitioners flexibility to scaffold instruction to fit learning progressions as well as meet the needs of individual students in the development of their reading and writing skills.

What about reading?
There is an emerging national conversation that bears mentioning here, with more to come as the thinking crystallizes. This conversation focuses on the kinds of work students need to do to successfully meet the common core standards in reading. There seem to be two ways practitioners can build out template tasks in relation to reading requirements:

1. **Making tasks totally "text dependent"-** A text-dependent task is defined as a task that can be answered *exclusively* by reference to the text or texts. Such a task asks students to establish what follows and what does not follow directly from the text or texts. A text-dependent task requires no information or evidence from other sources. Reading closely often requires students to actively think about, deconstruct, organize and/or integrate the ideas about the content covered in the text or texts.

2. **Adding a requirement for "synthesizing sources and knowledge"-** A synthesizing sources task requires students to read texts in order to establish what follows or does not follow directly from them, as in text-dependent reading (above). This type of task also asks students to connect what they learned to a larger body of sources and content knowledge. A good example of this requirement is L3 in the prototype template task collection.

David Coleman and Sue Pimentel describe the reading goals for both types like this: "The goal here is precision and attentiveness to exactly what is said and not said. The aim is to cultivate a very close attention to the details and broader moves of a text. You might call it *reading like a detective*."

How are LDC teaching tasks scored?

The Foundation is extending the LDC partnership to include expert scoring partners who will take the lead on designing the scoring system, developing training processes and materials, and working with LDC partners to score with consistency across sites. This section is a placeholder for partners to use in the meantime, and it will be replaced as the scoring partner work emerges.

LDC Rubrics: The LDC rubrics are aligned to the common core standards and address argumentation, informational/explanatory and narrative products. The LDC rubrics are holistic, written to describe demands ("do this") and qualities ("how well"). LDC colleague Gary McCormick of Kenton County, Kentucky, calls them "purpose-specific" rubrics. The score a student receives is an informed professional interpretation of the skills and qualities described in the rubric based on the grade and curriculum continuum. As data, the LDC score provides feedback on the skills students still need to develop, pointing to the teaching that should follow and the type of learning the student should engage in. A score of "meets expectations" or better tells students that they have demonstrated the qualities of thinking and use of skills to warrant that score for the teaching task. If not, the student receives a "not yet" and works with the teacher to improve the work until it meets expectations.

The Scoring Process: Where possible, student work should be scored by practitioners in pairs or in small groups. Practitioners can refer to the CCSS grade-by-grade standards if they need further description for what is highlighted in the rubric. The process includes:

- o Collecting and identifying student work using some notation system that identifies student grade levels and class, but not individual students.
- o Scoring in pairs or small groups in which differences in scores are discussed.
- o Agreeing on and providing one score. Practitioners might note on the rubric where there are weaknesses and strengths or where students need to work more diligently; the notation would be used to confer with students.
- o Collecting scores in a matrix to identify how many scores are at each level. Teams should discuss what the classroom, student groups and individual student data indicate about learning progress and what students need next. Questions to consider:
    - o Do students need to repeat the task, with other texts and content?
    - o Are they ready to move to a higher Level 2 or 3?
    - o Are they ready to move to another type of module? Do they need some interim teaching on specific skills before they engage in another module?
  - o Select a small number of papers that pose interesting questions for instruction.
  - o Collect sample papers to serve as exemplars for future scoring.

Practitioners can also add specific content criteria. Ultimately, though, the student receives one score. This sends the message that content and skills work together to demonstrate understanding and adherence to the teaching task.

Making Scoring Matter: Common scoring with rubrics is one of the most powerful activities for building consensus about the meaning of "achievement" for both teachers and students. A score is not an exact measurement, nor is a rubric an exact description of performance, although a good rubric describes as well as words can the most salient skills and qualities relevant to a task. Because scoring is "inexact" even with a high quality rubric, it requires experience and collaboration to arrive at decisions. As practitioners gain more confidence in their scoring, the score gains more and more meaning and accuracy. As a result, scoring provides critical classroom-based data to inform the next steps teachers and students must take to improve literacy skills.

What is a great teaching task?
A great teaching task requires teachers to bring their deep knowledge of content to bear as well as their understanding of what is pedagogically sound literacy practice. Students must put in the effort to do more than "just read" or "just write." They need to think and apply the language and structures to convey their thinking. It's prudent for practitioners to do a task themselves before teaching it in order to experience firsthand what students are asked to do and to make any changes on areas that are not clear or explicit. A quality LDC task should:

- Follow the LDC requirements for building a teaching task and use the levels in an intentional way.

- Be strategic in its demands between reading and writing.

- Intentionally moderate the interplay between more or less difficult texts and writing demands to create tasks that build student capacity to manage increasingly difficult tasks.

- Ask questions or poses intellectual challenges that "ratchet up" students' thinking and literacy practices while making the task doable with instructional supports.

- Engage students in a key idea or content rather than focus on coverage so that students engage deeply in the thinking and literacy practices necessary to manage the demands in the teaching tasks.

- Be specific and accurate in posing content (concept, information, topic, or issue).

- Be relevant to the curriculum, purposeful and clearly related to coursework.

- Be taught and completed by students over a specific time, such as 2-4 weeks.

Tasks created from the template task collection bring the common core standards together in a way that translates them into what students do. But tasks are only the beginning. They must be taught.

The LBD Template Task Bank

The Template Task Bank provides a rich source of tasks for teachers, schools, districts, or states to use in a variety of ways- as classroom resources, as common tasks, and as models of quality tasks for a given subject or grade. As specified by the blueprint, our LBD template tasks are clustered according to three writing types specified by the common core.

The task bank is organized using the chart on page 3. There are three main sections:
1. Argumentation (pp. 7-13)
2. Informational/explanatory (pp. 14-22)
3. Narrative (pp. 23-26)

Each section includes:
*   *Common core standards*, the standards that apply uniquely to the section
*   *Template prompts*, with content-added examples for all applicable content areas
*   *Generic rubric* that applies to prompts in that section

All template prompts are numbered. Each template prompt has examples of application to content areas that fit the template.

Template Tasks for Argumentation

LBD Argumentation Template Tasks create opportunities for students to learn how to develop argumentation methods that ultimately convince a reader about a point of view on a topic or issue. The main features of argumentation writing are:

- an argumentation stance
- a claim
- a logic or line of reasoning
- the use of supporting details to substantiate a claim

Common Core Standards Used to Design Template Tasks for Argumentation

Common Core Standards: Argumentation: The following College and Career Readiness (CCR) anchor standards apply to reading and writing in argumentation template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading (Argumentation)
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing (Argumentation)
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames 9time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Argumentation/Analysis Template Tasks
(ELA, Social Studies, Science)

Task 1 Template (Argumentation/Analysis L1, L2, L3): After researching _____(informational texts) on _____(content), write an _____(essay or substitute) that argues your position, pro or con, on_____ (content). Support your position with evidence from your research. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate, clarify, and support your position.

Appropriate for: Social studies, science

Example(s):
Task 1 SS (Argumentation/Analysis L1, 2, 3): After researching academic articles on censorship, write an editorial that argues your position, pro or con, on the use of filters by schools. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate, clarify, and support your position.

Task 1 SCI (Argumentation/Analysis L1, 2): After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position, pro or con, on the use of pesticides in managing crop production. Support your position with evidence from your research. Be sure to examine competing views.

Task 2 Template (Argumentation/Analysis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write an _____(essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Appropriate for: ELA, social studies, science

Example(s):
Task 2 ELA (Argumentation/Analysis L1): Would you recommend *A Wrinkle in Time* to a middle school reader? After reading *this science fiction novel*, write a review that addresses the question and support your position with evidence from the text.

Task 2 SS (Argumentation/Analysis L1): How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question and support your position with evidence from the text.

Task 2 SCI (Argumentation/Analysis L1,2,3): Does genetic testing have the potential to significantly impact how we treat disease? After reading scientific sources, write a report that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Argumentation/Comparison Template Tasks
(ELA, Social Studies, Science)

Task 3 Template (Argumentation/Comparison L1): After researching_____ (informational texts) on _____ (content), write an _____ (essay or substitute) that compares _____ (content) and argues _____(content). Be sure to support your position with evidence from the texts.

Appropriate for: Social studies, science

Example(s):
Task 3 SS (Argumentation/Comparison L1): After researching <u>historical sources</u> on <u>Aaron Burr and Alexander Hamilton</u>, write an <u>essay</u> that compares <u>their political philosophies</u> and argues <u>who had the more lasting impact on the American political system</u>. Be sure to support your position with evidence from the texts.

Task 3 SCI (Argumentation/Comparison L1): After researching <u>technical and scientific sources</u> on <u>soil types</u>, write an <u>article for a local paper</u> that compares <u>different soil types</u> and argues <u>which types are best for growing potatoes, marigolds, and orange trees</u>. Be sure to support your position with evidence from the texts.

Task 4 Template (Argumentation/Comparison L1): [Insert essential question] After reading _____ (literature or informational texts), write an _____(essay or substitute) that compares _____ (content) and argues _____(content). Be sure to support your position with evidence from the text(s).

Appropriate for: ELA, social studies, science

Example(s):
Task 4 ELA (Argumentation/Comparison L1): <u>What makes something funny?</u> After reading <u>selections from Mark Twain and Dave Barry</u>, write a <u>review</u> that compares <u>their humor</u> and argues <u>which style of humor works for a contemporary audience and why</u>. Be sure to support your position with evidence from the texts.

Task 4 SS (Argumentation/Comparison L1): <u>Do Presidential policies really make a difference in the lives of Americans?</u> After reading <u>primary and secondary sources</u>, write an <u>essay</u> that compares <u>John F. Kennedy's New Frontier social policies with Lyndon Johnson's Great Society social policies</u> and argues <u>which had a more significant impact on Americans</u>. Be sure to support your position with evidence from the texts.

Task 4 SCI (Argumentation/Comparison L1): <u>Which is the better energy source?</u> After reading <u>scientific sources</u>, write an <u>essay</u> that compares <u>the physics involved in nuclear energy and fossil fuels</u> and argues <u>which is the better energy source for urban communities.</u>. Be sure to support your position with evidence from the texts.

Argumentation/Evaluation Template Tasks
(ELA, Social Studies, Science)

Task 5 Template (Argumentation/Evaluation L1): After researching _____(informational texts) on _____ (content), write an _____(essay or substitute) that discusses _____(content) and evaluates _____(content). Be sure to support your position with evidence from the texts.

Appropriate for: Social studies, science

Example(s):
Task 5 SS (Argumentation/Evaluation L1): After researching articles and data on youth-related crime in your city, write an article that discusses the data and evaluates a program that claims to deter crime. Be sure to support your position with evidence from the texts.

Task 5 SCI (Argumentation/Evaluation L1): After researching technical articles on ways to control drinking water quality, write an essay that discusses the impact of chemical and biological contamination and evaluates how to best ensure on-going water quality in your community. Be sure to support your position with evidence from the texts.

Task 6 Template (Argumentation/Evaluation L1): [Insert essential question] After reading _____ (literature or informational texts), write an _____(essay or substitute) that discusses _____ (content) and evaluates _____(content) . Be sure to support your position with evidence from the text(s).

Appropriate for: ELA, social studies, science

Example(s):
Task 6 ELA (Argumentation/Evaluation L1): Would you recommend *Esperanza Rising* to a friend? After reading the novel, write a critical review that discusses the novel's strengths and weaknesses and evaluates whether it's a good book for middle school readers. Be sure to support your position with evidence from the text.

Task 6 SS (Argumentation/Evaluation L1): Is "utilitarianism" a viable social philosophy for the 21st century? After reading John Stuart Mill's "Essays on Utilitarianism", write an essay that discusses his "Greatest Happiness Principle" and evaluates its relevancy to today's society. Be sure to support your position with evidence from the text.

Task 6 SCI (Argumentation/Evaluation L1): Is wind power a solution to energy shortages and costs? After reading the U.S. Department of Energy's *Report on Alternative Energy Resources*, write an article that discusses wind power benefits and costs and evaluates whether wind power is an answer to America's energy future. Be sure to support your position with evidence from the text.

Argumentation/Problem-Solution Template Tasks
(Social Studies, Science)

Task 7 Template (Argumentation/Problem-Solution L1, L2, L3): After researching _____ (informational texts) on _____ (content), write an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution. Support your position with evidence from your research. **L2** Be sure to examine competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Appropriate for: Social studies, science

Example(s):

Task 7 SS (Argumentation/Problem-Solution L1, 2): After researching <u>government documents</u> on <u>term limits</u>, write an <u>essay</u> that identifies a problem <u>created by term limits</u> and argues for a solution. Support your position with evidence from your research. Be sure to examine competing views.

Task 7 SCI (Argumentation/Problem-Solution L1, 2, 3): After researching <u>scientific and technical sources</u> on <u>methods for preventing water shortages</u>, write a <u>proposal</u> that identifies a problem <u>faced by communities in arid regions</u> and argues for a solution. Support your position with evidence from your research. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Task 8 Template (Argumentation/Problem-Solution L1, L2, L3): [Insert essential question.] After reading _____ (literature or informational texts) on _____ (content), write an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution _____ (content). Support your position with evidence from the text(s). **L2** Be sure to examine competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Appropriate for: Social studies, science

Example(s):

Task 8 SS (Argumentation/Problem-Solution L1, 2, 3): <u>What problems did the South encounter in the post-Civil War era?</u> After reading <u>primary and secondary sources</u> on <u>the post-Civil War era</u>, write an <u>essay</u> that identifies a problem <u>related to economic issues faced by the South</u> and argues for a solution <u>that could have been (or was) used to aid its economic recovery</u>. Support your position with evidence from the texts. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Task 8 SCI (Argumentation/Problem-Solution L1): <u>What would you recommend to help your community improve its air quality?</u> After reading <u>scientific articles</u> on <u>the potential for plant growth to improve air quality</u>, write a <u>proposal</u> that identifies a problem <u>related to air quality in your community</u> and argues for a solution <u>that would involve planting some varieties of flora</u>. Support your position with evidence from the texts.

Argumentation/Cause-Effect Template Tasks
(Social Studies, Science)

Task 9 Template (Argumentation/Cause-Effect L1): After researching _____ (informational texts) on _____ (content), write an _____(essay or substitute) that argues the causes of _____(content) and explains the effects _____(content). What implications can you draw? Support your discussion with evidence from the text(s).

Appropriate for: Social studies, science

Example(s):

Task 9 SS (Argumentation/Cause-Effect L1): After researching <u>historical documents</u> on <u>the period of exploration in the New World</u>, write an <u>essay</u> that argues the causes of <u>the migration from Europe</u> and explains the effects <u>of settlements on the formation of regional identities</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 9 SCI (Argumentation/Cause-Effect L1): After researching <u>maps, data, and technical documents</u> on <u>land use in South America</u>, write an <u>essay</u> that argues the causes of <u>deforestation in the Amazon</u> and explains the effects <u>on populations and vegetation in the region</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 10 Template (Argumentation/Cause-Effect L1): [Insert essential question] After reading _____ (literature or informational texts) on _____ (content), write an _____(essay or substitute) that argues the causes of _____(content) and explains the effects _____(content). What implications can you draw? Support your discussion with evidence from the text(s).

Appropriate for: Social studies, science

Example(s):

Task 10 SS (Argumentation/Cause-Effect L1): <u>What ramifications does debt have for individuals and the larger public?</u> After reading <u>articles and data</u> on <u>the current credit crisis</u>, write an <u>editorial</u> that argues the causes of <u>personal debt</u> and explains the effects <u>on individuals and the larger public</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 10 SCI (Argumentation/Cause-Effect L1): <u>What is the function of variation in living things?</u> After reading <u>scientific sources</u> on <u>variation in organisms</u>, write an <u>article for younger readers</u> that argues the causes of <u>variation among species</u> and explains <u>the effects of differences among species, such as color and physical attributes</u>. What implications can you draw? Support your discussion with evidence from the texts.

LBD Argumentation Rubric	
ADVANCED	
Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/Research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Informational or Explanatory Template Tasks

LBD Informational or Explanatory Template Tasks create opportunities for students to learn how to develop methods for reporting, explaining and examining ideas, concepts, events, and processes. The main features of informational and explanatory writing are:

- an objective stance
- a controlling idea or thesis
- a structure that organizes the controlling idea or thesis
- the use of supporting details to explain or examine

Common Core Standards Used to Develop Informational or Explanatory Template Tasks

Common Core Standards: Informational/Explanatory: The following College and Career Readiness (CCR) anchor standards apply to reading and writing in informational or explanatory template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading (Informational or Explanatory)
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
	CCR Anchor Standards for Writing (Informational or Explanatory
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Informational or Explanatory/Definition Template Tasks (ELA, Social Studies, Science)

Task 11 (Informational or Explanatory/Definition L1, L2): After researching _____ (informational texts) on _____ (content), write a _____(report or substitute) that defines and explains _____ (content). Support your discussion with evidence from your research. **L2** What implications can you draw?

Task 11B (Informational or Explanatory/Definition L1, L2): After researching _____ (informational texts) on _____ (content), write a _____(report or substitute) that defines _____ and explains _____ (content). Support your discussion with evidence from your research. **L2** What implications can you draw?

Appropriate for: ELA, social studies, science

Example(s):
Task 11B ELA (Informational or Explanatory/Definition L1): After researching <u>articles </u>on <u>modernism in American literature</u>, write a <u>report</u> that defines "<u>modernism</u>" and explains <u>its impact on writers and their works.</u> Support your discussion with evidence from your research.

Task 11B SS (Informational or Explanatory/Definition L1,2): After researching <u>articles and political documents </u>on <u>government lobbyists</u>, write a <u>report</u> that defines <u>"advocacy"</u> and explains the <u>lobbyist as a form of an advocate and his/her role in our political system</u>. Support your discussion with evidence from your research. **L2** What implications can you draw?

Task 11 SCI (Informational or Explanatory/Definition L1): After researching <u>scientific articles</u> on <u>magnetism,</u> write a <u>report</u> that defines and explains <u>"magnetism" and its role in the planetary system</u>. Support your discussion with evidence from your research.

Task 12 (Informational or Explanatory/Definition L1, L2): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines and explains _____ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?

Task 12B (Informational or Explanatory/Definition L1, L2): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines _____ and explains _____ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?

Appropriate for: ELA, social studies, science

Example(s):
Task 12B ELA (Informational or Explanatory/Definition L1): <u>What is a "metaphor"?</u> After reading <u>_The House on Mango Street_ and drawing from other works you've read this year</u>, write an <u>essay</u> that defines "<u>metaphor</u>" and explains <u>how authors use it to enhance their works</u>. Support your discussion with evidence from the texts.

Task 12 SS (Informational or Explanatory/Definition L1, 2): <u>What did the authors of the _American Constitution_ mean by "rights"?</u> After reading <u>the _Bill of Rights_</u>, write an <u>essay</u> that defines and explains "rights" and <u>its relevance in forming the new nation's political philosophy.</u> Support your discussion with evidence from the text. What implications can you draw?

Task 12B SCI (Informational or Explanatory/Definition L1, 2): <u>Can talent be learned ?</u> After reading <u>scientific sources</u>, write an <u>essay</u> that defines <u>"innate abilities"</u> and explains <u>its relevance to "talent".</u> Support your discussion with evidence from the texts. What implications can you draw?

Informational or Explanatory/Description Template Tasks (ELA, Social Studies, Science)

Task 13 Template (Informational or Explanatory/Description L1): After researching _____ (informational texts) on _____ (content), write a _____(report or substitute) that describes _____ (content). Support your discussion with evidence from your research.

> _Appropriate for:_ Social studies, science

> _Example(s):_
> **Task 13 SS (Informational or Explanatory/Description L1):** After researching <u>government and historical documents</u> on <u>the electoral college</u>, write an <u>article for your local newspaper</u> that describes <u>the historical significance of the electoral college.</u> Support your discussion with evidence from your research.

> **Task 13 SCI (Informational or Explanatory/Description L1):** After researching <u>cooking guides and articles</u> on <u>"kitchen chemistry,"</u> write a <u>manual for the general public</u> that describes <u>in detail how to use common products to solve an everyday problem such as cleaning fresh produce.</u> Support your discussion with evidence from your research.

Task 14 Template (Informational or Explanatory/Description L1): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____(essay, report, or substitutes) that describes _____ (content) and addresses the question.

> _Appropriate for:_ ELA, social studies, science

> _Example(s):_
> **Task 14 ELA (Informational or Explanatory/Description L1):** <u>How does Esperanza deal with her challenges as an immigrant to the United States?</u> After reading _Esperanza Rising_, write an <u>essay</u> that describes <u>her challenges</u> and addresses the question.

> **Task 14 SS (Informational or Explanatory/Description L1):** <u>In what ways did the era of the cowboy (mid to late 1800s) influence American culture?</u> After reading <u>historical documents</u>, write an <u>essay</u> that describes <u>the iconic American cowboy</u> and addresses the question.

> **Task 14 SCI (Informational or Explanatory/Description L1):** <u>How do physical traits serve living things?</u> After reading <u>a book about butterflies</u>, write an <u>article</u> that describes <u>the features of three butterfly types</u> and addresses the question.

Informational or Explanatory/Procedural-Sequential Template Tasks (Social Studies, Science)

Task 15 Template (Informational or Explanatory/Procedural/Sequential L1): After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content).

Appropriate for: Social studies, science

Example(s):

Task 15 SS (Informational or Explanatory/Procedural-Sequential L1): After researching <u>historical documents, documentaries, and maps</u> on <u>the westward travels of the Donner-Reed party</u>, write a <u>report</u> that relates how <u>the Donner-Reed party survived its ordeal during the winter of 1846-47</u>.

Task 15 SCI (Informational or Explanatory/Procedural-Sequential L1): After researching <u>how-to guides</u> on <u>safety issues in a science lab</u>, write a <u>manual</u> that relates how <u>to safely conduct a flame test</u>.

Task 16 Template (Informational or Explanatory/Procedural-Sequential L1): [Insert essential question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that relates_____ (content).

Appropriate for: Social studies, science

Example(s):

Task 16 SS (Informational or Explanatory/Sequential L1): <u>What is the process for passing a bill in the Congress?</u> After reading <u>political documents and articles</u> on <u>how Congress makes laws</u> , write an <u>article for the general public</u> that relates how <u>a bill is developed and the process it takes to get it to the floor of the Congress.</u>

Task 16 SCI (Informational or Explanatory/Sequential L1): <u>Can the brain become smarter or is intelligence fixed?</u> After reading <u>articles</u> on <u>learning and the brain</u>, write an <u>article for your peers</u> that relates how <u>the brain develops over time from birth to twenty-five years</u>.

Task 17 SCI (Informational or Explanatory/Procedural-Sequential L1): After researching _____ (informational texts) on _____ (content), developing a hypothesis, and conducting an experiment examining_____ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusions can you draw?

Appropriate for: Science lab work and reporting.

Example(s):

Task 17 SCI (Informational or Explanatory/Procedural-Sequential L1): After researching <u>articles</u> on <u>wind power,</u> developing a hypothesis, and conducting an experiment examining <u>how wind power translates into useable energy</u>, write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusions can you draw?

Informational or Explanatory/Synthesis Template Tasks (ELA, Social Studies, Science)

Task 18 Template (Informational or Explanatory/Synthesis L1, L2, L3): After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that explains _____ (content). What conclusion or implications can you draw? Cite _____ (number) sources, pointing out key elements from each source. **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Also, identify any gaps or unanswered questions. All levels: Include a bibliography of sources.

> *Appropriate for:* Social studies, science
> *Example(s):*
> **Task 18 SS (Informational or Explanatory/Synthesis L1, 2):** After researching past and present news articles, photographs, and maps on your community, write a report that explains how changes over the years have influenced your neighborhood. What conclusion or implications can you draw? Cite three sources, pointing out key elements from each source. In your discussion, address the credibility and origin of sources in view of your research topic. Include a bibliography of sources.
>
> **Task 18 SCI (Informational or Explanatory/Synthesis L1):** After researching scientific documents on the issue of water contamination, write a report that explains the causes and the effects of contamination. What conclusion or implications can you draw? Cite four sources, pointing out key elements from each source. Include a bibliography of your sources.

Task 19 (Informational or Explanatory/Synthesis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that explains _____ (content). What conclusion or implications can you draw? Cite _____ (number) sources, pointing out key elements from each source. **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. All levels: Include a bibliography of your sources

> *Appropriate for:* ELA, social studies, science
> *Example(s):*
> **Task 19 ELA (Informational or Explanatory/Synthesis L1):** How do authors use relationships to develop storylines? After reading *The Outsiders* by A.J. Hinton and other works that explore the theme of conflict, write an essay that explains how relationships among characters create conflict in a storyline or plot. What conclusion or implications can you draw? Cite two sources, pointing out key elements from each source. Include a bibliography of your sources.
>
> **Task 19 SS (Informational or Explanatory/Synthesis L1, 2, 3):** What makes a speech compelling? After reading speeches from allied leaders during WWII, write an essay that explains the compelling themes of each leader and how they differed on specific issues relevant to their position and country. What conclusion or implications can you draw? Cite four sources, pointing out key elements from each source. In your discussion, address the credibility and origin of sources in view of your research topic. Identify any gaps or unanswered questions. Include a bibliography of your sources.
>
> **Task 19 SCI (Informational or Explanatory/Synthesis L1):** How does technology advance progress? After reading selections from scientific and historical documents and viewing videos on space travel, write an essay that explains the role of technologies that lead to the first successful landing on the moon. What conclusion or implications can you draw? Cite six sources, pointing out key elements from each source. Include a bibliography of your sources.

Informational or Explanatory/Analysis Template Tasks
(ELA, Social Studies, Science)

Task 20 Template (Informational or Explanatory/Analysis L1, L2, L3): After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that analyzes _____(content), providing evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. All: Include a bibliography of your sources.

Appropriate for: Social studies, science

Example(s):
Task 20 SCI/SS (Informational or Explanatory/Analysis L1): After researching articles on population growth in your region, write a report that analyzes the impact of such growth on water supplies, providing evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research? Include a bibliography of your sources.

Task 20 SCI/Math (Informational or Explanatory/Analysis L1, 2): After researching scientific documents and textbooks on the physics of speed, write an article that analyzes the factors that would help you win a remote-control car racing contest, providing examples from your research to illustrate and clarify your analysis. What conclusion or implications can you draw from your research? In your discussion, address the credibility and origin of sources in view of your research topic. Include a bibliography of your sources.

Task 21 Template (Informational or Explanatory/Analysis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____(report, essay or substitutes) that addresses the question and analyzes _____ (content), providing examples to illustrate and clarify your analysis. What conclusion or implications can you draw? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. Optional: Include a bibliography of your sources.

Appropriate for: ELA, social studies, science

Example(s):
Task 21 ELA (Informational or Explanatory/Analysis L1): What is "magical realism"? After reading "A Very Old Man with Enormous Wings", write an essay that addresses the question and analyzes the main features of magical realism, providing examples to illustrate and clarify your analysis. What conclusion or implications can you draw?

Task 21 SS (Informational or Explanatory/Analysis L1): What do the artifacts found at archaeological sites tell us about a civilization? After reading articles on and viewing photographs of ancient Roman sites and artifacts, write an essay that addresses the question and analyzes the main features of this civilization based on the artifacts found at various archaeological sites, providing examples to illustrate and clarify your analysis. What conclusion or implications can you draw? Include a bibliography of your sources.

Task 21 SCI (Informational or Explanatory/Analysis L1, 2): Why is the idea of absolute motion or rest misleading? After reading articles on the physics of motion, write an essay that addresses the question and analyzes the issue as raised by Copernicus and Galileo, providing examples to illustrate and clarify your analysis. What conclusion or implications can your draw? In your discussion, address the credibility and origin of sources in view of your research topic. Include a bibliography of your sources.

Informational or Explanatory/Comparison Template Tasks (ELA, Social Studies, Science)

Task 22 Template (Informational or Explanatory/Comparison L1, L2, L3): After researching _____ (informational texts) on _____ (content), write a _____(report or substitute) that compares _____ (content). **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions.

Appropriate for: Social studies, science

Example(s):
Task 22 SS (Informational or Explanatory/Comparison L1, 2, 3): After researching historical sources on the ancient communities of Egypt and the Americas, write a feature article for your student magazine that compares the architecture of each culture. In your discussion, address the credibility and origin of sources in view of your research topic. Identify any gaps or unanswered questions.

Task 22 SCI (Informational or Explanatory/Comparison L1, 2): After researching scientific sources on the effects of play on the brain, write a report that compares the neurological effects of playing video games versus non-video game playing. In your discussion, address the credibility and origin of sources in view of your research topic.

Task 23 Template (Informational or Explanatory/Comparison L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that compares _____ (content). **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions.

Appropriate for: ELA, social studies, science

Example(s):
Task 23 ELA (Informational or Explanatory/Comparison L1): How do poets use grammar to convey meaning? After reading poems by Emily Dickinson and e.e. cummings, write an essay that compares how each poet uses grammar to create meaning.

Task 23 SS (Informational or Explanatory/Comparison L1, 2, 3): How did the French and the American Revolutions contribute to transformations in Europe and the world? After reading historical documents, write an essay that compares how each revolution contributed to future world political and social structures. In your discussion, address the credibility and origin of sources in view of your research topic. Identify any gaps or unanswered questions.

Task 23 SCI (Informational or Explanatory/Comparison L1,2): What are the effects of climate change? After reading at least four scientific articles on changes in climate conditions, write a report that compares how each author explains changes in climate at work today. In your discussion, address the credibility and origin of sources in view of your research topic.

Informational or Explanatory/Cause-Effect Template Tasks (Social Studies, Science)

Task 24 Template (Informational or Explanatory/Cause-Effect Template Tasks L1): After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that examines the causes of _____ (content) and explains the effects _____(content). What implications can you draw? Support your discussion with evidence from the texts.

Appropriate for: Social studies, science

Example(s):

Task 24 SS (Informational or Explanatory/Cause-Effect L1): After researching <u>historical sources</u> on <u>America's love of the automobile</u>, write a <u>report</u> that examines the causes of <u>the expansion of the automobile in America</u> and explains the effects <u>on America's culture</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 24 SCI (Informational or Explanatory/Cause-Effect L1): After researching <u>maps and historical sources</u> on <u>land use in South America</u>, write a <u>report</u> that examines the causes of <u>deforestation in the Amazon</u> and explains the effects <u>on populations and vegetation in the region</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 25 Template (Informational or Explanatory/Cause-Effect Template Tasks L1): [Insert essential question] After reading _____ (literature or informational texts) on _____ (content), write a _____(report or substitute) that examines the causes of _____ (content) and explains the effect(s) _____(content). What implications can you draw? Support your discussion with evidence from the text(s).

Appropriate for: Social studies, science

Example(s):

Task 25 SS (Informational or Explanatory/Cause-Effect L1): <u>What ramifications does debt have for individuals and the larger public?</u> After reading <u>articles and data</u> on <u>the current credit crisis</u>, write an <u>article</u> that examines the causes of <u>debt</u> and explains the effect <u>of individual debt on the larger economy</u>. What implications can you draw? Support your discussion with evidence from the texts.

Task 25 SCI (Informational or Explanatory/Cause-Effect L1): <u>How can energy be changed from one form into another?</u> After reading <u>scientific sources</u> on <u>energy transformation</u>, write a <u>report</u> that examines the causes of <u>energy transformation</u> and explains the effects <u>when energy is transformed</u>. What implications can you draw? Support your discussion with evidence from the texts.

LBD Informational or Explanatory Rubric	
ADVANCED	
Focus	Addresses all aspects of prompt with a highly focused and detailed response.
Reading/ Research	Accurately presents and applies information relevant to prompt with effective selection of sources and details. L2 Addresses the credibility of sources and identifies uniquely salient sources.
Controlling Idea	Establishes a controlling idea that clearly states the purpose and/or addresses the task's question.
Development	Presents detailed information in order to examine and convey complex topics or issues, answer questions, solve problems; identifies salient themes or features; concisely explains key information with salient details and connects relevant points among sources, where they agree and disagree. Identifies trend(s) in research to clarify topic and assesses any conclusions, implications, and consequences. *L2 Discusses in detail implication(s) relevant to the topic or issue. L3 Identifies and explains one or more significant gaps or unanswered questions about the topic.
Organization	Applies an effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors and is in correct format.)
MEETS EXPECTATIONS	
Focus	Addresses prompt with a focused response.
Reading/ Research	Presents and applies information relevant to prompt with general accuracy and sufficient detail. L2 Addresses the credibility of sources.
Controlling Idea	Establishes a controlling idea that states the purpose and/or addresses the task's question.
Development	Presents sufficient information in order to examine topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. Identifies a trend in the research and discusses implications. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to explain, examine, define, analyze, synthesize, compare, or explain cause/effect, or problem/solution.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors; is in correct format.)
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/ Research	Attempts to present information relevant to task but may lack sufficient or relevant details. L2 Attempts to address the credibility of sources.
Controlling Idea	Controlling idea is weak and does not establish a purpose or address task's question.
Development	Tends to retell rather than synthesize information with sufficient detail in order to examine topics or issues, answer questions, solve problems attempts or fails to explain key elements. *L2 Fails to discuss implications. L3 Fails to identify a relevant gap or unanswered question.
Organization	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. (Bibliography has several errors or is not in correct format.

Narrative Template Tasks

> **LBD Narrative Template Tasks create opportunities for students to learn how to develop stylistic methods that help a reader "see" a person, event, or place. Narrative writing can be combined with argumentation and informational writing to enliven a written work as well as stand alone. The main features of narrative writing are:**
> - **the use of descriptive language**
> - **an account with a beginning, middle, and an end**

Common Core Standards Used to Develop Narrative Template Tasks

Common Core Standards: Narrative: The following College and Career Readiness (CCR) anchor standards apply to reading and writing in narrative template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading (Narrative)
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	CCR Anchor Standards for Writing (Narrative)
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Narrative/Description Template Tasks (ELA, Social Studies)

Task 26 Template (Narrative/Description L1, L2, L3): After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative.

Appropriate for: ELA, social studies

Example(s):
Task 26 ELA (Narrative/Description L1,2): After researching <u>reference books</u> on<u> how to write a script</u>, write a <u>short play aimed at teens</u> that describes <u>ways to eat healthy</u>. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative.

Task 26 SS (Narrative/Description L1): After researching <u>guides</u> on <u>Washington DC</u>, write a <u>narrative</u> that describes <u>how the site was selected for the nation's capital.</u>

Task 27 Template (Narrative/Description L1, L2): [Insert essential question**]** After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative effect in your work.

Appropriate for: ELA, social studies
Example(s):

Task 27 ELA (Narrative/Description L1,2): How would you, an author, create a character perspective? After reading <u>The Pearl by John Steinbeck</u> write a <u>narrative</u> from the perspective of <u>Juana, the fisherman's wife as she recounts her story later in life</u>. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative effect in your work.

Task 27 SS (Narrative/Description L1,2): What narrative devices make a story both engaging and historically accurate? After reading <u>historical documents and</u> <u>accounts </u>about T<u>he Trail of Tears</u> write a <u>narrative article</u> from the perspectives of<u> a Choctaw and George Gains</u>. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative effect in your work.

Narrative/ Sequential Template Tasks (ELA, Social Studies)

Task 28 Template (Narrative/Sequential L1, L2): After researching _____(informational texts) on_____ (content), write a _____(narrative or substitute) that relates _____ (content) and the events that _____(content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.

Appropriate for: ELA, social studies

Example(s):
Task 28 ELA (Narrative/Sequential L1, 2): After researching articles and biographies on WWII veterans, write a short biography that relates the story of a person with courage and conviction and the events that influenced this person the most and in what ways. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.

Task 28 SS (Narrative/Sequential L1, 2): After researching historical documents and maps on the Battle of Waterloo, write an account that relates the timeline and events that caused the Emperor's military forces to lose. L2 Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.

Task 29 Template (Narrative/ Sequential L1, L2): [Insert essential question.] After reading _____ (literature or informational texts) about _____ (content), write a _____(narrative or substitute) that relates_____ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.

Appropriate for: ELA, social studies

Example(s):
Task 29 ELA (Narrative/Sequential L1): What was it like to live in the Victorian age in England? After reading accounts of life in the Victorian age, write an article that relates a year in the life of a Victorian family.

Task 29 SS (Narrative/ Sequential L1): What place in the world would you like to visit? After reading maps and articles about a place you would like to visit, write a short narrative account that tells about significant events in its history.

LBD Narrative Rubric	
ADVANCED	
Focus	Addresses all aspects of the prompt.
Reading/Research	Demonstrates accurate and effective use of reading material, interviews, and/or visual material.
Controlling Idea	Establishes a theme or storyline that is carried through the narrative.
Development	Describes or relates in detail experiences, individuals, and/or events; employs effective narrative techniques to develop an experience, sense of time, place, or character that illustrate a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative. L2 Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop narrative.
Organization	Applies a complex narrative structure that develops the context or storyline as a description or chronology.
Conventions	Demonstrates a well-developed command of standard English conventions; makes effective transitions between sentences and paragraphs to connect ideas.
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task.
Reading/Research	Demonstrates generally effective use of reading material, interviews, and/or visual material.
Controlling Idea	Establishes a theme or storyline that is carried through the narrative.
Development	Describes or relates with sufficient detail experiences, individuals, and/or events; employs some stylistic devices to develop a sense of time, place, or character that illustrate a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative. L2 Use some stylistic devices (e.g. imagery, tone, humor, suspense) to develop narrative.
Organization	Applies a narrative structure that develops the storyline as a description or chronology.
Conventions	Demonstrates a command of standard English conventions; makes transitions between sentences and paragraphs to connect ideas.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials, interviews, and/or visual materials.
Controlling Idea	Theme is not carried through the narrative.
Development	Lacks descriptive elements that describe or relate experiences, individuals, and/or events. Attempts to employ narrative techniques to develop a factual or informative purpose. Lacks a satisfactory ending or conclusion. L2 Uses few or no stylistic devices (e.g. imagery, tone, humor, suspense) to develop narrative.
Organization	Applies a weak narrative structure; composition is disconnected or rambling.
Conventions	Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions.