Literacy Design Collaborative

LDC Template Task Collection 2.0

December 2013

The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. We believe students can and must reach significantly higher levels of reading, writing, and thinking, and we embrace the challenging expectations set by the Common Core State Standards. Since its original collection of template tasks, LDC has produced other collections, including the original collection, ones for elementary, and an “edited” collection in which some changes to the original were made. This collection provides yet another kind of template based closely on grade-level standards. Teachers should choose from these collections the templates that work best for them for any given task.

This collection as does the original and other collections aims to help teachers craft tasks that engage students in writing in response to reading. It provides template tasks for implementing the Literacy Design Collaborative (LDC) strategy by drawing directly from the language and skills articulated in each Common Core Anchor Standards. When filled in, a *template task* becomes a *teaching task* that sets up a context for teaching the specific skills and demands embedded in the standard.

This collection is an edited version of the original piloted collection of template tasks. As in the original LDC collection, the *template tasks* are fill-in-the-blank “shells” that allow teachers to insert the texts to be read, writing to be produced, and content to be addressed. When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work.

This Collection differs from the original piloted collection in that L2’s and L3’s are now a separate list of “demands” or “D’s” to choose from. Accordingly, the L2 and L3 statements in the rubric are also deleted and replaced with a statement about meeting demands. For example, under Advanced in the Informational/Explanatory rubric you will see, “D: Addresses additional demands with thoroughness and makes a connection to controlling idea.”

**How to Use the LDC Templates**

**Mode:** All LDC template tasks are designed for tasks that involve students in writing in response to reading or research. They are clustered by the writing modes described in the CCSS: argumentative, informative/explanatory, and narrative. (Note that in LDC a narrative refers to non-fiction narrative and involves students in applying a journalistic style appropriate to relating an event or interview.) Teachers should choose the mode and template that best suits their instructional purpose.

Texts: The term “text” refers to a range of artifacts, including print and visual types. The best text choices allow students to engage deeply with texts that involve them in concepts, ideas, or questions. These are called “short profound texts” in the form of a chapter, section of a play, or shorter poem or speech. Below are some suggestions:

* Short stories
* Essays
* Speeches
* Short novels
* Poetry
* Chapters
* Maps
* Art works
* Timelines
* Data
* Video
* Political texts (laws, policies, etc.)

Products: Teaching tasks can engage students in a variety of products. Each product signals a writing context and requires students to adjust language choices and rhetorical strategies to meet the needs of a context for writing, purpose, and audience. For example, an essay signals to students a formal situation with an academic purpose and audience. In contrast an article for a school magazine signals a less formal context, a journalistic purpose, and a general or peer audience. Products include any multiple paragraph composition, to include:

* Essays
* Reports
* Speeches
* Research reports
* Exhibits to include a written product
* Presentations to include a speech or written product
* Journalistic products, such as feature articles
* Editorials
* Formal letters, as to a State official
* Memos, to include reports
* Proposals
* Lab reports
* Response/Reaction papers
* Cost/benefit analyses
* Critical reviews
* Interviews written up as articles
* Non-fiction narratives, such as accounts of an event
* Manuals

**In all LDC Collections, there are some requirements and others that can be changed or added:**

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| **WHAT IS REQUIRED?** | **WHAT CAN BE CHANGED OR ADDED?** |
| * Fill in the template task, completing all the blanks but not altering the other template wording. * List the reading texts for the prompt or describe how students will be guided to select appropriate texts. * Provide a background statement that introduces the prompt to students. * If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.) * Use the appropriate rubric for the template task. | * You choose which texts students will read. * You choose what products students will produce. * You choose the topic, issues, events, or other content students will read and write about.   In choosing, consider requirements set by your state, district, or school. |

**Demands:** Demands are additional writing and cognitive challenges that you can add to a template task. They are developed from language in the CCSS. In this way you can scaffold your instruction:

* Repeat a teaching task but add one or more demands.
* Change the template and teaching tasks but repeat a demand/s.
* Use the demands as “mini-tasks” and teach them between modules so that students acquire competence before applying them in the composing process.

**You may choose one or more of these D’s (demands) to a Template Task to increase the challenge:**

**D1** Be sure to \_\_\_\_\_\_ (acknowledge; refute) competing views. (Argumentation)

**D2** Give (an example; # of examples) from past or current (events; issues) to illustrate and clarify your position. (Argumentation or Informational/Explanatory)

**D3** What \_\_\_\_\_\_\_\_ (conclusions; implications) can you draw? (Argumentation or Informational/Explanatory)

**D4**  In your discussion, address the credibility and origin of sources in view of your research topic. (Argumentation or Informational/Explanatory)

**D5** Identify any gaps or unanswered questions. (Argumentation or Informational/Explanatory)

**D6** Use \_\_\_\_\_\_\_\_ (stylistic devices) to develop your work. (Argumentation or Informational/Explanatory or Narrative)

**D7** Use \_\_\_\_\_\_\_\_ (techniques) to convey multiple storylines. (Argumentation or Informational/Explanatory or Narrative)

**D8** Include \_\_\_\_\_\_\_\_ (e.g. bibliography, citations, references, endnotes). (Argumentation or Informational/Explanatory)

Argumentation Template Tasks for Template Task Collection 2.0

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|  | **“After Researching”** | **”After Reading”** |
| **Argumentation Template Tasks** | | |
| **Analysis** | **Task 1:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you argue \_\_\_\_\_\_\_\_ (content). Support your position with evidence from your research. **(Argumentation/Analysis)** | **Task 2:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you address the question and argue\_\_\_\_\_\_\_(content). Support your position with evidence from the text(s). **(Argumentation/Analysis)** |
| **Comparison** | **Task 3:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you compare \_\_\_\_\_\_\_\_ (content) and argue \_\_\_\_\_\_\_\_ (content). Support your position with evidence from your research. **(Argumentation/Comparison)** | **Task 4:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you compare \_\_\_\_\_\_\_\_ (content) and argue \_\_\_\_\_\_\_\_ (content). Support your position with evidence from the text(s). **(Argumentation/Comparison)** |
| **Evaluation** | **Task 5:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you discuss \_\_\_\_\_\_\_\_ (content) and evaluate \_\_\_\_\_\_\_\_ (content). Support your position with evidence from your research. **(Argumentation/Evaluation)** | **Task 6:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you discuss \_\_\_\_\_\_\_\_ (content) and evaluate \_\_\_\_\_\_\_\_ (content). Support your position with evidence from the text(s). **(Argumentation/Evaluation)** |
| **Problem-Solution** | **Task 7:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you identify a problem \_\_\_\_\_\_\_\_ (content) and propose a solution. Support your position with evidence from your research. **(Argumentation/Problem-Solution*)*** | **Task 8:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you identify a problem \_\_\_\_\_\_\_\_ (content) and propose a solution. Support your position with evidence from the text(s). **(Argumentation/Problem-Solution*)*** |
| **Cause-Effect** | **Task 9:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you argue the cause(s) of \_\_\_\_\_\_\_\_ (content) and explain the effect(s) \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Argumentation/Cause-Effect)** | **Task 10:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you argue the cause(s) of \_\_\_\_\_\_\_\_ (content) and explain the effect(s) \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Argumentation/Cause-Effect)** |

Informational/Explanatory Template Tasks for Template Task Collection 2.0

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|  | **“After Researching”** | **“After Reading”** |
| **Informational or Explanatory Template Tasks** | | |
| **Definition** | **Task 11:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you define \_\_\_\_\_\_\_\_ (term or concept) and explain \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Definition)** | **Task 12:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay, report, or substitute) in which you define\_\_\_\_\_\_\_\_ (term or concept) and explain \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)** |
| **Description** | **Task 13:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you describe \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Description)** | **Task 14:** [Insert optional question]After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay, report, or substitute) in which you describe \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/ Description)** |
| **Procedural-Sequential** | **Task 15:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you relate how \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. (**Informational or Explanatory/Procedural-Sequential)** | **Task 16:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you relate how \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Procedural-Sequential)** |
| **Task 17:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), developing a hypothesis, and conducting an experiment examining \_\_\_\_\_\_\_\_ (content), write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. **(Informational or Explanatory/Procedural-Sequential)** |  |
| **Synthesis** | **Task 18:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you explain \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Synthesis)** | **Task 19:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay or substitute) in which you explain \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Synthesis)** |

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|  | **“After Researching”** | **“After Reading”** |
| **Informational or Explanatory Template Tasks (Continued)** | | |
| **Analysis** | **Task 20:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you analyze \_\_\_\_\_\_\_\_ (content), providing evidence to clarify your analysis. **(Informational or Explanatory/Analysis)** | **Task 21:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (a report, essay or substitutes) in which you analyze \_\_\_\_\_\_\_\_ (content), providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)** |
| **Comparison** | **Task 22**: [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you compare \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Comparison)** | **Task 23:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (an essay, report, or substitute) in which you compare \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Comparison)** |
| **Cause-Effect** | **Task 24:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you examine the cause(s) of \_\_\_\_\_\_\_\_ (content) and explain the effect(s) \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Cause-Effect)** | **Task 25:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational text/s) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a report or substitute) in which you examine the cause(s) of \_\_\_\_\_\_\_\_ (content) and explain the effect(s) \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Cause-Effect)** |

Narrative Template Tasks for Template Task Collection 2.0

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|  | **“After Researching”** | **“After Reading”** |
| **Narrative Template Tasks** | | |
| **Description** | **Task 26:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a narrative or substitute) in which you describe \_\_\_\_\_\_\_\_ (content). **(Narrative/Description)** | **Task 27:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (a narrative or substitute) from the perspective of \_\_\_\_\_\_\_\_ (content). **(Narrative/Description)** |
| **Procedural-Sequential** | **Task 28:** [Insert optional question] After researching \_\_\_\_\_\_\_\_ (informational texts) on\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a narrative or substitute) in which you relate \_\_\_\_\_\_\_\_ (content) and the events \_\_\_\_\_\_\_\_ (content). **(Narrative/Sequential)** | **Task 29:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_\_\_\_ (content), write \_\_\_\_\_\_\_\_ (a narrative or substitute) in which you relate \_\_\_\_\_\_\_\_ (content). **(Narrative/Sequential)** |

Classroom Assessment Task Rubrics

LDC classroom assessment tasks provide an option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently. A classroom assessment task is designed for students to complete in one or two sittings and can be uses before or after a teaching task to gather evidence of what students can do on their own. The rubrics below are designed to support the classroom assessment approach.

LDC Classroom Assessment Rubric For Argumentation

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| **Scoring Elements** | **Not Yet** | **Meets Expectations** |
| **Focus** | Attempts to address prompt but lacks focus or is off-task. | Addresses the prompt and stays on task; provides a generally convincing response. |
| **Reading/Research** | Demonstrates weak use of reading material to develop argument. | Demonstrates generally effective use of reading material to develop an argument. |
| **Controlling Idea** | Establishes a claim and attempts to support an argument but is not convincing. | Establishes a credible claim and supports an argument that is logical and generally convincing. |
| **Development** | Reasoning is not clear; examples or explanations are weak or irrelevant. | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument. |
| **Organization** | Provides an ineffective structure; composition does not address requirements of the prompt. | Applies an appropriate text structure to address specific requirements of the prompt. |
| **Conventions** | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |

LDC Classroom Assessment Task Rubric For Informational/Explanatory Writing

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| **Scoring Elements** | **Not Yet** | **Meets Expectations** |
| **Focus** | Attempts to address prompt but lacks focus or is off-task. | Addresses prompt with a focused response. |
| **Reading/Research** | Attempts to present information relevant to prompt. | Presents and applies relevant information with general accuracy. |
| **Controlling Idea** | Controlling idea is weak and does not establish a purpose and/or address a research question. | Establishes a controlling idea that states the main purpose and/or question for the tasks. |
| **Development** | Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. | Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail |
| **Organization** | Applies an ineffective structure; composition does not address requirements of the prompt. | Applies a generally effective structure to address specific requirements of the prompt. |
| **Conventions** | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |

Classroom Assessment Task Rubric for Narrative Writing

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| **Scoring Elements** | **Not Yet** | **Meets Expectations** |
| **Focus** | Attempts to address prompt but lacks focus or is off-task. | Addresses the prompt and stays on task |
| **Reading/Research** | Demonstrates weak use of reading materials, interviews, and/or visual materials. | Demonstrates generally effective use of reading material, interviews, and/or visual material. |
| **Controlling Idea** | Narrative line or theme is not carried through the narrative. | Establishes a narrative line or theme that is 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. | Describes or relates with sufficient detail experiences, individuals, and/or events; employs some stylistic device to develop a sense of time, place, or character that illustrates a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative. |
| **Organization** | Applies a weak narrative structure; composition is disconnected or rambling. | Applies a narrative structure that develops the storyline as a description or chronology. |
| **Conventions** | Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions. | Demonstrates a command of standard English conventions; generally makes transitions between sentences and paragraphs to connect ideas. |