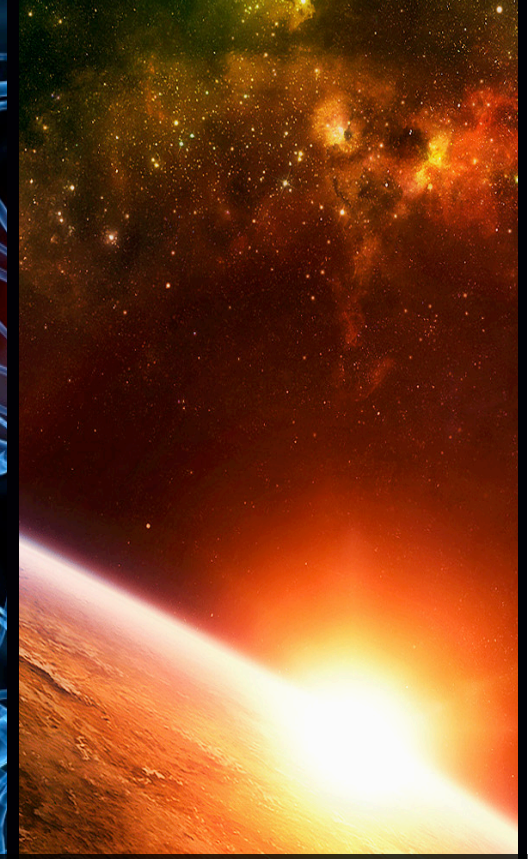
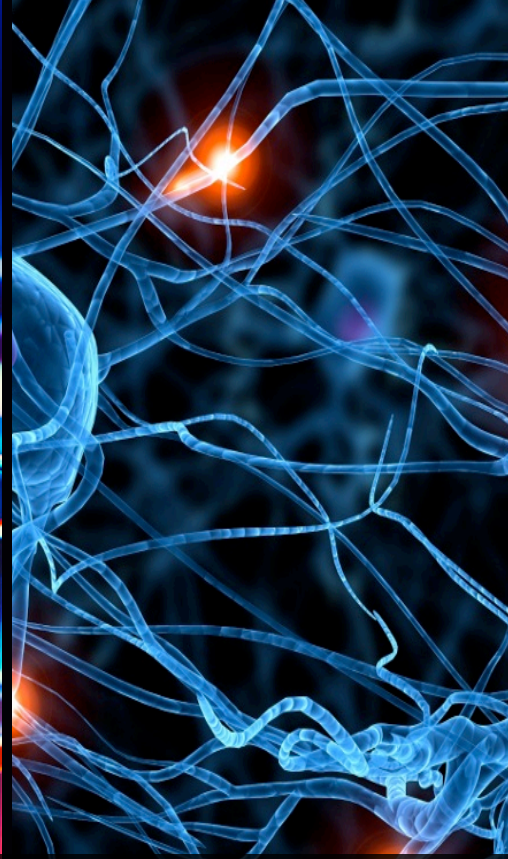


SCIENCE

8th Grade



Curriculum Map
2014-2015



STEAM and STEM Curriculum Maps CANYONS SCHOOL DISTRICT 2014-2015

Curriculum Mapping Purpose

Canyons School District's curriculum maps are standards-based maps driven by the Utah Core Standards and implemented using materials adopted by the Canyons' Board of Education. The maps and materials are coordinated within feeder systems (i.e. vertically) and within grade-levels (i.e. horizontally). Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a Tool For:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instructional decisions and targets critical information for instructional tasks
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies

These maps were collaboratively developed and refined by teacher committees using feedback from classroom teachers, achievement coaches, building administrators, and the office of Evidence-Based Learning. It is with much appreciation that we recognize the many educators that collaborated in the effort to provide these maps for the teachers and students of CSD. Specific individuals that have assisted in the writing and editing of this document include:

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Canyons School District Academic Framework to Support Effective Instruction

Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) for Academics and Behavior			
RtI Multi-Tiered System of Support	(1) Providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.
 Student Achievement Principles	<ul style="list-style-type: none"> • ALL CSD Students and educators are part of ONE proactive educational system. • Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> • Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources. • CSD educators use instructionally relevant assessments that are reliable and valid. 	<ul style="list-style-type: none"> • CSD educators problem solve collaboratively to meet student needs.
<ul style="list-style-type: none"> • Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. • Leadership at all levels is vital. 			

Core Expectations for ALL Teachers in the Classrooms and Common Areas

Core Expectations for ALL Teachers in the Classrooms and Common Areas					
Standards for Instruction	Evidence-Based Instructional Priorities	Time Allocation for Instruction	Teacher Learning Data	Student Performance Data	Collaborative Problem Solving for Improvement
Standards clarify what we want students to learn and do.	Techniques to increase student achievement and engagement.	Maintain a school culture in which instructional time is a highly valued resource.	Teacher learning and professional growth fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Consistent use of Canyons' Problem-Solving Protocol: Identify, analyze, plan, and evaluate.
Course and Level Specific	<ul style="list-style-type: none"> Classroom Positive Behavioral Interventions and Supports (PBIS) Explicit Instruction (I, We, Ya'll, You) Instructional Hierarchy: Acquisition, Automaticity, Application (AAA) Systematic Vocabulary Development 	<ul style="list-style-type: none"> Classroom instructional time is maximized and aligned with the standards every day of the school year, including appropriate pacing to ensure rigor and student understanding Master schedule allocates adequate time for student learning and growth Planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction 	<ul style="list-style-type: none"> Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS) Progressing on the educator continuum (emerging, implementing, and leading) Formalized protocols and checklists to monitor and evaluate implementation Public practice applications: 	<ul style="list-style-type: none"> Formative assessment: <ul style="list-style-type: none"> • Universal benchmarking and screening • Common Formative Assessments (CFAs) administered on schedule • Progress monitoring • Rubrics and objective trackers • Regular checks for understanding (e.g. daily) Summative assessment: <ul style="list-style-type: none"> • College- and career-readiness assessments (e.g. ACT) • Student Assessment of Growth and Excellence (SAGE) • Rate of Improvement (ROI) • Student Learning Objectives (SLOs) 	<ul style="list-style-type: none"> Early warning system for identification of risk (academic, behavior, and attendance) Timely and consistent review of relevant data by teams (e.g. BLT, IPLC, CST): <ul style="list-style-type: none"> • Evaluate effectiveness of instruction for all groups of students using valid and reliable data (student and teacher data) • Determine needs for supplemental and intensive instruction (additional information may be needed)
Cross Cutting All Classrooms	<ul style="list-style-type: none"> Maximizing Opportunities to Respond (OTR) Feedback Cycle Scaffolded Instruction & Grouping (SIG) Structures 	<ul style="list-style-type: none"> Scheduling is ensured for: <ul style="list-style-type: none"> • Intervention and skill-based instruction • Special Education services • English Language Development (ELD) 	<ul style="list-style-type: none"> Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach Instructional Professional Learning Communities (IPLCs) Learning walkthroughs and targeted observations Lesson study Video analysis 		
	<ul style="list-style-type: none"> Curriculum maps with common pacing guides Instructional content aligned with the Utah Core Standards Scientific research-based programs Standards-based instruction, grading, and reporting 				
	<ul style="list-style-type: none"> International Society for Technology in Education Standards (ISTE) School-wide Positive Behavioral Interventions and Supports (PBIS) World-Class Instructional Design and Assessment (WIDA) Federal and state requirements (IEP, 504) 				

All students will graduate from Canyons School District college-, career-, and citizenship-ready.

Major Academic Commitments:

1. Promote school and community engagement that supports students in becoming college-, career-, and citizenship-ready.
2. Implement a comprehensive educational system that aligns quality curriculum, instruction, and assessment resulting in students becoming college-, career- and citizenship-ready.
3. Recruit, develop, support and retain quality educators who are committed to preparing students for college and careers.

Performance Goals:

- **By 2015:** 50% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all four high schools on U.S. News & World Report's list of top 100 high schools.
- **By 2020:** 75% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all five high schools on U.S. News & World Report's list of Top 25 high schools based on % of student body passing AP exams.

Instructional Priorities	Critical questions to ask about instructional practices and techniques.
<p>Explicit Instruction (I, We, Ya'all, You)</p>	<ul style="list-style-type: none"> • Are directions clear, straightforward, and unequivocal, without vagueness, or ambiguity? • Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review? • Is there explicit use of prompts, cues, examples and encouragement to support the student? Are skills broken down into manageable steps, when necessary? • Do students have sufficient opportunities to practice skills independently? • Are the skills and strategies included in instruction clearly demonstrated for the student?
<p>Maximizing Opportunities to Respond (OTR)</p>	<ul style="list-style-type: none"> • Are all students actively engaged in the learning by saying, writing, or doing? • Does the pace of the instruction allow for frequent student responses? • Is the teacher familiar enough with the lesson to present it in an engaging manner?
<p>Feedback cycle</p>	<ul style="list-style-type: none"> • Are students receiving timely prompts that indicate what they have done correctly and incorrectly? • Do students have the opportunity to use the feedback to continue the learning process?
<p>Systematic Vocabulary Development</p>	<ul style="list-style-type: none"> • Are critical vocabulary explicitly taught before students are expected to use it in context? • Are students able to say, define and use critical vocabulary? • Are common academic vocabulary, (e.g. system, change, perspective) explicitly taught across all content areas?
<p>Scaffolded Instruction and Grouping (SIG) Structures</p>	<ul style="list-style-type: none"> • Is information presented at various levels of difficulty? • Has data been analyzed for the purpose of creating small groups to target specific skills? • Are groups flexible, providing students opportunities to move within groups, depending on their needs?
<p>Classroom Positive Interventions and Supports (PBIS)</p>	<ul style="list-style-type: none"> • Is information presented at various levels of difficulty? • Have data been analyzed for the purpose of creating small groups to target specific skills? • Are groups flexible, providing students opportunities to move within groups, depending on their needs?

Evidence-based Instructional Priorities

Explicit Instruction I Do – We Do – Y’all Do – You Do Model – Guided Practice – Partner Practice – Independent Practice			
Systematic <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations 	Relentless <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice <input type="checkbox"/> Distributed practice- frequent exposure to content/skill over time <input type="checkbox"/> Cumulative review <input type="checkbox"/> Teach to mastery 	Engaging <ul style="list-style-type: none"> <input type="checkbox"/> Increasing opportunities to respond <input type="checkbox"/> Explicit vocabulary instruction <input type="checkbox"/> Feedback <input type="checkbox"/> Instructional grouping <input type="checkbox"/> Acquire – Auto – Apply <input type="checkbox"/> Classroom PBIS 	
Increasing Opportunities to Respond Saying, Writing, Doing		Explicit Vocabulary Instruction	
<ul style="list-style-type: none"> <input type="checkbox"/> Choral Response <input type="checkbox"/> Partner Discussion <input type="checkbox"/> Small Group Discussion <input type="checkbox"/> Precision Partnering <input type="checkbox"/> Hand Signals <input type="checkbox"/> Response Cards <input type="checkbox"/> Whiteboard <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Structured Notes <input type="checkbox"/> Journaling <input type="checkbox"/> Written Response – Sentence Starters <input type="checkbox"/> Echo Reading <input type="checkbox"/> Cloze Reading 		Introduce the word <ul style="list-style-type: none"> <input type="checkbox"/> Teacher says the word <input type="checkbox"/> All students repeat the word <input type="checkbox"/> Teacher gives a student-friendly definition <input type="checkbox"/> All students repeat the definition (with teacher guidance) <input type="checkbox"/> Repeat above steps as necessary Demonstrate <ul style="list-style-type: none"> <input type="checkbox"/> Provide an example <input type="checkbox"/> Provide a non-examples <input type="checkbox"/> Repeat above steps as necessary Apply <ul style="list-style-type: none"> <input type="checkbox"/> Student turns to a partner and uses the word in a sentence <input type="checkbox"/> Teacher shares a sentence using the word 	
Feedback	Instructional Grouping	Acquire – Auto - Apply	Classroom PBIS
<ul style="list-style-type: none"> <input type="checkbox"/> Corrective and affirmative <input type="checkbox"/> Timely and frequent <input type="checkbox"/> Specific and reinforcing 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole group, small groups, partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-based small group instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Apply the skill 	<ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behavior in a systematic manner

CSD Science Timeline

Year	Action(s) Related to Curriculum, Instruction, and Assessment for Science
2009-2010	<p>Ongoing:</p> <ul style="list-style-type: none"> • MESA (Mathematics Engineering Science Achievement) clubs start at Mt. Jordan, Hillcrest, Union, Jordan High School, and Midvale Middle School • Ongoing: Yearly school and district science fair begins. Students have the opportunity to participate in the Salt Lake Valley Science and Engineering Fair (SLVSEF) <p>Fall:</p> <ul style="list-style-type: none"> • Science Academies begin with targeted professional development to improve student performance <p>Spring:</p> <ul style="list-style-type: none"> • Awarded 3 year Utah Science Technology and Research (USTAR) funding • Face of Fitness implemented at Jordan High school. A modified science course that incorporated health and fitness into daily science instruction <p>Summer:</p> <ul style="list-style-type: none"> • AP science academies – wrote district common formative assessments, and used data to improve student success
2010-2011	<p>Ongoing:</p> <ul style="list-style-type: none"> • MESA (Mathematics Engineering Science Achievement) clubs start at Mt. Jordan, Hillcrest, Union, Jordan High School, and Midvale Middle School • Ongoing: Yearly school and district science fair begins. Students have the opportunity to participate in the Salt Lake Valley Science and Engineering Fair (SLVSEF) <p>Fall:</p> <ul style="list-style-type: none"> • Met with all science departments to establish common understanding of District’s science goals • Partnership with National Center for Earth and Space Science Education (NCESSE- NanoRacks) which led to HHS experiment project with NASA • Science Academies Begin <p>Winter:</p> <ul style="list-style-type: none"> • Vertical Alignment Meetings – Middle School and High School science teachers meet together to

	<p>ensure that students entering high school biology have necessary background concepts to be successful.</p> <ul style="list-style-type: none"> • Begin science, technology, engineering, and math (STEM) and science, technology, engineering, arts, and math (STEAM) nationwide program research <p>Summer:</p> <ul style="list-style-type: none"> • Partnership established with USOE curriculum specialists to develop STEM and STE(A)M curriculum for middle school implementation
2011-2012	<p>Ongoing:</p> <ul style="list-style-type: none"> • Science ACT Alignment academies begin to address the gap between state and national expectations • 21st century skills integration through purchase and use of new science equipment • New district Science Website launched • Lego Robotics leagues begin at Butler, Canyon View, Sunrise, Midvale, Copperivew, East Midvale, and Sandy elementary schools • Middle School Robotics team at Albion Middle school • Fundraising for STEM implementation begins • MESA (Mathematics Engineering Science Achievement) clubs start at Mt. Jordan, Hillcrest, Union, Jordan High School, and Midvale Middle School • Ongoing: Yearly school and district science fair begins. Students have the opportunity to participate in the Salt Lake Valley Science and Engineering Fair (SLVSEF) <p>Fall:</p> <ul style="list-style-type: none"> • Met with all science departments to establish common understanding of District's science goals <p>Spring:</p> <ul style="list-style-type: none"> • Met with HS Science Departments- determined that 9th-12th grade students could take Chemistry, Physics, or Biology. Department Chairs asked for common resources and a common textbook • 8th Grade STEM curriculum written • Partnered with the Wasatch Front Space Consortium to support engineering principals embedded in middle school science curriculum • Partnered with Clark Planetarium to address misunderstandings and provide professional development in astronomy curriculum

2012-2013	<p>Ongoing:</p> <ul style="list-style-type: none"> • MESA (Mathematics Engineering Science Achievement) clubs start at Mt. Jordan, Hillcrest, Union, Jordan High School, and Midvale Middle School • Ongoing: Yearly school and district science fair begins. Students have the opportunity to participate in the Salt Lake Valley Science and Engineering Fair (SLVSEF) • MS STEM teams organized and meet to create a scope and sequence for each grade level, district benchmarks for each grade level, as well as STEM lesson plan to embed throughout the school year. Maps are aligned with the science, SS, and ELA maps for easy integration. • HS Science teams organized and meet to create a scope and sequence for each grade level, district benchmarks for each grade level, as well as STEM lesson plan to embed throughout the school year. • 2 FIRST Robotics teams at Alta and Hillcrest high schools <p>Fall:</p> <ul style="list-style-type: none"> • Continued support with new equipment purchases at the high school and middle school levels • 8th Grade STEM curriculum piloted at MMS • Organization for textbook adoptions <p>Winter:</p> <ul style="list-style-type: none"> • New Course taking patterns for students through Science • Biology, Physics, and 6th grade Textbooks adoption <p>Summer:</p> <ul style="list-style-type: none"> ▪ Professional Development on STEM Implementation & Integrated Teaming
2013-2014	<ul style="list-style-type: none"> ▪ ▪ Fall: Professional Development for Physics and Biology teachers on implementation, new text, and literacy in science. ▪ Ongoing: Implementation of district science maps (6th – 12th grade) ▪ Ongoing: Implementation of STEM curriculum at the MS level (6th – 8th grade) ▪ Ongoing: Implementation of District Benchmark Assessments (6th – 12th Grade) ▪ Ongoing: Professional Development for continued student improvement (6th – 12th Grade)
2014-2015	<p>Ongoing:</p> <ul style="list-style-type: none"> • Yearly school and district science fair begins. Students have the opportunity to participate in the Salt Lake Valley Science and Engineering Fair (SLVSEF)

	<ul style="list-style-type: none">• MS STEM teams organized and meet to create a scope and sequence for each grade level, district benchmarks for each grade level, as well as STEM lesson plan to embed throughout the school year. Maps are aligned with the science, SS, and ELA maps for easy integration.• HS Science teams organized and meet to create a scope and sequence for each grade level, district benchmarks for each grade level, as well as STEM lesson plan to embed throughout the school year.• 2 FIRST Robotics teams at Alta and Hillcrest high schools• Begin elementary science mapping and professional development <p>Fall:</p> <ul style="list-style-type: none">• Program Evaluation of STEM implementation• Evaluation of benchmark assessment data. Will the data help us predict student success on high stakes testing
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Basic Principles of Science – Enduring Concepts

1. Scientists investigate using a variety of methods
2. Scientists base knowledge on empirical evidence
3. Scientists revise in light of new evidence
4. Scientists use models, laws, mechanisms and theories to explain natural phenomena
5. Scientists assume an order and consistency in natural systems
6. Scientists address questions about the natural and materials world.
7. Scientists plan and carry out investigations
8. Scientists analyze and interpret data
9. Scientists use mathematics and computational thinking
10. Scientists construct explanations and design solutions
11. Scientists engage in argument from evidence
12. Scientists obtain, evaluate and communicate information

*Consolidated from the Next Generation Science Standards.
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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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 text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in Science and Technical Subjects 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 audiences.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8th Grade STEM
Scope & Sequence
Year at a Glance

Suggested Pacing	8 weeks	6 weeks	4 weeks	8 weeks	4 weeks	6 weeks
Big Idea	Motivation	Influence	Adversity	Change	Innovation	Progress
Standard	Standard 1: Physical & Chemical Change Standard 4.1 & 4.4a,b: Energy Conversion	Standard 2: Energy Transfer from Sun Standard 4.4c,d: Organisms Response to Energy	STEM: Climate Change & Windmills	Standard 3: Rock & Fossil Formation	Standard 4.2, 4.3: Energy, Force, Motion	STEM: Solar Cars & Maglev Cars
Essential Question	<ul style="list-style-type: none"> • What drives change in matter? • How is change in matter recognized? • How does energy change forms? 	<ul style="list-style-type: none"> • How does energy from the sun travel throughout the ecosystem? • How do organisms (including humans) respond to changes and interact in an environment? 	<ul style="list-style-type: none"> • What is the carbon cycle and how is it affected by human interactions? • How do carbon dioxide levels in the atmosphere affect life on earth? 	<ul style="list-style-type: none"> • How does science help us learn about the Earth's history? • How do ongoing geologic processes help us learn about how the Earth works? 	<ul style="list-style-type: none"> • How do machines make jobs easier? • What factors impact the motion of objects? 	<ul style="list-style-type: none"> • How does recognizing the contributions of scientists help us understand the nature of science? • How can we use technology to change/better our environment?
Common Assessment	Benchmark #1	Benchmark #2			Benchmark #3	
Writing Focus	Informative/ Explanatory	Informative/ Explanatory	Argument	Argument	Argument/ Inform & Explain	Narrative

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Prioritized Vocabulary	<ul style="list-style-type: none"> • Perspective • Evidence • Explain 	<ul style="list-style-type: none"> • Evaluate • Synthesize • Analyze 	<ul style="list-style-type: none"> • Justify • Relevance • Opinion 	<ul style="list-style-type: none"> • Analyze • Reason • Interpret 	<ul style="list-style-type: none"> • Accuracy • Reliability • Source 	<ul style="list-style-type: none"> • Correlation • Infer • Production
English Language Arts Concepts	<ul style="list-style-type: none"> • Analyze Idea Development • Gathering Credible Evidence • Collaborative Discussion • Verbs 	<ul style="list-style-type: none"> • Analyze Conflicting Information • Literary Non-Fiction • Analytical Discussions 	<ul style="list-style-type: none"> • Analyze Development of a Main Idea • Evaluate Reasoning 	<ul style="list-style-type: none"> • Point of View • Responding to Conflicting Evidence • Creating Cohesion 	<ul style="list-style-type: none"> • Use/Evaluate Different Mediums • Address Audience in Writing 	<ul style="list-style-type: none"> • Analyze Point of View • Analyze Patterns • Narrative Technique
Social Studies Concepts	<ul style="list-style-type: none"> • Geography Concepts & Skills • Native Americans & Explorers 	<ul style="list-style-type: none"> • Colonization of the US 	<ul style="list-style-type: none"> • Revolution • Gaining Independence 	<ul style="list-style-type: none"> • Government & Constitution • Bill of Rights 	<ul style="list-style-type: none"> • Territorial & Political Expansion • Social Rights 	<ul style="list-style-type: none"> • Civil War • Reconstruction
Math Concepts	<ul style="list-style-type: none"> • Exponents & Radicals • Scientific Notations • Rational & Irrational Numbers 	<ul style="list-style-type: none"> • Solving Equations 	<ul style="list-style-type: none"> • Geometry, Volume, Angles, Triangles 	<ul style="list-style-type: none"> • Rate of Change • Graphing & Interpreting Equations 	<ul style="list-style-type: none"> • Writing Equations • Solving & Graphing Systems • Interpreting Graphs & Functions 	<ul style="list-style-type: none"> • Statistics • Scatter Plots • Line of Best Fit
PE/Health Concepts	<ul style="list-style-type: none"> • Self-concept • Mental Health & Stress • Physical Fitness 	<ul style="list-style-type: none"> • Decision Making • Sportsmanship • Media Literacy 	<ul style="list-style-type: none"> • Peer Pressure & Refusal Skills, • Addiction & Illegal Drugs 	<ul style="list-style-type: none"> • Abstinence • Nutrition & First Aid • Infectious Disease 	<ul style="list-style-type: none"> • Human Development • Teamwork 	<ul style="list-style-type: none"> • Communication • Puberty

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Units 1: Motivation

Prioritized Vocabulary

Perspective		Evidence		Explain	
Science	English Language Arts	Social Studies		Math	
<ul style="list-style-type: none"> Physical & Chemical Change Energy Conversion 	<ul style="list-style-type: none"> Analyze Idea Development Gathering Credible Evidence Collaborative Discussion Verbs 	<ul style="list-style-type: none"> Geography Concepts & Skills Native Americans & Explorers 		<ul style="list-style-type: none"> Exponents & Radicals Scientific Notation Rational & Irrational Numbers 	
Essential Questions	Supporting Questions	Key Terms		Writing Focus: Informative/Explanatory	
<ul style="list-style-type: none"> What drives change in matter? How is change in matter recognized? How does energy change forms? 	<ul style="list-style-type: none"> By what means does energy transfer through various materials (sound waves, heat transfer)? How do living organisms sense and respond to energy? What are the chemical and physical properties of various substances? What are the evidences of chemical or physical change? What are the effects of increasing and decreasing the amount of energy in a physical or chemical change? What are the observable features of chemical reactions? 	<ul style="list-style-type: none"> Energy Potential energy Kinetic energy Wave Friction Amplitude Chemical Properties Chemical Change Chemical Energy 	<ul style="list-style-type: none"> Physical Properties Physical Change Reaction Reactants Products Temperature Molecule Heat Energy Atoms 		
Science Core Standards				Student Learning Targets	
Standards	<p>Standard I: Students will understand the nature of changes in matter.</p> <p>Objective 1: Describe the chemical and physical properties of various substances.</p> <p>a. Differentiate between chemical and physical properties.</p> <p>b. Classify substances based on their chemical and physical properties (e.g., reacts with water, does not react with water, flammable or nonflammable, hard or soft, flexible or</p>			<ul style="list-style-type: none"> I can list the properties of a substance or object and classify them as physical properties or chemical properties. I can explain what is happening at the molecular level when a substance changes from one state to 	

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nonflexible, evaporates or melts at room temperature).

c. Investigate and report on the chemical and physical properties of a particular substance.

Objective 2: Observe and evaluate evidence of chemical and physical change.

a. Identify observable evidence of a physical change (e.g., change in shape, size, phase).

b. Identify observable evidence of a chemical change (e.g., color change, heat or light given off, change in odor, gas given off).

c. Observe and describe chemical reactions involving atmospheric oxygen (e.g., rust, fire, respiration, photosynthesis).

d. Investigate the effects of chemical change on physical properties of substances (e.g., cooking a raw egg, iron rusting, polymerization of a resin).

Objective 3: Investigate and measure the effects of increasing or decreasing the amount of energy in a physical or chemical change, and relate the kind of energy added to the motion of the particles.

a. Identify the kinds of energy (e.g., heat, light, sound) given off or taken in when a substance undergoes a chemical or physical change.

b. Relate the amount of energy added or taken away from a substance to the motion of molecules in the substance.

c. Measure and graph the relationship between the states of water and changes in its temperature.

d. Cite evidence showing that heat may be given off or taken in during a chemical change (e.g., striking a match, mixing vinegar and antacid, mixing ammonium chloride and water).

e. Plan and conduct an experiment, and report the effect of adding or removing energy on the chemical and physical changes.

Standard IV: Students will understand the relationship among energy, force, and motion.

Objective 1: Investigate the transfer of energy through various materials.

a. Relate the energy of a wave to wavelength.

b. Compare the transfer of energy (i.e., sound, light, earthquake waves, heat) through various mediums.

c. Describe the spread of energy away from an energy-producing source.

d. Compare the transfer of heat by conduction, convection, and radiation and provide examples of each.

e. Demonstrate how white light can be separated into the visible color spectrum.

Objective 4: Analyze various forms of energy and how living organisms sense and respond to energy.

a. Analyze the cyclic nature of potential and kinetic energy (e.g., a bouncing ball, a pendulum).

b. Trace the conversion of energy from one form of energy to another (e.g., light to chemical to mechanical).

e. Investigate and describe how engineers have developed devices to help us sense

another.

- I can explain the difference between a chemical change and a physical change.

- I can distinguish between the products and reactant in a chemical reaction.

- I can explain the Law of Conservation of Mass and make sure a chemical equation follows this law.

- I can identify common chemical reactions involving oxygen.

- I can explain what influences the rate at which a chemical reaction occurs.

- I can define and give examples of kinetic energy and potential energy.

- I can diagram the cycle of potential energy and kinetic energy.

- I can list the types of energy and trace the conversion from one form of energy to another.

- I can identify the basic parts of a wave.

- I can explain how energy is transferred through waves.

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	various types of energy (e.g., seismographs, eyeglasses, telescopes, hearing aids).	
Science and Technical Subject Literacy Standards		Literacy Implementation Ideas
Reading	<p>RL 8.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI 8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> • Research how engineers have applied principles of chemistry to an application encountered in daily life (e.g. heat resistant plastic handles on pans, highway bridges, etc.)
Writing	<p>W 8.1: Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • Write a paper that argues for mass or weight in every day language (example: Americans describe weight, and Europeans describe their mass.)
Resources		Assessments
<ul style="list-style-type: none"> • Dry Ice, Mystery Powders (Physical and chemical properties) • Vitamin C lab (rates of reaction) • Labs: Candle (Physical and Chemical changes) • Alka Seltzer or Sugar cube Rates of Reaction Lab (Surface area, concentration, temperature as variables) • Chem Plate lab (7 chemicals, unknown bottle, detective) • Cave of Dogs: Tall candle & short candle in an empty aquarium with jar of vinegar and baking soda. Carbon dioxide will put out short one first due to density. Simulates a cave in Italy that killed the pets of visitors to a cave. (Dave) • Whopper labs • Roller Coaster Build • Heat Transfer Lab 		Benchmark 1: End of Unit

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<ul style="list-style-type: none"> • Pendulum Lab 		
Art Connections	Technology/Engineering Connections	Math Technology Connections
<ul style="list-style-type: none"> • Design experiments (diet and regular soda) which one is diet without tasting • Chemistry Comic – illustrate physical vs. chemical change • Roller Coaster Design • Powerpoint presentations showing human impact on environment • Blue man group sound video 	<ul style="list-style-type: none"> • Chemical reactions related to combustion engines – how technology is changing (i.e. fuel injection, super charger, turbo) • Create own video about sound moving through different objects 	<ul style="list-style-type: none"> • Balancing chemical equations • Conservation of Matter • Rates of Reaction • Law of conservation of Energy • Measure and calculate carbon footprint

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Unit 2: Influence

Prioritized Vocabulary

Evaluate		Synthesize		Analyze			
Science		English Language Arts		Social Studies		Math	
<ul style="list-style-type: none"> • Energy from the Sun • Organisms Response to Energy 		<ul style="list-style-type: none"> • Analyze Conflicting Information • Literary Non-Fiction • Analytical Discussions 		<ul style="list-style-type: none"> • Colonization of the US 		<ul style="list-style-type: none"> • Solving Equations 	
Essential Questions		Supporting Questions		Key Terms		Writing Focus: Informative/Explanatory	
<ul style="list-style-type: none"> • How does energy from the sun travel throughout the ecosystem? • How do organisms (including humans) respond to changes and interact in an environment? 		<ul style="list-style-type: none"> • How do plants and animals obtain and use energy? • What dependent relationships exist between organisms? • What influence do humans have on the capacity of an environment to sustain living things? 		<ul style="list-style-type: none"> • Food web • Food chains • Photosynthesis • Respiration • Predator • Energy flow • Solar energy • Chemical energy • Mechanical energy • Producer 	<ul style="list-style-type: none"> • Consumer • Prey • Mutualism • Parasitism • Competition • Environment • Capacity 		
Science Core Standards				Student Learning Targets			
Standards		<p>Standard II: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms.</p> <p>Objective 1: Compare ways that plants and animals obtain and use energy.</p> <ol style="list-style-type: none"> Recognize the importance of photosynthesis in using light energy as part of the chemical process that builds plant materials. Explain how respiration in animals is a process that converts food energy into mechanical and heat energy. Trace the path of energy from the sun to mechanical energy in an organism (e.g., sunlight – light energy to plants by photosynthesis to sugars - stored chemical energy to 		<ul style="list-style-type: none"> • I can define and give examples of ecological relationships among organisms. • I can trace the path of energy from the sun through photosynthesis and respiration to mechanical energy in an organism. • I can hypothesize how humans or other environmental factors may impact an ecosystem. • I can create and interpret food chains, food webs, and energy pyramids for an ecosystem. 			

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	<p>respiration in muscle cell - usable chemical energy to muscle contraction- mechanical energy).</p> <p>Objective 2: Generalize the dependent relationships between organisms.</p> <ol style="list-style-type: none"> a. Categorize the relationships between organisms (i.e., producer/consumer, predator/prey, mutualism, parasitism) and provide examples of each. b. Use models to trace the flow of energy in food chains and food webs. c. Formulate and test a hypothesis on the effects of air, temperature, water, or light on plants (e.g., seed germination, growth rates, seasonal adaptations). d. Research multiple ways that different scientists have investigated the same ecosystem. <p>Objective 3: Analyze human influence on the capacity of an environment to sustain living things.</p> <ol style="list-style-type: none"> a. Describe specific examples of how humans have changed the capacity of an environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduces mule deer winter range thus decreasing numbers of deer). b. Distinguish between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment. c. Infer the potential effects of humans on a specific food web. d. Evaluate and present arguments for and against allowing a specific species of plant or animal to become extinct, and relate the argument to the of flow energy in an ecosystem. <p>Standard IV: Students will understand the relationship among energy, force, and motion.</p> <p>Objective 4: Analyze various forms of energy and how living organisms sense and respond to energy.</p> <ol style="list-style-type: none"> c. Cite examples of how organisms sense various types of energy. d. Investigate and report the response of various organisms to changes in energy (e.g., plant response to light, human response to motion, sound, light, insects' response to changes in light intensity). e. Investigate and describe how engineers have developed devices to help us sense various types of energy (e.g., seismographs, eyeglasses, telescopes, hearing aids). 	
Literacy Standards		Literacy Implementation Ideas
Reading	<p>RL 8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RI 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<ul style="list-style-type: none"> • Research information about seed germination, growth rates, seasonal adaptations. Look for evidence to support your hypothesis in plant lab below.

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<p>Writing</p>	<p>W 8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> Do lab on the effects of air, temperature, water or light on plants (e.g. seed germination, growth rates, seasonal adaptations. Write a lab report.
<p>Resources:(Labs or other essentials)</p>		<p>Assessments</p>
<ul style="list-style-type: none"> http://timothyscience.weebly.com/predator-analysis-webquest.htmlhttp://www.pinedaleonline.com/wolf/pdf/YellowstoneAfterWolves.pdfhttp://www.pinedaleonline.com/wolf/pdf/YellowstoneAfterWolves.pdf Includes real-world examples of wolves being reintroduced into Yellowstone including food webs and data. Students use the webquest to evaluate how human interaction has affected the environment while evaluating food webs, food chains, pred/prey relationships, etc. Movie Series: The Trials of Life: Living Together. The film illustrates all types of relationships in the ecosystem. Worksheet. Lab, Photosynthesis Elodea: put plant in test tube, manipulate Carbon Dioxide, and light, graph, and collect data. 		
<p>Art Connections</p>	<p>Technology/Engineering Connections</p>	<p>Math Technology Connections</p>
<ul style="list-style-type: none"> Create Food Web Poster: Research an environment and then find organisms that can make up a food web. Attach rubric Dragonfly Pond: create a town & draw a map showing where the placement of industry, residential, cities, etc. around a pond/wetland area, might be in the town, with the goal of having the least 	<ul style="list-style-type: none"> Photosynthesis applet http://micro.magnet.fsu.edu/primer/java/photosynthesis/http://micro.magnet.fsu.edu/primer/java/photosynthesis/ 	<ul style="list-style-type: none"> Oh Deer (Game): Add lab sheet. Math connection, graphing, and population. Yeast respiration (Dave), predict which food will produce the most CO₂, collect data, analyze, graph.

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impact on the pond area.		
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Unit 3: Change			
Prioritized Vocabulary			
Justify		Relevance	Opinion
Science	English Language Arts	Social Studies	Math
<ul style="list-style-type: none"> • Climate Change & Windmills 	<ul style="list-style-type: none"> • Analyze Development of Main Ideas • Evaluate Reasoning 	<ul style="list-style-type: none"> • Revolution • Gaining Independence 	<ul style="list-style-type: none"> • Geometry • Volume • Angles • Triangles
Essential Questions	Supporting Questions	Key Terms	Writing Focus: Argument
CLIMATE CHANGE <ul style="list-style-type: none"> • What is the carbon cycle and how is it affected by human interactions? • How do carbon dioxide levels in the atmosphere affect life on earth? • How can we use technology to change/better our environment? 	<ul style="list-style-type: none"> • What influence do humans have on the capacity of an environment to sustain living things? • What is the greenhouse effect, and how do carbon emissions influence it? • What is a carbon footprint, and how is it measured? 	<ul style="list-style-type: none"> • Climate Change • Carbon Cycle • Greenhouse Effect • Carbon Emissions • Carbon Footprint 	
Science Core Standards		Student Learning Targets	
Standards	<p>Climate Change Standards: Analyze data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p> <p>Standard 2: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.</p> <p>Objective 3: Analyze human influence on the capacity of an environment to sustain living things.</p> <p>a. Describe specific examples of how humans have changed the capacity of an</p>	<ul style="list-style-type: none"> • I can identify component parts of a terrestrial carbon cycle • I can link carbon cycle dynamics to the greenhouse effect and to climate change and brainstorm ways to reduce carbon dioxide emissions 	

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	<p>environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduces mule deer winter range thus decreasing numbers of deer).</p> <p>b. Distinguish between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment.</p> <p>c. Infer the potential effects of humans on a specific food web.</p> <p>d. Evaluate and present arguments for and against allowing a specific species of plant or animal to become extinct, and relate the argument to the of flow energy in an ecosystem.</p>	
STEM: Wind Power	<p>Standard: Students will understand that energy from the wind can be converted into a cleaner mechanical energy.</p> <p>Objectives:</p> <p>a. Investigate how wind energy is transferred to useable energy through the use of a windmill.</p> <p>b. Create a tool to determine wind speed.</p> <p>c. Investigate how different variables affect energy output in windmills.</p> <p>d. Using the engineering design process, construct a turbine blade that will produce the greatest amount of energy as measured in volts.</p>	<ul style="list-style-type: none"> • I can create an anemometer. • I can compare my anemometer to a digital anemometer by measuring wind speed at various distances and graphing the results. • I can use the Wind turbines to determine the optimum pitch angle that operates the motor, LED, and buzzer on the wind powered devices activity board. • I can determine the voltage produced by the wind turbine at various pitch angles and wind speeds. • I can construct and test turbine blade shapes to produce the greatest amount of voltage. (Testing a variable)
Literacy Standards		Literacy Implementation Ideas
Reading	<p>RL 8.1: Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RL 8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • Provided in curriculum
Writing	<p>W 8.3: students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results</p> <p>W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how</p>	<ul style="list-style-type: none"> • Provided in curriculum

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	well purpose and audience have been addressed.	
Resources:(Labs or other essentials)		Assessments
<ul style="list-style-type: none"> • See CSD STEM: Climate Change curriculum • See CSD STEM: Windmills curriculum 		<ul style="list-style-type: none"> •

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Unit 4: Change

Prioritized Vocabulary

Analyze		Reason		Interpret	
Science		English Language Arts		Social Studies	
<ul style="list-style-type: none"> • Rock & Fossil Formation 		<ul style="list-style-type: none"> • Point of View • Responding to Conflicting Evidence • Creating Cohesion 		<ul style="list-style-type: none"> • Government & Constitution • Bill of Rights 	
<p>Math</p> <ul style="list-style-type: none"> • Rate of Change • Graphing & Interpreting Equations 		<p>Essential Questions</p>		<p>Supporting Questions</p>	
<ul style="list-style-type: none"> • How does science help us learn about the Earth's history? • How do ongoing geologic processes help us learn about how the Earth works? 		<ul style="list-style-type: none"> • How are rocks and minerals related? • What changes do rocks undergo over long periods of time? • How is rock and fossil evidence used to infer earth's history? • What are the difference between the rapid and gradual changes that occur on Earth's surface? 		<p>Key Terms</p> <ul style="list-style-type: none"> • Volcano • Earthquake • Weathering • Minerals • Fossils • Sedimentary • Magma • Metamorphic 	
<ul style="list-style-type: none"> • Rock cycle • Igneous • Sedimentation • Deposition • Geology • Paleontology • Erosion 		<p>Writing Focus: Argument</p>			
Science Core Standards				Student Learning Targets	
Standards	<p>Standard III: Students will understand the process of rock and fossil formation.</p> <p>Objective 1: Compare rocks and minerals and describe how they are related.</p> <ol style="list-style-type: none"> Recognize that most rocks are composed of minerals. Observe and describe the minerals found in rocks (e.g., shape, color, luster, texture, hardness). Categorize rock samples as sedimentary, metamorphic, or igneous. <p>Objective 2: Describe the nature of the changes that rocks undergo over long periods of time.</p> <ol style="list-style-type: none"> Diagram and explain the rock cycle. Describe the role of energy in the processes that change rock materials over time. Use a model to demonstrate how erosion changes the surface of Earth. Relate gravity to changes in Earth's surface. Identify the role of weathering of rocks in soil formation. 			<ul style="list-style-type: none"> • I can classify substances as mineral or non-mineral. • I can define and explain how to identify the properties of minerals and use a key to identify a specific mineral • I can compare rocks and minerals and describe how they are related. • I can describe the formation of sedimentary rocks and use the characteristics of sedimentary rocks to determine if a given rock is sedimentary • I can describe the formation of intrusive and extrusive igneous rocks and use the 	

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	<p>f. Describe and model the processes of fossil formation.</p> <p>Objective 3: Describe how rock and fossil evidence is used to infer Earth’s history.</p> <p>a. Describe how the deposition of rock materials produces layering of sedimentary rocks over time.</p> <p>b. Identify the assumptions scientists make to determine relative ages of rock layers.</p> <p>c. Explain why some sedimentary rock layers may not always appear with youngest rock on top and older rocks below (i.e., folding, faulting).</p> <p>d. Research how fossils show evidence of the changing surface of the Earth.</p> <p>e. Propose why more recently deposited rock layers are more likely to contain fossils resembling existing species than older rock layers.</p> <p>Objective 4: Compare rapid and gradual changes to Earth’s surface.</p> <p>a. Describe how energy from the Earth’s interior causes changes to Earth’s surface (i.e., earthquakes, volcanoes).</p> <p>b. Describe how earthquakes and volcanoes transfer energy from Earth’s interior to the surface (e.g., seismic waves transfer mechanical energy, flowing magma transfers heat and mechanical energy).</p> <p>c. Model the process of energy buildup and release in earthquakes.</p> <p>d. Investigate and report possible reasons why the best engineering or ecological practices are not always followed in making decisions about building roads, dams, and other structures.</p> <p>e. Model how small changes over time add up to major changes to Earth’s surface.</p> <p>Standard IV: Students will understand the relationship among energy, force, and motion.</p> <p>Objective 4: Analyze various forms of energy and how living organisms sense and respond to energy.</p> <p>e. Investigate and describe how engineers have developed devices to help us sense various types of energy (e.g., seismographs, eyeglasses, telescopes, hearing aids).</p>	<p>characteristics of igneous rocks to determine if a given rock is igneous.</p> <ul style="list-style-type: none"> • I can describe the formation of metamorphic rocks and use the characteristics of metamorphic rocks to determine if a given rock is metamorphic • I can trace many paths through the rock cycle and explain how one rock type changes to another. • I can explain the deposition of rock layers in horizontal layers over time. • I can describe how fossils are formed and explain how they are used to determine the age of rocks • I can explain how weathering and erosion can cause changes in earth’s surface. • I can theorize the relative age of rock formations when given a diagram or picture. • I can describe how energy from earthquakes can cause changes in earth’s surface. • I can describe how energy from volcanoes can cause changes in earth’s surface.
<p>Literacy Standards</p>		<p>Literacy Implementation Ideas</p>
<p>Reading</p>	<p>RL 8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<ul style="list-style-type: none"> • Use a narrative story depicting the rock cycle. Cut the story into pieces and have students put the story into the right sequence. • Read about how scientists use fossil evidence from different continents to support continental drift.
<p>Writing</p>	<p>W 8.1: Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> • 3 Gorges Dam Paper- Look at the benefits of the dam vs. the drawbacks. Make a claim and use evidence to support it.

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	<p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
Resources:(Labs or other essentials)		Assessments
<ul style="list-style-type: none"> • Debate on The Three Gorges Dam. • Rock cycle game • Earthquake measuring activities 		<ul style="list-style-type: none"> •
Art Connections	Technology/Engineering Connections	Math Technology Connections
<ul style="list-style-type: none"> • Design a rock cycle game board for others to play • Write a children’s storybook depicting a mineral traveling through the rock cycle. 	<ul style="list-style-type: none"> • Build a seismometer • You tube video of weathering/erosion 	<ul style="list-style-type: none"> • Use data to find the epicenter of an earthquake • Use data to geometrically diagram placement of plate boundaries

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Units 5: Progress

Prioritized Vocabulary

Accuracy		Reliability		Source			
Science		English Language Arts		Social Studies		Math	
<ul style="list-style-type: none"> • Energy, Force, Motion 		<ul style="list-style-type: none"> • Use/Evaluate Different Mediums • Address Audience in Writing 		<ul style="list-style-type: none"> • Territorial & Political Expansion • Social Rights 		<ul style="list-style-type: none"> • Writing Equations • Solving & Graphing Systems • Interpreting Graphs & Functions 	
Essential Questions		Supporting Questions		Key Terms		Writing Focus: Argumentative/Informational	
<ul style="list-style-type: none"> • How do machines make jobs easier? • What factors impact the motion of objects? 		<ul style="list-style-type: none"> • How does energy transfer through various materials? • Describe the difference between weight and mass. • How does the application of a force affect an object and its motion? 		<ul style="list-style-type: none"> • Force • Gravity • Complex machine • Friction • Mass • Weight 		<ul style="list-style-type: none"> • Claims, Evidence, and Reasoning: Demystifying Data During a Unit on simple machines. http://searkscience.pbworks.com/w/file/attach/70117336/2-Claimsevidence.pdf	
Science Core Standards				Student Learning Targets			
Standards		<p>Standard IV: Students will understand the relationship among energy, force, and motion.</p> <p>Objective 2: Examine the force exerted on objects by gravity.</p> <ol style="list-style-type: none"> Distinguish between mass and weight. Cite examples of how Earth’s gravitational force on an object depends upon the mass of the object. Describe how Earth’s gravitational force on an object depends upon the distance of the object from Earth. Design and build structures to support a load. Engineer (design and build) a machine that uses gravity to accomplish a task. <p>Objective 3: Investigate the application of forces that act on objects, and the resulting motion.</p> <ol style="list-style-type: none"> Calculate the mechanical advantage created by a lever. Engineer a device that uses levers or inclined planes to create a mechanical advantage. Engineer a device that uses friction to control the motion of an object. 				<ul style="list-style-type: none"> • I can explain the difference between mass and weight. • I can explain how mass and distance influence the pull of gravity. • I can define work and explain how simple machines make work easier. • I can describe and recognize examples of the 6 types of simple machines. • I can label the parts of a lever and calculate its mechanical advantage. • I can describe how friction opposes motion. 	

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	<p>d. Design and build a complex machine capable of doing a specified task. e. Investigate the principles used to engineer changes in forces and motion.</p> <p>Objective 4: Analyze various forms of energy and how living organisms sense and respond to energy.</p> <p>e. Investigate and describe how engineers have developed devices to help us sense various types of energy (e.g., seismographs, eyeglasses, telescopes, hearing aids).</p>	
Literacy Standards		Literacy Implementation Ideas
Reading	<p>RL 8.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RI 8.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI 8.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> • Read about Newton and how he discovered the 3 laws of motion. Compare what you learned from the reading, on what you found in experiments that demonstrated the three laws.
Writing	<p>W 8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W 8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>W 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W 8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W 8.9: Draw evidence from informational texts to support analysis reflection, and research.</p>	<ul style="list-style-type: none"> • Write a paper about the history of a certain type of machine and how it's made human life easier.

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Resources:(Labs or other essentials)		Assessments
<ul style="list-style-type: none"> • Build trebuchet • Barbie Bungee: http://illuminations.nctm.org/LessonDetail.aspx?id=L646 (math) • Friction Boards - Construct levers from meter sticks • Rube Goldberg videos – you tube • Roller Coasters • Disney Science of Imagineering Rollercoaster • http://www.dep-store.com/ProductDetails.asp?ProductCode=77E37VL00 • Shoot clay pigeons - Disk Catcher 		
Art Connections	Technology/Engineering Connections	Math Technology Connections
<ul style="list-style-type: none"> • Read about Rube Goldberg Machine. Discuss how Rube Goldberg Machines make simple tasks more difficult. Note that machines should make jobs easier. Possibly propose a solution to simplify a Rube Goldberg Machine. 	<ul style="list-style-type: none"> • Invention Convention (Contact Alicia Yost) 	<ul style="list-style-type: none"> • Compare actual mechanical advantage to ideal. • $MA = \text{Resistance Force} / \text{Input Force}$ • Graph distance of an object thrown by catapult vs. arm length. Calculate work done by catapult vs. arm $W = F \times D$

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Unit 6: Progress									
Prioritized Vocabulary									
Correlation		Infer		Production					
Science		English Language Arts		Social Studies		Math			
<ul style="list-style-type: none"> Alternative Energies 		<ul style="list-style-type: none"> Analyze Point of View Analyze Patterns Narrative Technique 		<ul style="list-style-type: none"> Civil War Reconstruction 		<ul style="list-style-type: none"> Statistics Scatter Plots Line of Best Fit 			
Essential Questions		Supporting Questions		Key Terms		Writing Focus: Narrative			
<ul style="list-style-type: none"> How does recognizing the contributions of scientists help us understand the nature of science? How can we use technology to change/better our environment? 		<ul style="list-style-type: none"> How have certain discoveries/innovations influenced the development of technology? How has science advanced technology and our understanding of the world around us? 		<ul style="list-style-type: none"> Innovation Technology Load (carrying capacity) Acceleration Friction Polarity (magnetic) Levitate 		<ul style="list-style-type: none"> Actual vs. Theoretical Anemometer Turbine Solar Panel Photovoltaic Maglev 		<ul style="list-style-type: none"> Complete a full lab-write up using the CSD lab report expectations document and rubric found in the resource section of the map. 	
Science Core Standards				Student Learning Targets					
Solar Car & Mag Lev		STEM: Solar Cars & Mag Lev Objectives: <ul style="list-style-type: none"> Explain the relationship between teeth in a gear and relative number of turns in a 2-gear system. Explain the forces that act upon moving objects. Calculate the rate of a moving object. Collect and analyze data. Use the engineering design cycle to solve a complex problem. 				<ul style="list-style-type: none"> I can list the advantages and disadvantages of maglev transportation I can create a maglev route from Salt Lake City to New York and calculate time of travel and length of track needed. I can design a maglev car that will travel down an inclined track at the fastest rate possible (variables: maximize load vs. speed) I can explain the basics of magnets and how 			

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		<p>maglev vehicles suspend above the track</p> <ul style="list-style-type: none"> I can calculate the acceleration of a maglev car traveling down a maglev track at various inclines. I can compare and contrast the actual accelerations to the theoretical accelerations
Literacy Standards		Literacy Implementation Ideas
Reading	<p>RL 8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RL 8.6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RI 8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RI 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Follow directions precisely in Mag Lev labs (STEM) Read article about Pro’s and Con’s of Mag Lev vehicles and discuss as a class (STEM)
Writing	<p>W 8.3: students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<ul style="list-style-type: none"> Write a detailed procedure of the steps taken to design and create own MagLev vehicle. Trade procedures from group to group, and see if they can follow another groups procedure. Give feedback to groups on their writing, and have them revise and edit procedures. Do a complete lab write
Resources:(Labs or other essentials)		Assessments
<ul style="list-style-type: none"> Revisit Science Fair Projects Discuss Scientists and the contributions they made. 		
Art Connections	Technology/Engineering Connections	Math Technology Connections
<ul style="list-style-type: none"> Create a persuasive brochure to educate public on the benefits of mag lev vehicles 	<ul style="list-style-type: none"> Mag Lev design challenge (STEM) 	<ul style="list-style-type: none"> Calculate speed of mag lev cars Graph data

Canyons School District Scientific Practices

Critical Features of Instruction	
Laboratory Skills	Mathematical and Computational Skills
SCIENTIFIC PROCESS SKILLS	
Use CSD Lab Report Expectations	
1. Before a Lab Connect Conceptual Understanding with Experiment (Pre-Lab Activities) <ul style="list-style-type: none"> • Activate Prior Knowledge • Build Background Knowledge • Text Overview/Scavenger Hunt/Surveying the Text • Connecting Visuals to the Surrounding Text • Pre-Lab Readings • Pre-Lab Quiz • Pre-teach Text-Related Vocabulary and Academic Vocabulary (Key Terms) <ul style="list-style-type: none"> ○ Key Terms ○ Academic Vocabulary ○ Text-Specific Vocabulary ○ Derivational/Roots ○ Word Patterns & Word Parts Organize for Success in the Lab <ul style="list-style-type: none"> • Assign & Rotate Lab Group Responsibilities • Write Lab Introduction <ul style="list-style-type: none"> ○ Identify Independent & Dependent Variables ○ Hypotheses & Procedures ○ Discussion of Theories/Concepts • Gallery Walk 2. During a Lab <ul style="list-style-type: none"> • Collect data <ul style="list-style-type: none"> ○ Draw Pictures ○ Create Data Tables • Discuss findings with lab groups • Analyze Data • Write Conclusions 3. After a Lab <ul style="list-style-type: none"> • Evaluate Student Data & Completed Lab Write Ups • Strategic Cross-Group Partnering (Think-Pair-Share) • Presentations <ul style="list-style-type: none"> ○ Mini Poster Sessions ○ PowerPoints/Prezi ○ Gallery Walk • Reciprocal Teaching • 30 Second Experts 	1. Follow the Explicit Instruction Model <ul style="list-style-type: none"> • I do • We do • You all do • You do 2. Teach and practice estimation skills <ul style="list-style-type: none"> • Predict an answer prior to working out a problem • Compare prediction (theoretical) with actual (experimental) answer 3. Require units of measurement <ul style="list-style-type: none"> • Always use metric system; measurements are meaningless without units • Scientific notation • Attend to precision, accuracy, and measurement of error 4. Analyze data using grade appropriate statistical skills <ul style="list-style-type: none"> • 6th Grade <ul style="list-style-type: none"> ○ Understand that a set of data has a distribution which can be described by its center, spread, and overall shape ○ Display numerical data; (number line, histograms, box plots) ○ Calculate median/mean & interquartile range • 7thGrade <ul style="list-style-type: none"> ○ Make Inferences ○ Importance of Random Sampling ○ Explore variation in estimates or predictions in data sets ○ Use visual representations to compare/contrast numerical data ○ Understand that $1 = 100\%$ ○ Use the results of an experiment to estimate the probability of an event ○ Compare theoretical vs. experimental probability (what is the probability of a family with five children having exactly two boys?) • 8thGrade <ul style="list-style-type: none"> ○ Collect, record and construct a set of vicariate data using a scatter plot ○ Determine whether relationships are linear, or nonlinear using a scatter plot ○ Interpret patterns on a scatter plot. ○ Create a line of best fit with a set of data points ○ Judge how well a trend line fits a set of data points ○ Interpret the meaning of the slopes as a rate of change
5. Building Mastery <ul style="list-style-type: none"> • Fluency • Automaticity • Distributed Practice 	

Critical Features of Instruction		
Comprehension		
General Guidelines for Close Reading:		
READING IN SCIENCE	<p>1. Before Reading</p> <ul style="list-style-type: none"> Select appropriate text Activate Prior Knowledge Build Background Knowledge Think Alouds Graphic Organizers Concept Talk Essential Question Concept Map (Storyboard) 30 Second Expert Quick Write Text Overview/Scavenger Hunt/Surveying the Text Connecting Visuals to the Surrounding Text Predict the Main Idea Questioning Agree or Disagree Pre-teach Text-Related Vocabulary and Academic Vocabulary (Key Terms) <ul style="list-style-type: none"> Key Terms Academic Vocabulary Text-Specific Vocabulary Derivational/Roots Word Patterns & Word Parts 	<ul style="list-style-type: none"> Graphic Organizers Collaborative Reading Strategies <ul style="list-style-type: none"> Reciprocal Teaching Interactive Reading Guides Strategic Partnering
	<p>2. During Reading</p> <p>Active Reading Strategies Help Students:</p> <ul style="list-style-type: none"> Summarize Analyze, Synthesize & Evaluate Compare & Contrast <p>Active Reading Strategies:</p> <ul style="list-style-type: none"> Note-taking <ul style="list-style-type: none"> Skeletal Notes Cornell Notes Double-Entry Journal Vocabulary Strategies <ul style="list-style-type: none"> Read-forward Context Clues Figurative & Connotative Meanings Annotation <ul style="list-style-type: none"> Marking Text Writing in the Margins Charting the Text General Strategies <ul style="list-style-type: none"> Cite Textual Evidence Text Features & Structure (how to use a textbook) Using Fix-Up Strategies (SQ3R, Monitor Comprehension, Reading-Reflection Pauses, Stop/Draw) Four Corners 	<ul style="list-style-type: none"> Cite Textual Evidence Reciprocal Teaching 30 Second Expert Gallery Walk Learning Logs
	<p>3. After Reading</p> <ul style="list-style-type: none"> Assign group work Cite Textual Evidence Text Features and Structure Using Fix-Up Strategies (SQ3R, Monitor Comprehension, Reading-Reflection Pauses, Stop/Draw) Socratic Seminar Strategic Partnering (Think-Pair-Share) Presentations <ul style="list-style-type: none"> Interviews Blogs Wikis Speech PowerPoint/Prezi 	
TEXT TYPES	<p>Literary Text</p> <p>Fiction Literary Nonfiction Poetry</p>	<p>Informational Text</p> <p>Exposition Argumentation Procedural</p>

Critical Features of Instruction			
Student Writing Recorded in Interactive Notebooks/Engineering Journals			
WRITING IN SCIENCE	<p>Interactive Notebooks</p> <ul style="list-style-type: none"> • Right Side = Student Input <ul style="list-style-type: none"> ◦ Notes from a lecture/guest speaker ◦ Text or other source ◦ Vocabulary words ◦ Video and film notes ◦ Procedures ◦ Readings ◦ Questions and answers ◦ Sample problems • Left Side = Student Output <ul style="list-style-type: none"> ◦ Brainstorming ◦ Student generated concept maps/graphic organizers ◦ Student questions ◦ Student illustrations ◦ Student annotations ◦ Student generated poetry/songs/etc. ◦ Evidence for own reasoning ◦ Student generated data and graphs ◦ Student generated analysis Writing ◦ Student responses to writing prompts 	<p>Writing Process for Formal Scientific Writing/Sustained Writing</p> <p>1. Before Writing</p> <p>Prewrite (Individual and Collaborative)</p> <ul style="list-style-type: none"> • Choose Audience, Purpose, and Form • Rubric Preview • View and Analyze Student Examples • Reading and Research <ul style="list-style-type: none"> ◦ Cornell Notes ◦ Outlines ◦ Listing & Grouping ◦ Graphic Organizers ◦ Discussion, Guided Critiques ◦ Anticipatory Guide ◦ Speculation/Predictions ◦ Summarizing • Planning <ul style="list-style-type: none"> ◦ Outlining ◦ Quick writing ◦ Gallery Walk ◦ Graphic Organizers ◦ Timelines ◦ T-charts 	<p>2. During Writing</p> <p>Draft (Individual and Collaborative)</p> <ul style="list-style-type: none"> • Whole Class Draft • Small Group Draft • Filling in the outline <p>Reader Response (Individual and Collaborative)</p> <ul style="list-style-type: none"> • Verbal Response • Verbal Response Small Group • Written Response Peer • Pass the paper <p>Edit (Individual and Collaborative)</p> <ul style="list-style-type: none"> • Editing Journal • Expert Group Editing • Pass the paper
	<p>Writing to Learn/Demonstrate Knowledge</p> <ul style="list-style-type: none"> • Quick write <ul style="list-style-type: none"> ◦ Bell Ringers ◦ Starters ◦ Exit Tickets • Graphic Organizers (Venn diagram, webbing, KWL, T-chart) • Concept mapping • Anticipation Guide (pre-reading, pre-speaking, pre-listening) • Gallery walk/Carousel • Learning Logs • Summarizing • Cornell Notes • Formal/Informal Lab Reports • Lab Reports • Sentence Starters • Prompts • 5 W's + H • Observation vs. Inference • GIST Summary • Cause and Effect • Timelines • Biographies of scientists/engineer 	<p>3. After Writing</p> <p>Final Draft Publishing (Individual and Collaborative)</p> <ul style="list-style-type: none"> • Self Evaluation and Reflection 	
WRITING TYPES	<p>Argument</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>Use: controversial scientific topics, debate, & socratic seminar</i></p>	<p>Informative/Explanatory</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Use: writing a paragraph to explain data table or chart, explaining a scientific process, summarize an article, writing a research paper</i></p>	<p>Narrative</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><i>Use: Turn a timeline of events into a fictional story, RAFT Paper, writing a story/poem/play/song about a scientific concept, etc.</i></p>

CSD LAB REPORT EXPECTATIONS

A lab report should be seen as an argument or persuasive document. It should lead your reader through data and analysis to the same conclusions that you reach at the end of your report. To do this, you should present information in a logical and readable manner. Do not assume that your reader knows the procedure, the background concepts or the questions provided in the lab handouts, if one is given to you.

Each lab report should include the following:









Introduction	TITLE Appropriately title your lab as per teacher instruction.
	PURPOSE This section should describe the purpose or the problem and be in paragraph form. It should also include relevant background information and why the lab activity is important.
	VARIABLES An <i>independent variable</i> is the variable that is changed in a scientific experiment to test the effects on the <i>dependent variable</i> .
	HYPOTHESIS To construct a hypothesis, express what you think will be the effect of the independent variable on the dependent variable. This should be a cause and effect statement like the one below: As the <i>independent variable describe how you change it</i> , the <i>dependent variable will describe the effect</i> .
	PROCEDURE Example: As the diameter of a cars tires increase, the maximum speed of the car will decrease.
Data & Observations	PROCEDURE This section should include a short paragraph describing the steps involved in the lab. Steps must be written in sentence form (no lists) and must not contain "we," "I," "us," etc.
	DATA COLLECTION This section should all data collected. In most cases, data should be presented in a table. Make sure that all column headings include units for all data and calculations. Recorded data and calculations should use the appropriate number of significant figures based on the precision of the measurement tools used. Any qualitative (descriptive) observations should be written in complete sentences.
	GRAPHS This section should include a visual representation of the data collected from your experiment. There are many types of graphs that could be used, such as bar graphs, histograms, scatter plots, line graphs, pie charts, etc. Graphs should have an appropriate title, labeled axes, and display an appropriate scale.

	<p>This section should include finished calculations and answers to lab questions. Be sure to use complete sentences and, in general, make the answers as clear and readable as possible. Assume that your reader does not know what analysis questions are posed in your lab handout. Include enough of the question in your analysis so that your reader knows what you are discussing without having to read the questions.</p> <p>CALCULATIONS</p> <p>This section should include the work for your calculations, including equations, units, and appropriate number of significant figures. Your work should be easy to follow and be done in a logical manner. A quick glance at this section by the reader should indicate each step of your calculations. Include at least one sample calculation of each type. Show calculations mathematically instead of in paragraph form.</p> <p>UNCERTAINTY AND EXPERIMENTAL ERROR (When Appropriate)</p> <p>Observations and experiments involving numerical measurements have some degree of error or uncertainty. When completing the analysis section of your lab, you must bear in mind possible error and limitations of measurement. What tools were used for measurement? How accurate are they? How precisely can they be read? How do your results compare to theory given the limitations of the tools and procedures used? You need to estimate what is a reasonable level of experimental error in your results. In addition to explaining the source of error, you should note how significant each error is. Whenever possible, quantify the effect that the error had on your data or results. There should be evidence of the errors, so state the evidence. Don't list everything the might possibly have gone wrong with the experiment.</p> <p>Numerical methods of estimating error include the following:</p> <p><i>Absolute error</i> is the difference between a measured or observed value and the accepted value. The quantity is normally expressed as a percentage, and is usually called percentage error. It is calculated as follows:</p> $\text{Percentage error} = \frac{\text{accepted value} - \text{measured value}}{\text{accepted value}} \times 100\%$ <p><i>Relative error</i>. Sometimes, if two or more values of the same quantity are measured, it is useful to calculate how close they are to each other by calculating the percentage difference between them. This quantity represents a measure of relative error and is calculated as follows:</p> $\text{Percentage difference} = \frac{\text{difference in measurements}}{\text{average measurement}} \times 100\%$
<p>Analysis</p>	
<p>Conclusion</p>	<p>This section of your lab report is the concluding statement of your argument. It should be written in paragraph formatting and include the following:</p> <ul style="list-style-type: none"> • Restatement of the purpose of the lab • A brief account of what you did and how it came out • State whether hypothesis was correct or incorrect <ul style="list-style-type: none"> ○ Use data from the lab to support your claim ○ Describe relationships that were observed • Discuss problems encountered in the experiment if appropriate • List suggestions for further study

LAB REPORT RUBRIC

Title	1 Point	0 Points		
	Appropriate title included in report.	No title included in report		
Introduction	3 Points	2 Points	1 Point	0 Points
	Introduction is in paragraph form, describes purpose, gives hypothesis, and shares detailed background information (at least 3 pieces).	Introduction is in paragraph form, describes purpose, and gives hypothesis, but does not provide enough background information.	Introduction is in paragraph form and either describes purpose or give hypothesis.	Introduction shares no relevant information or is not in paragraph form.
Procedure	3 Points	2 Points	1 Point	0 Points
	Steps are in paragraph form and written as full sentences (no listing), and there are no "I" statements.	Steps are in paragraph form and written as full sentences (no listing).	Steps are in paragraph form, but some procedures are listed.	Procedure exists entirely in list form, or lacks specificity.
Data	5 Points	3 Points	1 Point	0 Points
	Data tables and graph are included with all aspects labeled; information graphed is relevant, neat, and concise.	Data tables and graphs are included, but have missing labels, or lack of relevance and neatness.	Data table or graph not included.	No table or graphs included.
Analysis	3 Points	2 Points	1 Point	0 Points
	Analysis is in paragraph form and includes detailed and correct description of data (be sure to mention at least three data values); research used to support analyses. Experimental error calculated when appropriate	Analysis is in paragraph form with detailed description of data. Experimental error calculated when appropriate	Analysis is in paragraph form with very little detail in description of data.	Analysis is not in paragraph form or no description of data.
Conclusion	3 Points	2 Points	1 Point	0 Points
	Conclusion is in paragraph form with description of hypothesis result, reasons /explanation why results occurred using data points as evidence	Conclusion is in paragraph form with description of hypothesis results, reason results were occurred doesn't include appropriate data points	Conclusion is in paragraph form with description of hypothesis result included.	No appropriate conclusion given.
Works Cited	1 Point		0 Points	
	Appropriate bibliographical information included with at least 2 sources used.		No bibliographical information included.	

Science Lab Group Member Responsibilities
Assigned jobs should rotate between members of the lab group

<p>Lead Engineer</p>  <p><small>©2010/2011/2012</small></p>	<p>Assistant Engineer</p> 	<p>Safety Manager</p> 	<p>Materials Manager</p> 
<p>Lead Engineer</p>  <p><small>©2010/2011/2012</small></p>	<p>Assistant Engineer</p> 	<p>Safety Manager</p> 	<p>Materials Manager</p> 

<p style="text-align: center;">Materials Manager Responsibilities</p> <ul style="list-style-type: none"> • Responsible for the pre-lab check-out and the post-lab check-in of all lab materials • Ensure work area is clean • Appoint team members to help with cleanup when needed 	<p style="text-align: center;">Safety Manager Responsibilities</p> <ul style="list-style-type: none"> • Report any safety incidents or broken lab equipment to teacher • Ensure all group members are following lab safety procedures • Report any group problems to teacher 	<p style="text-align: center;">Assistant Engineer Responsibilities</p> <ul style="list-style-type: none"> • Check lab reports of other group members to ensure completion • Assist with group discussions about lab, hypotheses, processes, results, etc. 	<p style="text-align: center;">Lead Engineer Responsibilities</p> <ul style="list-style-type: none"> • Keep group on-task • Share summary of group work/results with the class • Guide group members to arrive at appropriate conclusion based on lab hypothesis, processes, results, etc.
<p style="text-align: center;">Materials Manager Responsibilities</p> <ul style="list-style-type: none"> • Responsible for the pre-lab check-out and the post-lab check-in of all lab materials • Ensure work area is clean • Appoint team members to help with cleanup when needed 	<p style="text-align: center;">Safety Manager Responsibilities</p> <ul style="list-style-type: none"> • Report any safety incidents or broken lab equipment to teacher • Ensure all group members are following lab safety procedures • Report any group problems to teacher 	<p style="text-align: center;">Assistant Engineer Responsibilities</p> <ul style="list-style-type: none"> • Check lab reports of other group members to ensure completion • Assist with group discussions about lab, hypotheses, processes, results, etc. 	<p style="text-align: center;">Lead Engineer Responsibilities</p> <ul style="list-style-type: none"> • Keep group on-task • Share summary of group work/results with the class • Guide group members to arrive at appropriate conclusion based on lab hypothesis, processes, results, etc.

ARGUMENT—Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.					
Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of prompts appropriately with a consistently strong focus and convincing position Introduces thoughtful claim(s) Clearly distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses prompt appropriately and consistently maintains a clear focus Introduces clear claim(s) 	<ul style="list-style-type: none"> Addresses prompt appropriately and generally maintains a clear focus Introduces clear claim(s) 	<ul style="list-style-type: none"> Addresses prompt appropriately but focus is unclear Introduces unclear claim(s) 	<ul style="list-style-type: none"> Attempts to address prompt but is off-task Claim(s) are off-topic
Development	<ul style="list-style-type: none"> Strongly supports the claim with logical reasoning and relevant evidence Demonstrates a clear understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with clear, logical reasoning and relevant evidence Demonstrate a clear understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with basic logical reasoning and relevant evidence Demonstrates a basic understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with reasoning and evidence that may occasionally be irrelevant Attempts to demonstrate an understanding of the topic or text, but lacks clarity 	<ul style="list-style-type: none"> Reasoning and evidence are mostly irrelevant to the claim Lacks understanding of topic or text
Organization	<ul style="list-style-type: none"> Logically organizes supporting claims, evidence, and reasoning to enhance the argument Provides a successful concluding statement or section that follows and supports the argument(s) presented 	<ul style="list-style-type: none"> Clearly and logically organizes reasons and evidence Provides a concluding statement or section that follows from the argument presented 	<ul style="list-style-type: none"> Logically organizes reasons and evidence Provides a concluding statement or section that follows from the argument presented 	<ul style="list-style-type: none"> Attempts to organize reasons and evidence Provides a concluding statement or section 	<ul style="list-style-type: none"> Organization is illogical and/or unclear Provides an illogical or partial concluding statement or section
Command of Language	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> create cohesion clarify relationships between claim(s), evidence, and reasoning (7) clarify relationship between claim(s), counterclaims, evidence, reasoning (8) Establishes and maintains a formal tone that enhances the argument(s) 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to create and clarify relationships between claim(s), reasons and evidence Establishes and maintains a formal tone that enhances the argument 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to create and begin clarifying relationships between claim(s), reasons and evidence Establishes and maintains a formal tone 	<ul style="list-style-type: none"> Uses words and phrases to create relationships between claim(s), reasons, and evidence Attempts to establish and maintain a formal tone 	<ul style="list-style-type: none"> Words and phrases do not establish clear relationships between claim(s), reasons, and evidence Does not establish and maintain a formal tone
Reading and Research (as applies)	<ul style="list-style-type: none"> Uses accurate and credible sources that enhance the argument Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Uses accurate and credible sources 	<ul style="list-style-type: none"> Uses credible sources 	<ul style="list-style-type: none"> Uses some sources 	<ul style="list-style-type: none"> Lacks sources

ARGUMENT—Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of prompts appropriately with a consistently strong focus and convincing position Introduces compelling claim(s) Effectively distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position Introduces precise claim(s) Clearly distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses prompt appropriately and maintains a clear focus Provides a generally convincing position Introduces basic claim(s) Distinguishes the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Addresses prompt appropriately and establishes a position but lacks clarity Introduces unclear claim(s) Attempts to distinguish the claim from alternate or opposing claims 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus or is off-task Attempts to introduce claim(s), but claim(s) may be illogical or off topic Attempts to distinguish the claim from alternate or opposing claims
Development	<ul style="list-style-type: none"> Fully develops claim(s) and counterclaims Supplies relevant evidence for each claim Points out strengths and limitations of claims and counterclaims Consistently anticipates the audience’s knowledge level and concerns 	<ul style="list-style-type: none"> Strongly supports the claim with logical reasoning and relevant evidence Demonstrates a clear understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with basic logical reasoning and relevant evidence Demonstrates a clear but basic understanding of the topic or text 	<ul style="list-style-type: none"> Supports the claim with reasoning and evidence Attempts to demonstrate an understanding of the topic or text but lacks some clarity 	<ul style="list-style-type: none"> Attempts to support the claim with reasoning and evidence Attempts to demonstrate an understanding of the topic or text but lacks clarity in much of the text
Organization	<ul style="list-style-type: none"> Establishes strong relationships among main claim, and all supporting claim(s), counterclaims, evidence, and reasoning Provides a compelling concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Logically organizes supporting claims, evidence, and reasoning to enhance the argument Provides a successful concluding statement or section that follows and supports the argument(s) presented 	<ul style="list-style-type: none"> Logically organizes supporting claims, evidence, and reasoning Provides a concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Attempts to logically organize supporting claims, evidence, and reasoning but lack of clarity interferes with the reader’s understanding Provides a concluding statement or section but it doesn’t follow the argument 	<ul style="list-style-type: none"> Attempts to organize supporting claims, evidence, and reasoning Provides an illogical or partial concluding statement or section
Command of Language	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify relationships between claim, supporting claims, evidence and reasoning, and counterclaims Establishes and maintains a formal, objective tone that enhances the argument Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> create cohesion clarify relationships between claim(s), evidence, and reasoning (7) clarify relationship between claim(s), counterclaims, evidence, reasoning (8) Establishes and maintains a formal tone that enhances the argument(s) 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to <ul style="list-style-type: none"> create cohesion acknowledge relationships between claim(s), evidence, and reasoning but lacks clarity (7) acknowledge relationships between claim(s), counterclaims, evidence, and reasoning (8) Establishes and generally maintains a formal tone 	<ul style="list-style-type: none"> Uses words and phrases to attempt cohesion and clarity of the argument Attempts to establish and maintain a formal tone 	<ul style="list-style-type: none"> Words and phrases inhibit clarity and cohesion of the argument Does not establish a formal tone
Reading and Research (as applies)	<ul style="list-style-type: none"> Selectively synthesizes and integrates important details from multiple sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism 	<ul style="list-style-type: none"> Uses accurate and credible sources that enhance the argument Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Uses accurate and credible sources Quotes or paraphrases data while avoiding plagiarism Generally follows standard citation format 	<ul style="list-style-type: none"> Uses adequate sources Quotes or paraphrases data attempting to avoid plagiarism Attempts to follow standard citation format 	<ul style="list-style-type: none"> Uses some sources Quotes or paraphrasing of data may be inadvertently plagiarized Provides limited or no citation

INFORMATIVE/EXPLANATORY—Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of prompt appropriately with a consistently strong focus Introduces the topic clearly Effectively previews what follows the stated topic 	<ul style="list-style-type: none"> Addresses all aspects of prompt appropriately and maintains a clear focus Introduces a clear and thoughtful topic 	<ul style="list-style-type: none"> Addresses aspects of prompt appropriately and generally maintains a clear focus Introduces a clear topic 	<ul style="list-style-type: none"> Addresses prompt appropriately but focus is frequently unclear Introduces a topic that lacks clarity 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus Topic is off-task
Development	<ul style="list-style-type: none"> Develops the topic with multiple, relevant: <ul style="list-style-type: none"> well-chosen facts definitions concrete details quotations other well-chosen information and examples 	<ul style="list-style-type: none"> Develops the topic with relevant: <ul style="list-style-type: none"> facts definitions concrete details quotations other information or examples that enhance the reader's understanding 	<ul style="list-style-type: none"> Develops the topic with some relevant: <ul style="list-style-type: none"> facts definitions concrete details quotations other information 	<ul style="list-style-type: none"> Develops the topic with some: <ul style="list-style-type: none"> facts definitions concrete details quotations other information 	<ul style="list-style-type: none"> Lacks: <ul style="list-style-type: none"> facts definitions concrete details quotations other information
Organization	<ul style="list-style-type: none"> Organizes ideas, concepts and information into broader categories Uses appropriate and varied transitions to create cohesion and to clarify the relationships among ideas and concepts Provides a complete and successful concluding statement or section that follows from and supports the information or explanation presented Includes useful formatting (headings), graphics, and multimedia to aid the reader's comprehension 	<ul style="list-style-type: none"> Organizes ideas, concepts and information Uses thoughtful, appropriate, and varied transitions to clarify relationships among ideas and concepts Provides a concluding statement or section that follows from the information presented Includes formatting, graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Organizes ideas, concepts and information Uses appropriate and varied transitions to attempt to clarify relationships among ideas and concepts Provides a concluding statement or section that partially follows from the information presented Includes formatting, graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Sporadically organizes ideas, concepts and information Uses some clarifying transitions Provides a concluding statement or section but it does not follow from the information presented Attempts to include formatting, graphics, and multimedia but may not clearly aid comprehension 	<ul style="list-style-type: none"> Presentation of ideas, concepts, and information lack organization Transitions lack clarity Lacks a concluding statement or section Lacks the relevant formatting, graphics, and multimedia necessary to aid comprehension (e.g. off-topic, illogical)
Command of Language	<ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary to inform about the topic Establishes and maintains a formal style that enhances the topic 	<ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary to inform about the topic Establishes and maintains a formal style 	<ul style="list-style-type: none"> Uses ordinary language and some domain-specific vocabulary words to inform about the topic Establishes and mostly maintains a formal style 	<ul style="list-style-type: none"> Uses generic language and vocabulary to inform about the topic Attempts to establish a formal style 	<ul style="list-style-type: none"> Uses limited language and vocabulary to inform about the topic Does not establish a formal style
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Gathers relevant details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Provides bibliographic information 	<ul style="list-style-type: none"> Gathers relevant details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Provides most of the bibliographic information 	<ul style="list-style-type: none"> Gathers some relevant details from multiple sources to develop the topic Some of the quotes or paraphrasing of data are inadvertently plagiarized Provides some bibliographic information 	<ul style="list-style-type: none"> Gathers few relevant details, possibly from a single source, to develop the topic Many of the quotes or paraphrasing of data are plagiarized Does not provide bibliographic information

INFORMATIVE/EXPLANATORY—Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a strongly developed focus Introduces a topic with complex ideas, concepts, and information 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a consistently strong focus Introduces the topic clearly Effectively previews what follows the stated topic 	<ul style="list-style-type: none"> Addresses prompt appropriately and maintains a clear focus Introduces the topic clearly Previews what follows the stated topic 	<ul style="list-style-type: none"> Addresses prompt appropriately but lacks clarity Topic is unclear Partially previews what follows the stated topic 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus or is off-task Topic is off-task Attempts to preview what follows the stated topic
Development	<ul style="list-style-type: none"> Develops the topic with analysis of multiple relevant: <ul style="list-style-type: none"> well-chosen and sufficient facts definitions concrete details quotations other well-chosen information and examples Examples are appropriate to the audience’s knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic with analysis of multiple relevant: <ul style="list-style-type: none"> well-chosen facts definitions concrete details quotations other well-chosen information and examples 	<ul style="list-style-type: none"> Develops the topic with analysis of some relevant: <ul style="list-style-type: none"> well-chosen facts definitions concrete details quotations other information and examples 	<ul style="list-style-type: none"> Develops the topic with analysis of some: <ul style="list-style-type: none"> facts definitions concrete details quotations other information and examples 	<ul style="list-style-type: none"> Lacks analysis of : <ul style="list-style-type: none"> facts definitions concrete details quotations other information and examples
Organization	<ul style="list-style-type: none"> Organizes complex ideas, concepts, and information to make important connections and distinctions Uses appropriate and varied transitions to link major sections of the text to create cohesion and clarify the relationships among ideas and concepts Provides a concluding statement or section that follows from and supports the information or explanation presented Includes consistent formatting (headings), graphics, and multimedia to aid the reader’s comprehension 	<ul style="list-style-type: none"> Organizes ideas, concepts and information into broader categories Uses appropriate and varied transitions to create cohesion and to clarify the relationships among ideas and concepts Provides a complete and successful concluding statement or section that follows from and supports the information or explanation presented (articulates implications or significance of the topic) Includes useful formatting (headings), graphics, and multimedia to aid the reader’s comprehension 	<ul style="list-style-type: none"> Uses appropriate and varied transitions to create cohesion and attempts to clarify relationships among ideas and concepts Provides a concluding statement or section that follows from and supports the information or explanation presented Includes formatting (headings), graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Uses appropriate transitions to create cohesion Provides a concluding statement or section but it doesn’t follow the information or explanation Attempts to include formatting (headings), graphics, and multimedia but they don’t clearly aid comprehension 	<ul style="list-style-type: none"> Transitions are ineffective Attempts to provide a concluding statement or section Lacks the relevant formatting (headings), graphics, and multimedia necessary to aid comprehension (e.g. off-topic, illogical)
Command of Language	<ul style="list-style-type: none"> Consistently uses precise words and domain-specific vocabulary to manage the complexity of the topic Establishes and maintains a formal style and objective tone Attends consistently to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a formal style that enhances the topic 	<ul style="list-style-type: none"> Uses language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a formal style 	<ul style="list-style-type: none"> Uses language and vocabulary that partially informs about the topic Attempts to establish and maintain a formal tone 	<ul style="list-style-type: none"> Language and vocabulary attempts to inform about the topic Establishes a formal tone but does not maintain it
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and compellingly synthesizes important details from multiple sources to develop the topic. Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Synthesizes important details from multiple sources to develop the topic Quotes or paraphrases data while avoiding plagiarism Follows standard citation format 	<ul style="list-style-type: none"> Synthesizes details from multiple sources to develop the topic Quotes or paraphrases data in an attempt to avoid plagiarism Generally follows standard citation format 	<ul style="list-style-type: none"> Synthesizes few details from multiple sources to develop the topic Attempts to quote or paraphrase data but fails to avoid plagiarism Attempts standard citation but is frequently inaccurate

NARRATIVE—Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.

Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a consistently developed focus Engages and orients the reader by establishing a context and point of view and developing a compelling narrator and/or characters Provides a conclusion that follows from, reflects on, and enhances the narrated experiences or events 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a clear focus Engages and orients the reader by establishing a context and developing a narrator and/or characters Provides a conclusion that follows from the narrated experiences or events that includes some reflection on the events 	<ul style="list-style-type: none"> Addresses aspects of the prompt appropriately and maintains focus Engages and orients the reader by establishing a context and introducing a narrator and/or characters Provides a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> Addresses aspects of the prompt appropriately, but with a weak or uneven focus Establishes a context and introduces a narrator and/or characters Provides a conclusion that does not follow from the narrated experiences or events 	<ul style="list-style-type: none"> The attempt to address the prompt lacks focus or is off-task Does not establish a clear context, narrator and/or characters Lacks a conclusion
Development	<ul style="list-style-type: none"> Uses narrative techniques such as dialogue, pacing, description, and reflection to maturely develop experiences, events, and/or characters 	<ul style="list-style-type: none"> Uses narrative techniques such as dialogue, pacing, and description to strongly develop experiences, events, and/or characters 	<ul style="list-style-type: none"> Uses narrative techniques such as dialogue, pacing, and description, to develop experiences, events and/or characters 	<ul style="list-style-type: none"> Uses some narrative techniques that are insufficient to convey the experiences, events and/or characters 	<ul style="list-style-type: none"> Uses few to no narrative techniques which leaves the narrative underdeveloped
Organization	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally and logically and engages the reader throughout Uses a variety of well-chosen transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally and logically to engage the reader Uses a variety of well-chosen transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally and logically Uses a variety of transitions, words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds logically, but has gaps that impact the overall cohesion Uses some transitions and words to convey sequence and signal shifts from one time frame or setting to another 	<ul style="list-style-type: none"> Events unfold in an illogical sequence Rarely uses transitions or words to convey sequence and signal shifts in time or setting
Command of Language	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to thoroughly capture the action and compellingly convey experiences and events Consistently attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses some precision in word choice and some descriptive details and sensory language to convey experiences and events Struggles with some of the norms and conventions of writing 	<ul style="list-style-type: none"> Lacks precision in word choice and uses simplistic details Struggles with commonly used norms and conventions of writing
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and effectively synthesizes relevant details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Uses relevant details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Uses relevant details from multiple sources 	<ul style="list-style-type: none"> Uses details from multiple sources 	<ul style="list-style-type: none"> Uses minimal details from multiple sources or only one source

NARRATIVE—Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.

Scoring Elements	Stretching	4 Masters Standards	3 Meets Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a strongly developed focus Engages and orients the reader by exploring a problem, situation or observation Provides a conclusion that follows from and clearly and concisely reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a consistently developed focus Engages and orients the reader by establishing a context and point of view and developing a compelling narrator and/or characters Provides a conclusion that follows from, reflects on, and enhances the narrated experiences or events 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a clear focus Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters Provides a conclusion that follows from and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> Addresses prompt appropriately, but with a weak or uneven focus Establishes a context and point of view and introduces a narrator and/or characters Conclusion partially follows from or reflect on the narrated experiences or events 	<ul style="list-style-type: none"> Attempts to address prompt, but lacks focus or is off-task Establishes a context and point of view and introduces a narrator and/or characters but with some lack of clarity Conclusion does not follow from or reflect on the narrated experiences or events
Development	<ul style="list-style-type: none"> Uses sophisticated and well-developed narrative techniques such as dialogue, pacing, description, sensory language, reflection, multiple plot lines, and a clear point of view to fully develop experiences, events, and/or characters Creates a smooth and purposeful progression of experiences or events 	<ul style="list-style-type: none"> Uses narrative techniques to maturely develop experiences, events, and/or characters such as: <ul style="list-style-type: none"> dialogue pacing description reflection (8th grade) 	<ul style="list-style-type: none"> Uses narrative techniques to develop experiences, events and/or characters such as: <ul style="list-style-type: none"> dialogue pacing description reflection (8th grade) 	<ul style="list-style-type: none"> Uses some narrative techniques that are insufficient to develop the experiences, events and/or characters 	<ul style="list-style-type: none"> Uses few to no narrative techniques which leaves the narrative underdeveloped
Organization	<ul style="list-style-type: none"> Uses a variety of techniques to sequence and transition experiences and events so that they naturally and logically build on one another to create a coherent whole 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally and logically and engages the reader throughout Uses a variety of well-chosen transition words, phrases, and clauses to: <ul style="list-style-type: none"> convey sequence signal shifts from one time frame or setting to another show the relationships among experiences and events (8th grade) 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally and logically Uses a variety of transitions, words, phrases, and clauses to: <ul style="list-style-type: none"> convey sequence signal shifts from one time frame or setting to another show the relationships among experiences and events (8th grade) 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds logically, but has gaps that impact the overall cohesion Sometimes uses transitions and words to: <ul style="list-style-type: none"> convey sequence signal shifts from one time frame or setting to another show the relationships among experiences and events (8th grade) 	<ul style="list-style-type: none"> Events unfold in an illogical sequence Rarely uses transitions or words to: <ul style="list-style-type: none"> convey sequence signal shifts in time or setting show the relationships among experiences and events (8th grade)
Command of Language	<ul style="list-style-type: none"> Uses colorful and precise words and phrases, telling details, and sensory language to thoroughly convey a vivid picture of the experiences, events, setting, and/or characters Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to thoroughly capture the action and compellingly convey experiences and events Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses some precision in word choice and some descriptive details and sensory language but they are insufficient to convey the events Struggles with some of the norms and conventions of writing 	<ul style="list-style-type: none"> Lacks precision in word choice and uses simplistic details Struggles with commonly used norms and conventions of writing
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to authenticate and enhance the narrative 	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Synthesizes important details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Uses details haphazardly from multiple sources in an attempt to authenticate the narrative 	<ul style="list-style-type: none"> Uses no or irrelevant details from multiple sources or only one source to authenticate the narrative



LDC BRIEFS

AN ONGOING SERIES AIMED AT TEACHER
ENGAGEMENT AND IMPROVEMENT

Brief 1

By Eleanor Dougherty and Anne Lewis

HOW TO FILL IN AN LDC TEMPLATE TASK

The unique design of an LDC template task, with its blanks and partially written prompts, has a special use: to partner with you in aligning assignments in social studies/history, science, and literature studies to the literacy standards in the Common Core State Standards (CCSS). The design also creates a specific type of assignment, one that directs students to write in response to reading. The “filling in” process in the template design forces us to be purposeful and intentional about texts, products, and content.

As you fill in those blanks, you are making it clear to students that they must produce a written product showing evidence of their understanding and skill. You also create opportunities to teach skills and control the complexity of a task, challenging your students to learn new skills and practice ones you already have taught or students have learned in previous coursework. As well, you can make your teaching tasks closely align to specific grade level CCSS skills embedded in the ELA standards.

Each blank in the LDC templates call on you to make instructional choices related to skills and content. The discussion in this brief is meant to help you make choices for your LDC module that justify the time and effort you and your students will spend in completing the task.

LDC’s Template Task Collection 1 provides you with two types of template tasks to use: one in which you design a task for research and another in which you start with a question. Choose the approach that best fits your purpose for the task you plan to design. The “After researching...” template involves multiple texts focused on a topic; the “insert question” templates can involve one or more texts.

THEME OR TEXT?

Before you begin crafting your teaching task, you need to make a decision that will determine the teaching task you select and how you fill in the blanks. A teaching task can lead students in different directions depending on the template you select, your question or the way you fill in the content blanks. Take for example the two teaching tasks below. Each addresses the same topic—existentialism—but poses the charge in the teaching tasks quite differently: one emphasizing a theme, the other a text.

Theme: Teaching Task 18: After researching essays and articles on existentialism, write an essay that explains its key themes and its emergence in one aspect of 20th-century culture (film, literature or psychology). What conclusions or implications can you draw? Cite at least 4 sources, pointing

out key elements of each source.

Text: Teaching Task 21: How does Kafka invoke the main tenets of existentialism in his work, *The Metamorphosis*?

After reading this novel, write an essay that addresses the question and analyzes Kafka's use of specific literary techniques or devices, providing examples to clarify your analysis. What conclusions or implications can you draw?

The first, on theme, primarily demands research and synthesis skills. The second, on text, primarily demands a close read and analysis of a specific text.

Of course, it's possible to connect theme and text. Take for example the following exemplary teaching task:

Teaching Tasks 11: After researching essays and articles on existentialism, write an essay that defines existentialism and explains its impact on Franz Kafka's work *The Metamorphosis*. Support your discussion with evidence from your research.

No matter which approach you take, understand that a teaching task that analyzes one or more texts or the methods of one or more authors is closely aligned to the CCSS literacy standards. If you choose to involve students in examining a theme, you should make sure your instructional plan teaches students the reading skills aligned to the Common Core standards hardwired into the LDC framework. You can do this by writing mini-tasks that address the grade-level demands and skills in these standards.

“AFTER RESEARCHING” TEMPLATES

“After Researching” template tasks allow you to engage student in reading and synthesizing multiple texts on a topic and to focus on research skills. Those skills might include selecting texts that are relevant and credible, identifying pertinent evidence from a set of texts, and using techniques for embedding evidence and citing in compositions. Be careful when using this template task, however, so as to avoid overloading the task with too many texts: If you limit the texts to a few, you are better positioned to teach research skills such as annotation and selection of appropriate evidence. Too many texts will mean that you will not have the time or inclination to teach the reading skills outlined in the CCSS. Limiting the number

of texts also allows you to know these texts well so that you can score for students' abilities to use evidence with “precision” and “accuracy.”

“INSERT QUESTION” TEMPLATES

“Insert Question” template tasks were designed to be flexible so your students can focus on either a single text or on multiple texts. If you choose an “Insert Question” template, you need to craft a question that relates to the text/s and topic. It is best to save the global, essential, or open questions for full units; right now, you are selecting a question for the LDC teaching tasks that is specific to one or more texts. This question should be central to the discipline, engaging students in a way of thinking that is key to the subject area. The question should be clearly in the mode of the template task you selected: argumentation, informational/explanatory, or narrative. Also, the question should not be biased or force a specific response from the student. The best question relates directly to a text and includes a reference to the author, issue, character, theme, structure or some other aspect of the text.

TEMPLATE TASKS CHOICE POINTS: TEXT, PRODUCT, CONTENT

Insert Text(s):

Choosing an appropriate text or multiple texts is one of the first and most important decisions you will make. Texts are the central focus of the CCSS literacy standards, and the ability to read “explicitly,” understand, and analyze texts are the key skills. You should choose texts that allow you to teach a set of skills that challenge students as well as involve them in content. For example, the first task below does not involve students in texts or content relevant to the study of literature; the revision does. Both use LDC template task 2 (Argumentation/Analysis).

Version 1: Should middle school students have to wear uniforms? After reading editorials on this topic, write your own editorial that addresses the question and support your position with evidence from the texts.

Version 2: Is Chapter 3 necessary for telling the story? After reading *Jack London's Call of the Wild*, write a book review that addresses the question and support your position with evidence from the text.

Insert Product:

When you choose a product, you choose a set

of writing features for students to learn and use. Each written product contains its own features such as audience, structure, formality of language, tone, mode, and purpose. The unique language and structure of writing requires a commitment from the writer that is very different from speaking about a topic, and each product sets the stage for that commitment by requiring specific composition features. To support your selection of a student product, we recommend that you take a look at Professor Barrie Olson's *Academic Writing Across the Disciplines* found on the Literacy Design Collaborative website (www.literacydesigncollaborative.org). Professor Olson provides clear examples and explanations of the types of student writing products typically found in the different academic disciplines.

Below are descriptions of five common types of compositions. Students should understand what each product requires in order to make decisions about what and how to address the charge in the task.

■ **Essay:** The essay is a broad term used for a wide range of formal and informal products. For our purposes, it is an academic composition written to examine ideas and texts, requiring the writer to use a logic structure, reasoning, discipline specific language, and textual evidence to support a controlling idea articulated in a claim or thesis. It can appear in either informational or argumentation modes (or a combination of both and could include narrative techniques).

■ **Report:** The report is a term used more frequently in science, history, and technical subjects and tends to be informational or explanatory. However, there are situations where a report is in the argumentation mode, as in a proposal or arguing for a practice or a product. An important feature is the use of discipline-based language and formats. For example, the memo is a business version of a report with a distinct protocol; this also is true for a lab report. As with the essay, readers expect reports to apply reasoning and use textual evidence and data to support a controlling idea.

■ **Feature article:** A feature article is a term used in journalism and shares many of the features of the essay and report. However, the feature article is less technical and more informal in its approach and in its use of language; it often uses a narrative structure. It refers to but doesn't formally cite textual evidence to support the controlling idea.

■ **Editorial:** An editorial's goal is to convince the reader, using an emotional appeal as well as a reasoned one. It tends to be written in a journalistic, even personal, style. Editorialists often use narrative techniques to engage a general audience. Its structure is more informal, and the "punch line" is often at the end of the editorial. The editorialist sometimes uses textual and experiential evidence to support a controlling idea but relies more on credible reasoning than on facts.

■ **Narrative:** The LDC narrative template tasks are designed for two purposes: 1) to give an account of an event based on historical research or interview, and 2) to write about processes or procedures. An LDC narrative's main feature is its chronology or sequencing of events, whether it's an account of a battle or directions for assembling a gadget. The key to writing a narrative is its structure and its use of narrative techniques to help the reader imagine an event or follow a series of steps.

Insert Content:

The LDC template task is designed not only to teach literacy skills but also to teach how to think about content, particularly when it is appropriate for students to examine a central theme, concept, event, or issue in the discipline by reading about it and then writing about it. "Clear writing is clear thinking," according to William Zinsser in his seminal book, *Writing to Learn*. You can create opportunities for students to develop clear thinking by focusing on some aspect of the curriculum's content that, in the process, teaches them how to learn.

It's important that you choose content for its value to the study of the discipline and make it worth the time and effort you and your students will engage in while producing the product. The LDC templates ask you to ask you to identify your state and district content standards you are using to design your task as one way to ensure solid content and alignment with curriculum expectations.

The CCSS reading standards can also help you determine how to frame the content you want students to address. "Content" can be expressed in many different ways, and that content blank allows you to extend the verb in the templates to include other demands. For example, template task 20 reads "...write a ____ that analyzes ____". For middle school, you could add to the complexity of this template and address demands in the grade level standards by focusing on the CCSS Reading Standards for Science and

Technology grades 6-8 (RST.6-8.8): “...write an essay that analyzes the editorial by distinguishing among facts, reasoned judgments, and speculation.”

Following are additional examples of how the CCSS can help you choose content topics that work well with LDC modules:

■ **CCSS.ELA-Literacy.RL.11-12.1:** This is the most important standard for reading because it describes skills that all readers must use to understand a text. The best way to address this standard squarely is to assign a text that lends itself clearly to content. In the study of literature, for example, content would include genre studies, and an example is a task that asks students to connect a cultural movement (e.g. existentialism) to an author’s theme. The LDC module “Existentialism and Kafka” does just that.

■ **CCSS.ELA-Literacy.RL.8.5:** This standard calls for students to “compare and contrast the structure of two or more texts and how the structure of each text contributes to its meaning and style.” In the LDC module, “The Power of Language,” students analyze structures in four very different texts about figs to examine how structure (a poem, a recipe, prose works) affects meaning about the same topic.

■ **CCSS.ELA-Literacy.RH.9-10.9:** This standard involves a basic historical skill, to “compare and contrast treatments of the same topic in several primary and secondary sources.” In the LDC module, “The Great War: Evaluating the Treaty of Versailles” (Exemplar), students read a selection of articles and passages from the document to write an argumentation essay on the topic. They can use the same set of skills to examine other documents and their historical significance.

CONCLUSION

As the explanations and examples in this brief illustrate, “filling in the blanks” for an LDC template is aided by familiarity with student products, texts and content area standards, along with grade specific CCSS. The result is worth the time and effort because you will know your students are doing challenging work aligned to the CCSS literacy standards.

Literacy Design Collaborative

Template Task Collection 1

The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they will 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 new Common Core State Standards. The Literacy Design Collaborative is supported by the Bill and Melinda Gates Foundation.

This collection provides a first set of template tasks for implementing the Literacy Design Collaborative (LDC) strategy. The larger LDC framework calls for the development of other task collections, with this first set as a prototype for implementing LDC's overall approach to meeting the literacy challenge set by the Common Core State Standards.

LDC *template tasks* are fill-in-the-blank “shells” that allow teachers inserting 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. Template tasks are built off of the Common Core State Standards. 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. Template tasks may also include Level 2 and Level 3 additions that can be used or omitted to vary the task demands.

LDC *teaching tasks* are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over two to four weeks of classroom time.

This template task collection supports all three writing types specified by the Common Core State Standards (argumentation, informational or explanatory text, and narrative) and provides opportunities for work with nine text structures. The summary table that follows indicates the content areas for which each type of template is likely to be appropriate.

(This April 2013 version includes the Narrative Classroom Assessment Rubric. That is the only change from the November 2011 version.)

	ARGUMENTATION	INFORMATIONAL OR EXPLANATORY	NARRATIVE
Definition		ELA, science, social studies	
Description		ELA, science, social studies	ELA, social studies
Procedural-Sequential		science, social studies	ELA, social studies
Synthesis		ELA, science, social studies	
Analysis	ELA, science, social studies	ELA, science, social studies	
Comparison	ELA, science, social studies	ELA, science, social studies	
Evaluation	ELA, science, social studies		
Problem-Solution	science, social studies		
Cause-Effect	science, social studies	science, social studies	

A short list of requirements applies to the use of all LDC template tasks, as shown below. In order to use these LDC template tasks, partners must agree to these requirements:

WHAT IS REQUIRED?	WHAT CAN BE CHANGED OR ADDED?
<ul style="list-style-type: none"> ▪ List the exact Common Core State Standards for the template task. ▪ Add appropriate state content standards. ▪ Provide source information for the standards you use. 	<ul style="list-style-type: none"> ▪ You can also include appropriate grade-level Common Core State Standards.
<ul style="list-style-type: none"> ▪ 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 exact rubric for the template task. 	<ul style="list-style-type: none"> ▪ You choose which texts students will read, the content they will study, and the writing product they will create. In choosing, consider requirements set by your state, district, or school. ▪ You decide whether to include the Level 2 and Level 3 portions of the template task and whether to include extension sections.

Quick Reference Task Chart

	“After Researching”	“Essential Question”
Argumentation Template Tasks		
Analysis	<p>Task 1: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues your position 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 and clarify your position. (Argumentation/Analysis)</p>	<p>Task 2: [Insert question] After reading _____ (literature or informational texts), write a/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. (Argumentation/Analysis)</p>
Comparison	<p>Task 3: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Comparison)</p>	<p>Task 4: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Comparison)</p>
Evaluation	<p>Task 5: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from your research. (Argumentation/Evaluation)</p>	<p>Task 6: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Evaluation)</p>
Problem-Solution	<p>Task 7: After researching _____ (informational texts) on _____ (content), write a/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. (Argumentation/Problem-Solution)</p>	<p>Task 8: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/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. (Argumentation/Problem-Solution)</p>
Cause-Effect	<p>Task 9: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)</p>	<p>Task 10: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)</p>

	“After Researching”	“Essential Question”
Informational or Explanatory Template Tasks		
Definition	Task 11: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from your research. L2 What _____ (conclusions or implications) can you draw? (Informational or Explanatory/Definition)	Task 12: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from the text(s). L2 What _____ (conclusions or implications) can you draw? (Informational or Explanatory/Definition)
Description	Task 13: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that describes _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Description)	Task 14: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that describes _____ (content) and addresses the question. Support your discussion with evidence from the text(s). (Informational or Explanatory/Description)
Procedural-Sequential	Task 15: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)	Task 16: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Procedural-Sequential)
	Task 17: 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 conclusion(s) can you draw? (Informational or Explanatory/Procedural-Sequential)	
Synthesis	Task 18: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (#) 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. Optional: Include _____ (e.g. bibliography). (Informational or Explanatory/Synthesis)	Task 19: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (#) 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. Optional: Include _____ (e.g. bibliography). (Informational or Explanatory/Synthesis)

	“After Researching”	“Essential Question”
Informational or Explanatory Template Tasks (Continued)		
Analysis	Task 20: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that analyzes _____ (content), providing evidence to clarify your analysis. What _____ (conclusions 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 _____ (e.g. bibliography). (Informational or Explanatory/Analysis)	Task 21: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (report, essay or substitutes) that addresses the question and analyzes _____ (content), providing examples to clarify your analysis. What conclusions 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 ____ (e.g. bibliography). (Informational or Explanatory/Analysis)
Problem-Solution	Task 22: 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. (Informational or Explanatory/Comparison)	Task 23: [Insert 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. (Informational or Explanatory/Comparison)
Cause-Effect	Task 24: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that examines causes of _____ (content) and explains effects _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)	Task 25: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that examines the cause(s) of _____ (content) and explains the effect(s) _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from the texts. (Informational or Explanatory/Cause-Effect)

	“After Researching”	“Essential Question”
Narrative Template Tasks		
Description	Task 26: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). L2 Use ____ (stylistic devices) to develop a narrative. L3 Use ____ (techniques) to convey multiple storylines. (Narrative/Description)	Task 27: [Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). L2 Use _____ (stylistic devices) to develop a narrative effect in your work. L3 Use _____ (techniques) to convey multiple storylines. (Narrative/Description)
Procedural-Sequential	Task 28: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). L2 Use _____ (stylistic devices) to develop your work. L3 Use _____ (techniques) to convey multiple storylines. (Narrative/Sequential)	Task 29: [Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). L2 Use _____ (stylistic devices) to develop your work. (Narrative/Sequential)

Argumentation Template Task Collection

For Middle School and High School Use

Common Core State Standards for Argumentation Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **“Built in” standards** have the specified College and Career Readiness Anchor Standards built in.
- **“When appropriate” standards** vary with the content of the teaching task.

READING	
“Built In” Reading Standards For Argumentation Template Tasks	
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 text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
“When Appropriate” Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.

WRITING

“Built In” Writing Standards For Argumentation Template Tasks

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.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
“When Appropriate” Additional Writing Standards	
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.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Argumentation Template Tasks

Task 1 Template: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues your position 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 and clarify your position. **(Argumentation/Analysis)**

Task 1 Social Studies Example: After researching academic articles on ensorship, write an editorial that argues your position on the use of filters by schools. 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 and clarify your position. (Argumentation/Analysis)

Task 1 Science Example: After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position on the use of pesticides in managing crop production. Support your position with evidence from your research. **L2** Be sure to acknowledge competing views. (Argumentation/Analysis)

Variation Task 1 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you argue your position _____ (content). Support your position with evidence from your research. **L2** Be sure to acknowledge _____ (#) competing views _____ (content). **L3** Give _____ (#) example(s) _____ (content) to illustrate and clarify your position. **(Argumentation/Analysis)**

Variation Task 1 Example: After researching academic articles on ensorship, write an editorial in which you argue your position on the use of filters by schools. Support your position with evidence from your research. **L2** Be sure to acknowledge two competing views from your sources. **L3** Give one example from current events to illustrate and clarify your position. (Argumentation/Analysis)

Task 2 Template: [Insert question] After reading _____ (literature or informational texts), write a/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. **(Argumentation/Analysis)**

Task 2 ELA Example: 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. (Argumentation/Analysis)

Task 2 Social Studies Example: 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. (Argumentation/Analysis)

Task 2 Science Example: 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. (Argumentation/Analysis)

Variation Task 2 Template: [Insert question] After reading and analyzing _____ (informational texts), write a/an _____ (essay or substitute) in which you address the question. Support your position with evidence from the text(s). L2 Be sure to acknowledge _____ (#) competing view(s) _____ (content). L3 Give _____ (#) example(s) _____ (content) to illustrate and clarify your position. (Argumentation/Analysis)

Variation Task 2 Example: Does genetic testing have the potential to significantly impact how we treat disease? After reading and analyzing scientific sources, write a report in which you address the question. Support your position with evidence from the texts. L2 Be sure to acknowledge at least one competing view from the medical field. L3 Give two examples from past or current events to illustrate and clarify your position. (Argumentation/Analysis)

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

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

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

Variation Task 3 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you compare _____ (content) and argue _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Variation Task 3 Example: After researching historical sources on Aaron Burr and Alexander Hamilton, write an essay in which you compare their political philosophies and argue who had the more lasting impact on the American political system. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

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

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

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

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

Variation Task 4 Template: [Insert question] After reading and analyzing _____ (informational texts), write a/an _____ (essay or substitute) in which you compare _____ (content) and argue _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

Variation Task 4 Example: Which is the better energy source? After reading and analyzing scientific reports on nuclear energy, write an essay in which you compare nuclear energy and fossil fuel resources and argue which is the better energy resource for urban communities. Be sure to support your position with evidence from the texts. (Argumentation/Comparison)

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

Task 5 Social Studies Example: 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 your research. (Argumentation/Evaluation)

Task 5 Science Example: 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 measures to protect water quality in your community. Be sure to support your position with evidence from your research. (Argumentation/Evaluation)

Variation Task 5 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Be sure to support your position with evidence from your research. (Argumentation/Evaluation)

Variation Task 5 Example: After researching technical articles describing ways to control drinking water quality, write an essay in which you discuss the impact of chemical and biological contamination and evaluate measures to protect water quality in your community. Be sure to support your position with evidence from your research. (Argumentation/Evaluation)

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

Task 6 ELA Example: 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. (Argumentation/Evaluation)

Task 6 Social Studies Example: 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. (Argumentation/Evaluation)

Task 6 Science Example: 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/Evaluation)

Variation Task 6 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Be sure to support your position with evidence from the text. **(Argumentation/Evaluation)**

Variation Task 6 Example: Is “utilitarianism” a viable social philosophy for the 21st century? After reading and analyzing John Stuart Mill’s “Essays on Utilitarianism,” write an essay in which you discuss his “Greatest Happiness Principle” and evaluate its relevancy to today’s society. Be sure to support your position with evidence from the text. (Argumentation/Evaluation)

Task 7 Template: After researching _____ (informational texts) on _____ (content), write a/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. **(Argumentation/Problem-Solution)**

Task 7 Social Studies Example: After researching government documents on term limits, write an essay that identifies a problem created by term limits and argues for a solution. Support your position with evidence from your research. **L2** Be sure to examine competing views. (Argumentation/Problem-Solution)

Task 7 Science Example: After researching scientific and technical sources on methods for preventing water shortages, write a proposal that identifies a problem faced by communities in arid regions 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. (Argumentation/Problem-Solution)

Variation Task 7 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you identify a problem _____ (content) and argue for a solution _____. Support your position with evidence from your research. **L2** Be sure to examine _____ (#) competing view(s) _____ (content). **L3** Give _____ (#) example(s) _____ (content) from _____ (source, content) to illustrate and clarify your position. (Argumentation/Problem-Solution)

Variation Task 7 Example: After researching scientific and technical sources on methods for preventing water shortages, write a proposal in which you identify a problem faced by communities in arid regions and argue for a solution to improve water availability. Support your position with evidence from your research. **L2** Be sure to examine a competing view challenging your solution. **L3** Give an example from past or current events to illustrate and clarify your position. (Argumentation/Problem-Solution)

Task 8 Template: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/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 view. **L3** Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Problem-Solution)

Task 8 Social Studies Example: What problems did the South encounter in the post-Civil War era? After reading primary and secondary sources on the post-Civil War era, write an essay that identifies a problem related to economic issues faced by the South and argues for a solution that could have been (or was) used to aid its economic recovery. Support your position with evidence from the texts. **L2** Be sure to examine competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Problem-Solution)

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

Variation Task 8 Template: [Insert question.] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you identify a problem _____ (content) and argue for a solution _____ (content). Support your position with evidence from the text(s). **L2** Be sure to examine competing views _____ (content). **L3** Give _____ example(s) from _____ (source or content) to illustrate and clarify your position. (Argumentation/Problem-Solution)

Variation Task 8 Example: What problems did the South encounter in the post-Civil War era? After reading and analyzing primary and secondary sources on the post-Civil War era, write an essay in which you identify a problem related to economic issues faced by the South and argue for a solution that could have been (or was) used to aid its economic recovery. Support your position with evidence from the texts. L2 Be sure to examine competing views countering your claim. L3 Give two examples from historical documents to illustrate and clarify your position. (Argumentation/Problem-Solution)

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

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

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

Variation Task 9 Template: After researching _____ (informational texts), write a/an _____ (essay or substitute) in which you argue _____ (#) causes _____ (content) and explain _____ (#) effects _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. **(Argumentation/Cause-Effect)**

Variation Task 9 Example: After researching maps, data, and technical documents on land use in South America, write an essay in which you argue three causes of deforestation in the Amazon and explain three effects on populations and vegetation in the region. What conclusion can you draw from your sources? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

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

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

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

Variation Task 10 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you argue _____ (#) causes of _____ (content) and explain _____ (#) effects _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. (**Argumentation/Cause-Effect**)

Variation Task 10 Example: What ramifications does debt have for individuals and the larger public? After reading and analyzing articles and data about the current credit crisis, write an editorial in which you argue one cause of personal debt and explain one effect on individuals and the larger public. What implications can you draw about personal debt? Support your discussion with evidence from the texts. (Argumentation/Cause-Effect)

Teaching Task Rubric (Argumentation)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Classroom Assessment Rubric (Argumentation)

LDC Argumentation Classroom Assessment Rubric MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a 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 material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address 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.

Informational or Explanatory Template Task Collection

For Middle School and High School Use

Common Core State Standards for Informational or Explanatory Template Tasks

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- **“Built in” standards** have the specified College and Career Readiness Anchor Standards built in.
- **“When appropriate” standards** vary with the content of the teaching task.

READING	
“Built In” Reading Standards For Informational or Explanatory Template Tasks	
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 text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
10	Read and comprehend complex literary and informational texts independently and proficiently.
“When Appropriate” Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
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.

WRITING

“Built In” Writing Standards For Informational or Explanatory Template Tasks

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.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

“When Appropriate” Additional Writing Standards

1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Informational or Explanatory Template Tasks

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

Task 11 ELA Example: After researching articles on modernism in American literature, write a report that defines “modernism” and explains its impact on contemporary arts. Support your discussion with evidence from your research. (Informational or Explanatory/Definition)

Task 11 Social Studies Example: After researching articles and political documents on government lobbyists, write a report that defines “lobbying” 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 conclusions can you draw? (Informational or Explanatory/Definition)

Task 11 Science Example: After researching scientific articles on magnetism, write a report that defines “magnetism” and explains its role in the planetary system. Support your discussion with evidence from your research. (Informational or Explanatory/Definition)

Variation Task 11 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from your research. **L2** What _____ (conclusions or implications) can you draw _____ (content)? **(Informational or Explanatory/Definition)**

Variation Task 11 Example: After researching articles and political documents, write a report in which you define “lobbying” and explain who 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 about the impact of lobbying on the political system? (Informational or Explanatory/Definition)

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

Task 12 ELA Example: What is a “metaphor”? After reading *The House on Mango Street* and drawing from other works you’ve read this year, write an essay that defines “metaphor” and explains how authors use it to enhance their writing. Support your discussion with evidence from the texts. (Informational or Explanatory/Definition)

Task 12 Social Studies Example: What did the authors of the American Constitution mean by “rights”? After reading the Bill of Rights, write an essay that defines “rights” and explains “rights” as the authors use it in this foundational document. Support your discussion with evidence from the text. L2 What implications can you draw? (Informational or Explanatory/Definition)

Task 12 Science Example: Can “talent” be learned? After reading scientific sources, write an essay that defines “innate abilities” and explains its relevance to “talent.” Support your discussion with evidence from the texts. (Informational or Explanatory/Definition)

Variation Task 12 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you define _____ (term or concept) and explain _____ (content). Support your discussion with evidence from the text(s). L2 What _____ (conclusion/s or implication/s) can you draw _____ (content)? (**Informational or Explanatory/Definition**)

Variation Task 12 Example: What did the authors of the American Constitution mean by “rights”? After reading and analyzing relevant amendments of the Bill of Rights, write an essay in which you define “rights” and explain its meaning in this foundational document. Support your discussion with evidence from the text. L2 What implication can you draw about how political “rights” are defined today? (Informational or Explanatory/Definition)

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

Task 13 Social Studies Example: After researching government and historical documents on the electoral college, write an article for your local newspaper that describes the historical significance of the electoral college. Support your discussion with evidence from your research. (Informational or Explanatory/Description)

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

Variation Task 13 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you describe _____ (content). Support your discussion with evidence from your research. (**Informational or Explanatory/Description**)

Variation Task 13 Example: After researching cooking guides and articles, write a manual for the general public in which you describe in detail how to use common products to solve an everyday household problem. Support your discussion with evidence from your research. (Informational or Explanatory/Description)

Task 14 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that describes _____ (content) and addresses the question. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Description)**

Task 14 ELA Example: How does Esperanza deal with her challenges as an immigrant to the United States? After reading *Esperanza Rising*, write an essay that describes her challenges and addresses the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Task 14 Social Studies Example: In what ways did the era of the cowboy (mid to late 1800s) influence American culture? After reading historical documents, write an essay that describes the iconic American cowboy and addresses the question. Support your discussion with evidence from the texts. (Informational or Explanatory/Description)

Task 14 Science Example: How do physical traits serve living things? After reading a book about butterflies, write an article that describes the features of three butterfly types and addresses the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Variation: Task 14 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you describe _____ (content) and address the question. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Description)**

Variation Task 14 Example: How does Esperanza deal with her challenges as an immigrant to the United States? After reading and analyzing *Esperanza Rising*, write an essay in which you describe her challenges and address the question. Support your discussion with evidence from the text. (Informational or Explanatory/Description)

Task 15 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Procedural-Sequential)**

Task 15 Social Studies Example: After researching historical documents, documentaries, and maps on the westward travels of the Donner-Reed party, write a report that relates how the Donner-Reed party survived its ordeal during the winter of 1846-47. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Task 15 Science Example: After researching how-to guides on safety issues in a science lab, write a manual that relates how to safely conduct a flame test. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Variation: Task 15 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you relate how _____ (content). Support your discussion with evidence from your research. **(Informational or Explanatory/Procedural-Sequential)**

Variation Task 15 Example: After researching lab safety articles, write a manual in which you relate how to safely conduct a flame test. Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)

Task 16 Template: [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Procedural-Sequential)**

Task 16 Social Studies Example: What is the process for passing a bill in the Congress? After reading political documents and articles on how Congress makes laws, write an article for the general public that relates how a bill is developed and the process it takes to get it to the floor of the Congress. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

Task 16 Science Example: Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops over time from birth to twenty-five years. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

Variation Task 16 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), 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)**

Variation Task 16 Example: What is the process for passing a bill in the Congress? After reading and analyzing political documents and articles on how Congress makes laws, write an article for the general public in which you relate how a bill is developed and the process it takes to get it to the floor of the Congress. Support your discussion with evidence from the texts. (Informational or Explanatory/Procedural-Sequential)

Task 17 Science Example: 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 conclusion(s) can you draw? **(Informational or Explanatory/Procedural-Sequential)**

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

Variation Task 17 Template: After researching _____ (informational texts), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedure(s) and result(s) and confirm or reject your hypothesis. What conclusion can you draw _____? **(Informational or Explanatory/Procedural-Sequential)**

Variation Task 17 Science Example: After researching articles on wind power, developing a hypothesis, and conducting an experiment examining how wind power translates into useable energy, write a laboratory report in which you explain your procedure and result and confirm or reject your hypothesis. What conclusion can you draw from the data? (Informational or Explanatory/Procedural-Sequential)

Task 18 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that explains _____ (content). What conclusion or implications can you draw? Cite at least _____ (#) 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. Optional: Include _____ (e.g., bibliography). **(Informational or Explanatory/Synthesis)**

Task 18 Social Studies Example: 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 at least 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. (Informational or Explanatory/Synthesis)

Task 18 Science Example: 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 at least four sources, pointing out key elements from each source. Include a bibliography of your sources. (Informational or Explanatory/Synthesis)

Variation Task 18 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you explain _____ (content). What _____ (conclusions or implications) can you draw _____ (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 _____ (content). Optional: Include _____ (e.g., bibliography, citations). **(Informational or Explanatory/Synthesis)**

Variation Task 18 Example: After researching past and present news articles, photographs, and maps about your community, write a report in which you explain how changes over the years have influenced your neighborhood. What conclusion can you draw about the effect on neighborhoods? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions about your community's history. Include citations and a list of sources. (Informational or Explanatory/Synthesis)

Task 19 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that explains _____ (content). What conclusion or implications can you draw? Cite at least _____ (#) 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. Optional: Include _____ (e.g., bibliography). **(Informational or Explanatory/Synthesis)**

Task 19 ELA Example: 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 at least two sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Task 19 Social Studies Example: 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 at least four sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Task 19 Science Example: 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 led to the first successful landing on the moon. What conclusion or implications can you draw? Cite at least six sources, pointing out key elements from each source. Include a bibliography. (Informational or Explanatory/Synthesis)

Variation Task 19 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you explain _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? **L2** In your discussion, address the credibility and origin of your source(s) in view of your research topic. **L3** Identify any gaps or unanswered questions. Optional: Include _____ (e.g., bibliography, citations). **(Informational or Explanatory/Synthesis)**

Variation Task 19 Example: What makes a speech compelling? After reading and analyzing speeches from Churchill and Roosevelt during WWII, write an essay in which you explain each leader's compelling theme and how they differed on specific issues relevant to their position and country. What implications can you draw about their public persona? Include citations in your discussion. (Informational or Explanatory/Synthesis)

Task 20 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that analyzes _____ (content), providing evidence to clarify your analysis. What _____ (conclusions 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 _____ (e.g., bibliography). **(Informational or Explanatory/Analysis)**

Task 20 Science/Social Studies Example: 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 clarify your analysis. What implications can you draw? Include a bibliography. (Informational or Explanatory/Analysis)

Task 20 Science/Mathematics Example: 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 evidence to clarify your analysis. What conclusion can you draw? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. Include a bibliography. (Informational or Explanatory/Analysis)

Variation Task 20 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you analyze _____ (content), providing evidence to clarify your analysis. What _____ (conclusions or implications) can you draw _____ (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. Optional: Include _____ (e.g., bibliography). **(Informational or Explanatory/Analysis)**

Variation Task 20 Example: After researching articles, write a report on population growth in which you analyze the impact of growth on water supplies, providing evidence to clarify your analysis. What conclusion can you draw from your research? Include a bibliography. (Informational or Explanatory/Analysis)

Task 21 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (report, essay or substitutes) that addresses the question and analyzes _____ (content), providing examples to clarify your analysis. What conclusions 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 _____ (e.g., bibliography). **(Informational or Explanatory/Analysis)**

Task 21 ELA Example: 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 clarify your analysis. What conclusions or implications can you draw? Include a bibliography of your sources. (Informational or Explanatory/Analysis)

Task 21 Social Studies Example: 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 clarify your analysis. What conclusions or implications can you draw? **L3** Identify any gaps or unanswered questions. Include a bibliography of your sources. (Informational or Explanatory/Analysis)

Task 21 Science Example: 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 clarify your analysis. What conclusions or implications can you draw? **L2** 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/Analysis)

Variation Task 21 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (report, essay, or substitutes) in which you address the question and analyze _____ (content), providing _____ (#) examples to clarify your analysis. What _____ (conclusions or implications) can you draw _____ (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. Optional: Include ____ (e.g., bibliography, citations). **(Informational or Explanatory/Analysis)**

Variation Task 21 Example: Why is the idea of absolute motion or rest misleading? After reading and analyzing articles on the physics of motion, write an essay in which you address the question and analyze the issue as raised by Copernicus and Galileo, providing two examples to clarify your analysis. What implications can you draw from their questions? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. Include citations and a bibliography. (Informational or Explanatory/Analysis)

Task 22 Template: 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. **(Informational or Explanatory/Comparison)**

Task 22 Social Studies Example: 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. (Informational or Explanatory/Comparison)

Task 22 Science Example: 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. (Informational or Explanatory/Comparison)

Variation Task 22 Template: After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) in which you compare _____ (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. **(Informational or Explanatory/Comparison)**

Variation Task 22 Example: After researching historical sources on the ancient communities of Egypt and the Americas, write a feature article for your student magazine in which you compare the architecture of each culture. (Informational or Explanatory/Comparison)

Task 23 Template: [Insert 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. **(Informational or Explanatory/Comparison)**

Task 23 ELA Example: 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. (Informational or Explanatory/Comparison)

Task 23 Social Studies: 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. (Informational or Explanatory/Comparison)

Task 23 Science Example: 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. (Informational or Explanatory/Comparison)

Variation Task 23 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you compare _____ (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. **(Informational or Explanatory/Comparison)**

Variation Task 23 Example: How do poets use grammar to convey meaning? After reading and analyzing poems by Emily Dickinson and e.e. cummings, write an essay in which you compare how each poet uses grammar to create meaning. (Informational or Explanatory/Comparison)

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

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

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

Variation Task 24 Template: After researching _____ (informational texts), write a _____ (report or substitute) in which you examine _____ (#) cause(s) of _____ (content) and explain _____ (#) effect(s) _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from your research. **(Informational or Explanatory/Cause-Effect)**

Variation Task 24 Example: After researching maps and historical sources describing land use in South America, write a report in which you examine a main cause of deforestation in the Amazon and explain two effects on populations in the region. What conclusion can you draw from the texts and maps about what preservationists should do to protect these forests? Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect)

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

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

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

Variation Task 25 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (report or substitute) in which you examine _____ (#) cause(s) of _____ (content) and explain _____ (#) effect(s) _____ (content). What _____ (conclusions or implications) can you draw _____ (content)? Support your discussion with evidence from the texts. **(Informational or Explanatory/Cause-Effect)**

Variation Task 25 Example: What ramifications does debt have for individuals? After reading and analyzing articles and data on the current credit crisis, write an article in which you examine two causes of personal debt and explain two effect of personal debt on the larger economy. What implications can you draw from the literature about how the role of debt in an economy? Support your discussion with evidence from the texts. (Informational or Explanatory/Cause-Effect)

Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Classroom Assessment Rubric (Informational or Explanatory)

LDC Informational/Explanatory Classroom Assessment MEETS EXPECTATIONS	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	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. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a 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	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identify a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

Narrative Template Task Collection

For Middle School and High School Use

Common Core State Standards for Narrative Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **“Built in” standards** have the specified College and Career Readiness Anchor Standards built in.
- **“When appropriate” standards** vary with the content of the teaching task.

READING	
“Built In” Reading Standards For Narrative Template Tasks	
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 text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
10	Read and comprehend complex literary and informational texts independently and proficiently.
“When Appropriate” Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Always applies with narrative L2 and L3 tasks)
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. (Always applies with narrative L2 and L3 tasks)
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.

WRITING

“Built In” Writing Standards For Narrative Template Tasks

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.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
“When Appropriate” Additional Writing Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Narrative Template Tasks

Task 26 Template: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Task 26 ELA Example: After researching reference books on how to write a script, write a short play aimed at teens that describes ways to eat healthy foods. **L2** Use a stylistic device to develop a narrative. (Narrative/Description)

Task 26 Social Studies Example: After researching guides on Washington DC, write a narrative that describes how the site was selected for the nation's capital. (Narrative/Description)

Variation Task 26 Template: After researching _____ (informational texts), write a _____ (narrative or substitute) in which you describe _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Variation Task 26: After researching how to write a script, write a one-act play aimed at teens in which you describe ways to eat healthy foods. **L2** Use dialogue to develop your work. **L3** Use multiple plots to convey multiple storylines. (Narrative/Description)

Task 27 Template: [Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Task 27 ELA Example: How do characters send a message in a novel? After reading The Pearl by John Steinbeck write a narrative from the perspective of Juana, the fisherman's wife. **L2** Use imagery and tone to develop a narrative effect in your work. (Narrative/Description)

Task 27 Social Studies Example: What can historical accounts teach us about someone's struggle for dignity? After reading historical documents and accounts about The Trail of Tears, write a narrative article from the perspectives of a Choctaw and George Gains. **L3** Use dialogue to convey multiple storylines. (Narrative/Description)

Variation Task 27 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop in your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Description)**

Variation Task 27 Example: What can historical accounts teach us about someone’s struggle for dignity? After reading and analyzing historical documents and accounts about The Trail of Tears, write a narrative article from the perspectives of a Choctaw and George Gains. **L3** Use multiple plots and dialogue to convey multiple storylines. (Narrative/Description)

Task 28 Template: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Sequential)**

Task 28 ELA Example: 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. L2 Use suspense to develop your work. (Narrative/Sequential)

Task 28 Social Studies Example: After researching historical documents and maps on the Battle of Waterloo, write an account that relates the timeline and the events that caused the Emperor’s military forces to lose. L2 Use imagery to develop your work. L3 Use time-frames to convey multiple storylines. (Narrative/Sequential)

Variation Task 28 Template: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) in which you relate _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines. **(Narrative/Sequential)**

Variation Task 28 Example: After researching articles and biographies on WWII veterans, write a short biography in which you relate the story of a person with courage and conviction and the events that influenced this person the most and in what ways. L2 Use stylistic devices to develop your work. (Narrative/Sequential)

Task 29 Template: [Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **(Narrative/Sequential)**

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

Task 29 Social Studies Example: 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 relates significant events in its history. L2 Use imagery and sensory language to develop your work. (Narrative/Sequential)

Variation Task 29 Template: [Insert question] After reading and analyzing _____ (literature or informational texts), write a _____ (narrative or substitute) in which you relate _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **Narrative/Sequential**

Variation Task 29 Example: What was it like to live in the Victorian age in England? After reading and analyzing accounts about life in the Victorian age, write an article in which you relate a year in the life of a Victorian family. L2 Use figurative language to develop your work. (Narrative/Sequential)

Teaching Task Rubric (Narrative)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus		Addresses the prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.	
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative	
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details. L2 Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. L2 Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.	
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged	
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

Classroom Assessment Rubric (Narrative)

LDC Narrative Classroom Assessment 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 narrative line or theme that is carried through the narrative.
Development	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. L2 Use some stylistic device (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; generally 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	Narrative line or 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.