

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

Appropriate for: social studies, science

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

Appropriate for: ELA, social studies, science

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

Appropriate for: social studies, science

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

Appropriate for: ELA, social studies, science

TASK 4 EXAMPLES

ENGLISH LANGUAGE ARTS What makes something funny? After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and explains which type of humor works for a contemporary audience and why. Be sure to support your position with evidence from the texts.

SOCIAL STUDIES 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.

SCIENCE Which is the better energy source? After reading scientific sources, write an essay that compares the chemistry involved in producing 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.

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

Appropriate for: social studies, science

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

Appropriate for: ELA, social studies, science

TASK 6 EXAMPLES

ENGLISH LANGUAGE ARTS 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.

SOCIAL STUDIES Is "utilitarianism" a viable social philosophy for the 21st century? After reading John Stuart Mill's "Utilitarianism and Other Essays," 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.

SCIENCE 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's benefits and costs and evaluates whether wind power is a possibility for America's energy future. Be sure to support your position with evidence from the text.

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

Appropriate for: social studies, science

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

Appropriate for: social studies, science

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

Appropriate for: ELA, social studies, science

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

Appropriate for: ELA, social studies, science

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

Appropriate for: social studies, science

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

Appropriate for: ELA, social studies, science

TASK 14 EXAMPLES:

ENGLISH LANGUAGE ARTS 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.

SOCIAL STUDIES 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.

SCIENCE 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.

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

Appropriate for: social studies, science

TASK 16 TEMPLATE (Informational or Explanatory/Procedural-Sequential L1):

[Insert essential question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content).
Appropriate for: social studies, science

TASK 16 EXAMPLES:

SOCIAL STUDIES What is the process for passing a bill in 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 Congress.

SCIENCE 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 from birth to twenty-five years of age.

TASK 17 TEMPLATE SCI (Informational or Explanatory/Procedural-Sequential L1):

After researching _____ (informational texts) on _____ (content), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusions can you draw?

Appropriate for: Science lab work and reporting

TASK 18 TEMPLATE (Informational or Explanatory/Synthesis L1, L2, L3):

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

Appropriate for: social studies, science

TASK 18 EXAMPLES:

SOCIAL STUDIES 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 the sources in view of your research topic. Include a bibliography of your sources.

SCIENCE 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.

TASK 11: After researching articles on modernism in American literature, write a report that defines and explains “modernism.” Support your discussion with evidence from your research.

CLASSROOM PRE-INSTRUCTION

➤ In a quick write, write your first reaction to the task prompt. What strategies might you use to gain knowledge of the issue and form an opinion?

Short response

➤ In your own words, write a brief explanation of what the task is asking you to do. What texts (nonfiction, informational, technical, data, maps) might you consider for this task?

Short constructed response

➤ Create a project time line.

Time line

READING PROCESS

- 1) Identify sources you will use and note how each source relates to your task.
- 2) Note sources in bibliographic format (if applicable).

List or bibliography

➤ In your notebook, identify key words or phrases as you read and define them denotatively and connotatively in context of the passage in the work you are reading. Add terms we identified as “the language of the discipline.”

Vocabulary notebook entries

➤ Using a note-taking method, select information (passages, facts, data) relevant to the task; list (bullet) each source, and note relevant information.

L2 What strategies will you use to discern “credible sources”?

L3 Why is it important in the process of inquiry to identify “gaps” in or “unanswered questions” about the topic?

What does “plagiarism” mean and what strategies can you use to avoid it?”

Notes and short response

➤ Prioritize relevant information in your notes on which to build your sequence or process.

Notes and graphic organizer

TRANSITION TO WRITING

- In a quick write, write about what you know now that you've read about _____(content). What strategies might you use to ensure your information is accurate?

Short response (with bullets) class work

WRITING PROCESS

- Write a summary paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.

Paragraph

- Create an outline including key elements drawn from your reading or research and order them in some logical way (e.g., chronologically, sequentially).

Outline/Plan

- Redraft an opening for your composition with one or more paragraphs that establishes the controlling idea and provides a lead-in for your reader.

Write an initial draft to include multiple paragraphs: an opening, development of your process, and an ending to include either a comment, a conclusion, or an implication.

Opening paragraph and first draft

- Apply revision strategies for clarity, logic, language, and cohesion. (Students should do at least two drafts.)

Revised drafts (two or more)

- Finalize draft for the readership; apply finishing touches (e.g., visuals, neatness, formatting, and copyediting).

Final draft

EVALUATION

The student work produced serves as a marker of learning progress and instructional effectiveness. If the student work does not meet expectations, then the teacher will want to repeat the module with different instructional strategies, texts, content, etc. A score that meets expectations tells teachers and students they have been successful.