****

**POSSIBLE CONTENT AREA LITERACY ASSIGNMENTS**

This collection provides teachers a set of assignment templates for implementing the Indiana Content Area Literacy Standards into the content areas. These templates/assignments are intended to demonstrate to teachers assignments that can be created to meet the literacy challenge set by the Indiana Content Area Literacy Standards.

The templates are fill-in-the-blank “shells” that allow teachers to insert the texts to be read, the writing to be produced, and the content to be addressed. When filled in, these templates create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning social studies, science, CTE , etc. content. The templates are built off of the Content Area Literacy Standards. The templates may also include additions (Level 2 and Level 3) that can be used or omitted to vary the task demands of the assignment. These templates support two of the three writing types specified by the Content Area Literacy Standards; argumentation (persuasion) and informational/explanatory text. They also provide opportunities for work with nine text structures. These are: definition, description, procedural-sequential, synthesis, analysis, comparison, evaluation, problem-solution and cause-effect. A typical assignment is designed for students to develop their responses over a period of time.

An actual assignment appears below each template. Teachers should feel free to edit these assignments to best fit their own classroom needs. Below each assignment you will see that space has been provided to insert specific **Indiana Academic Standards**, **Content Area Literacy Standards** and the **Resources Needed** for the assignment.

Additional resources are located at the end of this document. These include a Depth of Knowledge Chart and a method for using primary sources effectively (APPARTS).

Finally, most of the credit for these templates must go the Literacy Design Collaborative. LDC created the templates and the assignments; Indiana Academic Standards and Indiana Content Area Literacy Standards can be integrated with their work.

**Argumentation Template Tasks**

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)**

**Social Studies Example:** After researching academic articles on censorship, 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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

**Informational or Explanatory Template Tasks**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

|  |
| --- |
| 1. **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)** |

**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)

**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)

**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

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

1. **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)**

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

1. **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)**

**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)

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

1. **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)**

**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)

**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)

**INDIANA ACADEMIC STANDARDS INDIANA CONTENT AREA LITERACY STANDARDS RESOURCES**

**DIFFERENTIATION**

****

