



These task templates were created by the Literacy Design Collaborative (<https://ldc.org/>) to support teachers in designing high quality writing prompts that are aligned with Common Core Standards.

Common Core Writing Types by Purpose

Argumentative	Informational/Explanatory	Narrative
<p>Persuasive writing that attempts to convince readers about a particular opinion or course of action</p> <ul style="list-style-type: none"> • Political speeches • Letters and e-mails to people in Congress, etc. • Editorials • Sales pitches / Advertising • Movie or Literary Reviews • Recommendations, e.g. to a particular committee 	<p>Expository writing that gives facts and information</p> <ul style="list-style-type: none"> • Journal articles • Some radio broadcasts, like RadioLab • Documentary scripts • Reference texts, including guides, manuals, encyclopedias, etc. • Lab reports • News reports 	<p>Writing that tells a fictional or true story</p> <ul style="list-style-type: none"> • Some magazine articles • Diaries and journals • Biographies and memoirs • Some radio broadcasts, like This American Life • Various types of fiction, e.g. science fiction, plays, movie scripts, graphic novels, etc.

Example Tasks

Argumentative Analysis – Science

Are genetically modified foods safe? After researching genetically modified foods, write an editorial that argues your position on the use of genetic engineering in food production. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate, clarify, and support your position.

Argumentative Analysis – Math

After researching the population decay and growth of Texas Desert Bighorn Sheep, write a journal article that assesses repopulation efforts and argues your position, pro or con, on whether or not hunting licenses for the species should be reissued. Be sure to support your position with graphs, tables, and information from your research.

Narrative Description– Social Studies

After interviewing a veteran of the Vietnam War and researching texts on the time period, write a short biographical piece that describes the veteran’s experiences during and directly after the war. Use figurative language and sensory details to develop a narrative.

Informational Synthesis – Social Studies

What was life like in American cities during the Industrial Era? After viewing Jacob Riis' photographs and researching life quality, write an essay that answers the question. In your discussion, address the credibility of Jacob Riis' photographs. Cite at least three sources, pointing out key elements from each source. Include a bibliography of sources.

Argumentation Task Templates

Analysis	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that argues your position on _____ (content). Support your position with evidence from _____.
Comparison	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from _____.
Evaluation	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from _____.
Problem-Solution	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that identifies a problem _____ (content) and argues for a solution. Support your position with evidence from _____.
Cause-Effect	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that argues the cause(s) of _____ (content) and explains the effect(s) _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from _____.

Informational or Explanatory Task Templates

Definition	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from _____.
Description	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that describes _____ (content). Support your discussion with evidence from _____.
Procedural-Sequential	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that relates how _____ (content). Support your discussion with evidence from _____.
Synthesis	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (number) sources, pointing out key elements from each source.

Informational or Explanatory Task Templates (Continued)

Analysis	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write a _____ (authentic product) that analyzes _____ (content), providing evidence to clarify your analysis. What conclusions or implications can you draw?
Problem-Solution	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write a _____ (authentic product) that compares _____ (content).
Cause-Effect	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (authentic product) that examines cause(s) of _____ (content) and explains effect(s) _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from _____.

Narrative Task Templates

Description	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write _____ (narrative or substitute) that describes _____ (content).
Procedural-Sequential	[Insert optional driving question] After researching/reading/viewing _____ (texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content).

Additional Cognitive Demands

You may choose to add one or more of these D's (demands) to a Template Task to increase the cognitive challenge of your prompt. They are developed from language in the CCSS/state College and Career Readiness Standards.

- D1** - Be sure to _____ (acknowledge; refute) competing views. (*Argumentation*)
- D2** - Give (an example; # of examples) from past or current (events; issues) to illustrate and clarify your position. (*Argumentation or Informational/Explanatory*)
- D3** - What _____ (conclusions; implications) can you draw? (*Argumentation or Informational/Explanatory*)
- D4** - In your discussion, address the credibility and origin of sources in view of your research topic. (*Argumentation or Informational/Explanatory*)
- D5** - Identify any gaps or unanswered questions. (*Argumentation or Informational/Explanatory*)
- D6** - Use _____ (stylistic devices*) to develop your work. (*Argumentation or Informational/Explanatory or Narrative*)
- D7** - Use _____ (techniques**) to convey multiple storylines. (*Argumentation or Informational/Explanatory or Narrative*)

***Examples of Stylistic Devices:** allegory, analogy, climax, foreshadowing, metaphor, oxymoron, pun

**** Examples of Techniques:** dialogue, pacing, description, reflection, multiple plot lines, flashbacks

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