

[Insert Title]  
[Optional: Insert Art Work]

### Information Sheet for Elementary Informational or Explanatory Module

Module title:	
Module description (overview):	
Template task (include number, type, level):	
Teaching task:	
Grade(s)/Level:	
Discipline: (e.g., ELA, science, history, other?)	
Course:	
Author(s):	
Contact information:	

## Section 1: What Task?

### TEACHING TASK

Background to share with students:	
Teaching task:	
Reading texts:	
Extension (optional):	

### COMMON CORE STATE STANDARDS

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
“Built In” Reading Standards	“When Appropriate” Reading
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.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
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.	7- Integrate and evaluate content presented in diverse media and formats, 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 STANDARDS FOR INFORMATIONAL OR EXPLANATORY**

“Built In” Writing Standards	“When Appropriate” 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.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	
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.	

**LANGUAGE STANDARDS FOR INFORMATIONAL OR EXPLANATORY**

“Built-in” Language Standards	“When Appropriate” Language Standards (applicable in black)
1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	
NUMBER	CONTENT STANDARDS

## Elementary 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 is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.	
Controlling Idea	Lacks a clear controlling idea to inform or explain .		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.	
Reading/ Research (when applicable)	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.	
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.	
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.	
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.	
Content Understanding (When applicable)	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.	

## Section 2: What Skills?

SKILL	DEFINITION
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>	
<i>1. Task engagement</i>	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>
<i>2. Task analysis</i>	<i>Ability to understand and explain the task’s prompt and rubric.</i>
<b>SKILLS CLUSTER 2: READING PROCESS</b>	
<i>1. Text selection</i>	<i>Ability to identify appropriate texts.</i>
<i>2. Active reading</i>	<i>Ability to read explicitly and identify the central point and main supporting elements of a text.</i>
<i>3. Essential vocabulary</i>	<i>Ability to identify and master terms essential to understanding a text.</i>
<i>4. Note-taking</i>	<i>Ability to select important facts and passages for use in one’s own writing.</i>
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>	
<i>1. Bridging</i>	<i>Ability to begin linking reading results to writing task.</i>
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>	
<i>1. Controlling idea</i>	<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>
<i>2. Planning</i>	<i>Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</i>
<i>3. Development</i>	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>
<i>4. Revision</i>	<i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>
<i>5. Editing</i>	<i>Ability to proofread and format a piece to make it more effective.</i>
<i>6. Completion</i>	<i>Ability to submit final piece that meets expectations.</i>

### Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>				
Day 1	<u>1. Task engagement</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<u>Short Response with Bullets</u> What do you remember about our topic? Write a two or three sentences in a quick write.	None	<ul style="list-style-type: none"> <li>■ Introduce topic</li> <li>■ Link to earlier class content.</li> <li>■ Discuss student responses.</li> </ul>
Day 1	<u>2. Task analysis</u> Ability to understand and explain the task’s prompt and rubric.	<u>Bullets</u> In your own words, what are the important features of a good response to this prompt?	None	<ul style="list-style-type: none"> <li>■ Identify or invite students to identify key features in an example of product type.</li> <li>■ Discuss and explain the prompt and “success criteria” on the rubric</li> <li>■ Clarify time table and pacing.</li> </ul>
<b>SKILLS CLUSTER 2: READING PROCESS</b>				
Day 2	Only use this mini-task if students are selecting texts. <u>1. Text selection</u> Ability to identify appropriate texts.	<u>Notes</u> Make a short list of sources you will use to gather your evidence or information.	<ul style="list-style-type: none"> <li>■ Identifies author and title</li> <li>■ Selection is appropriate to topic and prompt.</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask students to brainstorm what makes a text credible and/or worthy of study.</li> <li>■ Provide access to research sources for students to assess the texts.</li> </ul>
Days 2 and/or 3	<u>2. Active reading</u> Ability to read explicitly and identify the central point and main supporting elements of a text.	<u>Short reflective entry for each text</u> What is the author trying to accomplish? Which parts of the text show you that?	<ul style="list-style-type: none"> <li>■ Answers questions with credible response.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use strategies for “reading explicitly” to gain a basic understanding of the text as written.</li> <li>■ Teacher poses text-based questions about text based on CCSS RI-2. See Appendix.</li> <li>■ Invite students to brainstorm ways to figure out author’s intent.</li> <li>■ Lead a seminar about text or guided discussion.</li> <li>■ After the discussion/seminar, allow them to add to their entries.</li> </ul>

On-going	<u>3. Essential vocabulary</u> Ability to identify and master terms essential to understanding a text.	<u>Vocabulary list</u> In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> <li>Lists appropriate phrases.</li> <li>Provides accurate definitions.</li> </ul>	<ul style="list-style-type: none"> <li>Work with class to identify key words and why they are key to the</li> <li>Identify language of the discipline or topic.</li> <li>Target their eyes on words or phrases that need interpretation beyond the literal.</li> </ul>
Days 4	<u>4. Note-taking</u> Ability to select important facts and passages for use in one's own writing.	<u>Notes</u> From each text, make a list of the elements that look most important for answering the prompt.	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>Teach a sample format for note taking.</li> <li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul>
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>				
Day 5	<u>1. Bridging</u> Ability to begin linking reading results to writing task.	<u>Short response</u> What did you learn from our class discussion about the text? Write two or three sentences.	No scoring	<ul style="list-style-type: none"> <li>Discussion-based on teaching task prompt, such as seminar.</li> <li>Small group discussion using question.</li> </ul>
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>				
Day 5	<u>1. Controlling Idea</u> Ability to establish a controlling idea and consolidate information relevant to task.	<u>Opening paragraph</u> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	<ul style="list-style-type: none"> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul>
Day 6	<u>2. Planning</u> Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task.	<u>Outline/organizer</u> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> <li>Creates an outline or organizer.</li> <li>Supports controlling idea.</li> </ul> <p>Uses evidence from texts read earlier.</p>	<ul style="list-style-type: none"> <li>Provide and teach one or more examples of outlines or organizers.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>
Days 7	<u>3. Development</u> Ability to construct an initial draft with an emerging line of thought and structure.	<u>Initial draft</u> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on-track.</li> </ul>



Days 8	<u>4. Revision</u> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<u>Multiple drafts</u> Refine composition’s analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> <li>■ Provides complete draft with all parts.</li> <li>■ Supports the opening in the later sections with evidence and citations.</li> <li>■ Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>■ Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>■ Assign students to provide each other with feedback on those issues.</li> </ul>
Day 9	<u>5. Editing</u> Ability to proofread and format a piece to make it more effective.	<u>Correct Draft</u> Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> <li>■ Provides draft free from distracting surface errors.</li> <li>■ Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>■ Briefly review selected skills that many students need to improve.</li> <li>■ Teach a short list of proofreading marks.</li> <li>■ Assign students to proofread each other’s texts a second time.</li> </ul>
Day 10	<u>6. Completion</u> Ability to submit final piece that meets expectations.	<u>Final Composition</u> Bravo, Turn in your composition.	<ul style="list-style-type: none"> <li>■ Fits the “Meets Expectations” category in the rubric for the teaching task.</li> </ul>	Celebrate!

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS

## Section 4: What Results?

### STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

#### OPTIONAL: CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Background to share with students (optional):	
Classroom assessment task	
Reading texts:	

#### INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

<b>LDC Informational/Explanatory Classroom Assessment MEETS EXPECTATIONS</b>	
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..
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.
Organization	Applies a generally effective multi-paragraph 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.
<b>NOT YET</b>	
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.
Organization	Applies an ineffective structure or doesn't use paragraphs; 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.

## Teacher Work Section

Here are added thoughts about teaching this module.

## Appendix

The attached materials support teaching this module.

Questions for Discussions on informational or technical texts:

- What can you know directly from the text? What can you infer?
- What does \_\_\_\_ (word or phrase) mean in this context?
- Why do you think the author chose these \_\_\_\_ (sources, points) to support his \_\_\_\_ (argument or explanation)?
- How does the author structure his argument?
- Is the author's logic structure inductive or deductive?
- How does the author structure his explanation?
- Does the author admit or infer any biases?
- Do you trust this author's point of view and why?
- What is missing, if anything?
- Would you recommend this \_\_\_\_ to a classmate? Why or why not?

Questions for Discussion on literary or imaginative texts (novels, short stories, poetry, drama, fantasy, science fiction, film):

- What is the author's/ director's intent in this work?
- Is the work clear or ambiguous?
- Is the work provocative or predictable?
- How does the author/director use language to convey meaning?
- What literary or artistic devices does the author/director use to engage the \_\_\_\_ (reader/listener/viewer)?
- Are the characters believable, why or why not?
- Which character makes the better choice, \_\_\_\_ or \_\_\_\_? Why?
- How does setting support the work?
- What is the plot line?
- Would you recommend this \_\_\_\_ to a classmate? Why or why not?