[Insert Title]

[Optional: Insert Art Work]

Information Sheet for Informational or Explanatory Teaching Task (Stand-Alone)

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

What Task?

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

TEXTS AND OTHER MATERIALS USED IN TEACHING TASK

TEXT/ OTHER MATERIAL	CITATIONS	COMMENTS

COMMON CORE STATE STANDARDS

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"BUILT-IN" READING STANDARDS	"WHEN APPROPRIATE" READING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
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.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6- Assess how point of view or purpose shapes the content and style of a text.	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.

10- Read and comprehend complex literary and informational texts independently and proficiently.	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" READING STANDARDS	"WHEN APPROPRIATE" READING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
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.	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.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.	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.

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	
NUMBER	CONTENT STANDARDS

TEACHING TASK RUBRIC (NFORMATIONAL 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.

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