



Literacy Design Collaborative: Template Tasks and Sample Prompts

Standard RL3 Grades 4-12

Note: Depending on the question and content of the task, these template tasks also address W1 or 2.

The LDC team received feedback from many teachers in the field seeking template tasks more tightly referencing the specific language of the common core state standards. Accordingly, we have created examples of possible LDC “CCSS-Language” template tasks for the community to review. If feedback is positive, our team will create a full complement of “CCSS-Language” template tasks on the LDC website.

Elementary

4. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you describe in depth _____ (a character, setting, or event), drawing on specific details _____ (e.g. characters thought, words, or actions).

Would you want Jesse Tuck to be your friend? After reading *Tuck Everlasting*, write a review in which you describe in depth Jesse Tuck’s character, drawing on specific details in this story.

5. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you compare and contrast _____ (two or more characters, settings, or events), drawing on specific details _____.

After reading *Bud, Not Buddy*, write a review in which you compare and contrast Bud and Calloway, drawing on specific details about their relationship.

Middle School

6. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you describe how the plot unfolds in a series of episodes as well as how _____ (character/s) respond/s or change/s as the plot moves toward a resolution.

In what ways does Anne become “older and wiser” in this play about her life? After reading *Anne Frank, a play*, write an essay in which you describe how the plot unfolds in a series of episodes as well as how Anne’s character changes as the plot moves toward a resolution.

7. (Insert optional question) After reading _____, write a _____ (essay or substitute) in which you analyze how _____ (elements of a story or drama) interact _____ (content).

After reading *Eleven* by Sandra Cisneros, write a critical review in which you analyze how the setting and plot interact to help create the story’s theme of self-discovery.



8. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you analyze how particular _____ (lines of dialogue or incidents) in _____ (story or drama) propel _____ (action, reveal aspects of a character, or provoke a decision).

After reading *Sorry, Wrong Number*, write an essay in which you analyze how particular lines of dialogue in this play propel provoke a decision in the last act.

High School

9-10. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you analyze how _____ (complex characters) develop over the course of the _____ (text), interact with other characters, and _____ (advance the plot or develop the theme)_____.

Why does Shakespeare call this play a “tragedy”? After reading *The Tragedy of Macbeth*, write an essay in which you analyze how Lady Macbeth and the King develop over the course of the play, interact with other characters, and develop the theme of tragic consequences.

11-12. (Insert optional question) After reading _____, write _____ (essay or substitute) in which you analyze the impact of the author’s _____ (e.g. stylistic, structural) choices regarding how the author develops and relates elements of _____ (story or drama).

Would you recommend this short story to friends? After reading Toni Morrison’s *The Bluest Eye*, write an essay in which you analyze the impact of stylistic choices regarding how Morrison develops and relates elements of her story.