**Strong Teaching Tasks are:**

* Are worthy of 2, 3 or 4 weeks of instruction
* Ask students to grapple with important content to the discipline
* Provide opportunities to read informational text of appropriate text complexity and content specific to the grade level
* Have students working in the most effective mode of discourse/text structure
* Evolve from a rigorous text-dependent question directly related to the content being taught
* Involve products written for an authentic audiences
* Stay true to the wording of the template task

**Important Note:**

Engage students in a balanced set of writing tasks over the course of the year

**Task A – Template Task Collection 2, Task 27 (Narrative Description)** After reading "My Grandmother is Waiting for Me to Come Home," "Slam, Dunk & Hook,"  "Dream Boogie" and  "Harlem", write an extended response in which you explain how you used poetic craft and structure moves of great poets in two or more original poems  and how they contribute to the poems' overall meaning. Support your discussion with evidence from the text(s). (7th Grade ELA)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task B - Template Task Collection 2, Task 13 (Informational/Description):** After researching texts on Photosynthesis, The Law of Conservation of Matter, and The Law of Conservation of  Energy, write an informational essay in which you describe how the photosynthetic process can be used to demonstrate both the Law of Conservation of Matter and the Law of Conservation of Energy. Support your discussion with evidence from your research. (8th Grade Science)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task C – Elementary Task Collection, Task 6 (Informational/Describe):** After reading “The Tortoise and the Hare,” write an essay that describes a time when you or someone you know faced seemingly impossible odds. (5th Grade ELA)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task D – Template Task Collection 2, Task 12 (Informational/Definition):** What is a river valley civilization? After reading informational texts on river valley civilizations, write an essay that argues what a river valley civilization is and explains how the civilization developed. Support your discussion with evidence from the texts. (6th Grade Social Studies)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task E – Template Task Collection 2, Task 21 (Informational/Analysis):** How does Shirley Jackson's choice of words and phrases in "The Lottery" impact the tone of the story?  After reading "The Lottery" by Shirley Jackson, write essay in which you analyze the impact of word choice on the story's tone, providing examples to clarify your analysis. (6th Grade ELA)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task F – Template Task Collection 2, Task 2 (Argumentation/Analysis):** Which should be our priority : human rights or national security? After reading Ask Me No Questions and various non-fiction articles on the Patriot Act, write an essay in which you address the question and argue a position. Support your position with evidence from the text(s).Be sure to acknowledge/refute competing views. (10th Grade ELA)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task G – Template Task Collection 2, Task 3 (Argumentation/Comparison):** After researching the 1948 Nobel Presentation Speech for the discovery of DDT and selected sections of Rachel Carson's "Silent Spring" on DDT, write an essay in which you compare the evidence about DDT’s impact from the speech and the book  and argue whether the pesticide discovery should have received the Nobel Prize. Support your position with evidence from your research. (7th-10th Grade Science)

**Rich: Y N**

**Explanation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**