**Strong Teaching Tasks are:**

* Are worthy of 2, 3 or 4 weeks of instruction
* Ask students to grapple with important content to the discipline
* Target grade specific Common Core literacy standards and content standards
* Evolve from a rigorous text-dependent question directly related to the content or standard(s)being taught
* 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 to demonstrate understanding and new knowledge
* Involve products written for an authentic audiences
* Stay true to the wording of the template task

**Important Note:**

When looked at cumulatively, strong teaching tasks engage students in a balanced set of rich writing tasks over the course of the year.

Copyright © 2013 Reach Associates

**Task a – Template Task Collection 3, Task A4 (Argumentation/Analysis):**

What is the best way for students to reduce their carbon footprint on the world?  After reading informational texts, participating in group investigations, and interacting with multimedia, write a letter to a 6th grade student in which you argue your position**.** Support your position with evidence from the text.

(9th Grade Science)

**Strong: Y N**

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

**Task b - Template Task Collection 3, Task IE2 (Informational/Description):**

Are effects of colonialism in Africa still seen today? After reading informational texts on Africa, write an essay in which you describe current issues of AIDS, hunger, genocide in Africa. Support your discussion with evidence from the texts. (8th–10th Grade Science)

**Strong: Y N**

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

**Task c - Template Task Collection 3, Task A5 (Argumentation/Comparison):**

Should schools be responsible for students’ health? After reading informational texts on adolescent obesity, write an essay in which you compare different ways schools to promote healthy lifestyles. Support your opinion with evidence from the texts. (5th Grade ELA)

**Strong: Y N**

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

**Task d – Template Task Collection 3, Task IE6 (Informational/Cause and Effect):**

After researching various informational resources on child labor, write an essay in which you examine the causes of child labor and explain the effects on the society. Support your discussion with evidence from the texts. Be sure to acknowledge; refute competing views. Give one example from past or current events to illustrate and clarify your position. What conclusions and implications can you draw? A bibliography is not required. (7th Grade Social Studies)

**Strong: Y N**

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

**Task e - Template Task Collection 3, Task IE4 (Informational/Analysis):**

How are mitochondria connected to the aging process? After reading "What if you didn't have to grow old?", write a report in which you analyze whether or not scientists should be altering the aging process. A bibliography is not required. (8th–10th Grade Science)

**Strong: Y N**

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