**R1**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R1 Anchor Standard:***

*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.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL1**  | **RI1** |
| K. [Insert question] After \_\_\_\_\_\_\_ (reading or listening to)\_\_\_\_\_\_ (literary text), \_\_\_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you answer the question.  | K. [Insert question] After \_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (informational text \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you answer the question.  |
| 1. [Insert question] After \_\_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you answer the question. | 1. [Insert question] After \_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you answer the question. |
| 2. [Insert question—to include who, what, where, when, why, and how] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you answer the question. | 2. [Insert question—to include who, what, where, when, why, and how] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you answer the question. |
| 3. [Insert question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you answer the question. Use evidence from the text to support your response. | 3. [Insert question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you answer the question. Use evidence from the text to support your response. |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you explain what the text says explicitly and when drawing inferences. Use details and examples from the text to support your response. | 4. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you explain what the text says explicitly and when drawing inferences. Use details and examples from the text to support your response. |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you quote accurately from the text when explaining what the text says explicitly and when drawing inferences.  | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you quote accurately from the text when explaining what the text says explicitly and when drawing inferences. |

**R2**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R2 Anchor Standard:***

*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL2**  | **RI/E2** |
| K. [Insert optional question] After \_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (literary text), \_\_\_\_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you retell the story. Use key details in your response. | K. [Insert optional question] After \_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify the main topic. Retell key details of the text. |
| 1. [Insert optional question] After \_\_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you retell the story. Use key details in your response.  | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you identify the main topic. Retell key details of the text. |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (literary text to include fables and folktales from diverse cultures), write \_\_\_\_\_\_ (product) in which you recount the story and determine its central message, lesson, or moral. | 2. [Insert optional question] After reading \_\_\_\_\_\_ (multi-paragraph informational text or specific paragraph), write \_\_\_\_\_\_ (product) in which you identify the \_\_\_\_\_ (main topic or focus). |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (literary text to include fables, folktales, and myths from diverse cultures), write \_\_\_\_\_\_ (product) in which you recount the story and determine the central message, lesson, or moral. Use key details in your response.  | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you determine the main idea of the text. Recount key details and explain how the key details support the main idea.  |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (literary text to include story, drama, or poem), write \_\_\_\_\_\_ (product) in which you determine the theme from details in the text. Include a summary of the text.  | 4. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you determine the main idea of the text and explain how key details support the main idea. Include a summary of the text.  |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (literary text to include story, drama, or poem), write \_\_\_\_\_\_ (product) in which you determine the theme. Include how characters in the text respond to challenges, or how the speaker in a poem reflects upon a topic. Include a summary of the text. | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you determine two or more main idea of the text and explain how key details support those main ideas. Include a summary of the text.  |

**R3**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R3 Anchor Standard:***

*Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL3**  | **RI/E3** |
| K. [Insert optional question] After \_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (literary text), \_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify a character, settings, or major events in the story. | K. [Insert optional question] After \_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (informational text), \_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text. |
| 1. [Insert optional question] After \_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you describe a character, setting, or major event in the story. Use key details in your response. | 1. [Insert optional question] After \_\_\_\_\_\_\_ (reading or listening to) \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text. |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you describe how a character responds to a major event or challenge. | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write\_\_\_\_\_\_ (product) in which you describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text. |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you describe a character in the story. Explain how the character’s actions contribute to the sequence of events. | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text. Use language that pertains to time, sequence, and cause/effect.  |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (story or drama), write \_\_\_\_\_\_ (product) in which you describe a character, setting, or event in depth. Use specific details from the text in your response. | 4. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why. Use specific information from the text in your response. |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (story or drama), write \_\_\_\_\_\_ (product) in which you compare and contrast two or more characters, settings, or events. Use specific details from the text in your response.  | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational text to include historical, scientific, or technical text), write \_\_\_\_\_\_ (product) in which you explain the relationship or interactions between two or more individuals, events, ideas, or concepts. Use specific information from the text in your response. |

**R4**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R4 Anchor Standard:*** *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.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

Teachers: Add words and/or phrases after the prompt.

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| **RL4** | **RI/E4** |
| K. [Insert question] After reading \_\_\_\_\_\_ (literary text) \_\_\_\_\_\_, (write/draw/dictate) \_\_\_\_\_\_ (product) in which you answer the question. \_\_\_\_\_\_ (words and/or phrases) | K. [Insert question] After reading \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you answer the question. \_\_\_\_\_\_ (words and/or phrases) |
| 1. [Insert optional question] After reading \_\_\_\_\_\_ (story or poem), write \_\_\_\_\_\_ (product) in which you identify words and phrases that suggest feelings or appeal to the senses. \_\_\_\_\_\_ (words and/or phrases) | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you determine or clarify the meaning of words and phrases in the text. \_\_\_\_\_\_ (words and/or phrases) |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (story, poem, or song), write \_\_\_\_\_\_ (product) in which you describe how words and phrases help create rhythm and meaning. \_\_\_\_\_\_ (words and/or phrases) | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text relevant to a Grade 2 topic or subject area), write \_\_\_\_\_\_ (product) in which you determine the meaning of words and phrases in the text. \_\_\_\_\_\_ (words and/or phrases) |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you determine the meaning of words and phrases as they are used in the text. Distinguish literal from nonliteral language. \_\_\_\_\_\_ (words and/or phrases) | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text relevant to a Grade 3 topic or subject area), write \_\_\_\_ (product) in which you determine the meaning of general academic and domain specific words and phrases as they are used in the text. \_\_\_\_\_\_ (words and/or phrases) |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you determine the meaning of words and phrases as they are used in the text. \_\_\_\_\_\_ (words and/or phrases to include those that allude to significant characters found in mythology) | 4. [Insert optional question] After reading \_\_\_\_\_\_ (informational text relevant to a Grade 4 topic or subject area), write \_\_\_\_ (product) in which you determine the meaning of general academic and domain specific words and phrases as they are used in the text. \_\_\_\_\_\_ (words and/or phrases) |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you determine the meaning of words and phrases as they are used in the text. \_\_\_\_\_\_ (words and/or phrases to include figurative language such as metaphors and similes) | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational text relevant to a Grade 5 topic or subject area), write \_\_\_\_ (product) in which you determine the meaning of words and phrases as they are used in the text. \_\_\_\_\_\_ (words and/or phrases to include general academic and domain specific words and phrases) |

**R5**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R5 Anchor Standard:***

*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.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL5** | **RI/E5** |
| K. [Insert optional question] After reading \_\_\_\_\_\_ (literary text/s), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify what type of text it is. | K. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify the front cover, back cover, and title page of the book. |
| 1. [Insert optional question] After reading \_\_\_\_\_\_ (literary text/s to include a wide reading of a range of text types), write \_\_\_\_\_\_ (product) in which you explain major differences between books that tell stories and books that give information. | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text.  |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (story), write \_\_\_\_\_\_ (product) in which you describe the overall structure of the story. Include a description of how the beginning introduces the story and the ending concludes the action. | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text. |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (story, drama, or poem), write \_\_\_\_\_\_ (product) in which you refer to parts of the text and describe how each successive part builds on earlier sections. Use terms such as chapter, scene, and stanza in your response. | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Use language that pertains to time, sequence, and cause/effect. |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (several poems, dramas, and/ prose texts), write \_\_\_\_\_\_ (product) in which you explain major differences between the texts and refer to the structural elements. | 4. [Insert optional question] After reading \_\_\_\_\_\_ (historical, scientific, or technical text), write \_\_\_\_\_\_ (product) in which you explain events, procedures, ideas, or concepts. Include what happened and why, based on specific information in the text.  |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (story, drama, or poem), write \_\_\_\_\_\_ (product) in which you explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of the text. | 5. [Insert optional question] After reading \_\_\_\_\_\_ (historical, scientific, or technical text), write \_\_\_\_\_\_ (product) in which you explain the relationship between two or more individuals, events, ideas, or concepts, based on specific information in the text.  |

**R6**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R6 Anchor Standard:***

*Assess how point of view or purpose shapes the content and style of a text.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL6** | **RI/E6** |
| K. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you name the author and illustrator of the story. Define what the author and illustrator do in telling the story.  | K. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you name the author and illustrator. Define the role of the author and illustrator in telling the story. |
| 1. [Insert optional question] After reading \_\_\_\_\_\_ (story), write \_\_\_\_\_\_ (product) in which you identify who is telling the story at various points in the text. | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you distinguish between information from the pictures and illustrations and information from the words in the text.  |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you acknowledge differences in the points of view of character/s. Speak in a different voice for each character when reading dialogue aloud. | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you identify the main purpose of the text. Include what the author wants to answer, explain, or describe. |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you distinguish your own point of view from that of the narrator or characters. | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you distinguish your own point of view from that of the author of the text. |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (stories to include first- and third- person narrations), write \_\_\_\_\_\_ (product) in which you compare and contrast the point of view from which they are narrated. | 4. [Insert optional question] After reading \_\_\_\_\_\_\_\_\_\_ (firsthand account and secondhand account of the same event or topic), write \_\_\_\_\_\_ (product) in which you compare and contrast the accounts. Describe the difference in focus and the information provided.  |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (literary text), write \_\_\_\_\_\_ (product) in which you describe how a narrator or speaker’s point of view influences how events are described. | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational texts), write \_\_\_\_\_\_ (product) in which you analyze multiple accounts of the same event or topic. Note similarities and differences in the point of view they represent. |

**R7**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R7 Anchor Standard:***

*Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL7** | **RI/E7** |
| K. [Insert optional question] After reading \_\_\_\_\_\_ (story), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you describe the relationship between illustrations and the story. | K. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you describe the relationship between illustrations and the text.  |
| 1. [Insert optional question] After reading \_\_\_\_\_\_ (story), write \_\_\_\_\_\_ (product) in which you use illustrations in the story to describe its characters, setting, or events. | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you use illustrations and details in the text to describe its key ideas. |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (print or digital text), write \_\_\_\_\_\_ (product) in which you use information gained from the illustrations and words to demonstrate understanding of characters, setting, or plot. | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you explain how specific images contribute to and clarify the text. |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (story), write \_\_\_\_\_\_ (product) in which you explain how specific aspects of the text’s illustrations contribute to what is conveyed by the words in the story. | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you use information gained from illustrations and the words in the text to demonstrate understanding of the text.  |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (story or drama) and \_\_\_\_\_\_\_\_ (visual or oral presentation of the text), write \_\_\_\_\_\_ (product) in which you make connections between them and identify where each version reflects specific descriptions and directions in the text. | 4. [Insert optional question] After reading or viewing \_\_\_\_\_\_ (informational text, or visual, oral, or quantitative information such as charts, graphs, diagrams, time lines, animations, or interactive elements on web pages), write \_\_\_\_\_\_ (product) in which you interpret the information and explain how the information contributes to an understanding of the text in which it appears.  |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (literary or multimedia text), write \_\_\_\_\_\_ (product) in which you analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of the text. | 5. [Insert optional question] After reading \_\_\_\_\_\_ (multiple print or digital sources), write \_\_\_\_\_\_ (product) in which you draw on information to answer a question quickly or to solve a problem efficiently. |

**R8**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R8 Anchor Standard:***

*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.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL8** | **RI/E8** |
| Not applicable to literature | K. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify the reasons the author gives to support points in the text.  |
| Not applicable to literature | 1. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you identify the reasons the author gives to support points in the text.  |
| Not applicable to literature | 2. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe how reasons support specific points the author makes in the text. |
| Not applicable to literature | 3. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you describe the logical connections between particular sentences and paragraphs in the text. |
| Not applicable to literature | 4. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you explain how an author uses reasons and evidence to support particular points in the text.  |
| Not applicable to literature | 5. [Insert optional question] After reading \_\_\_\_\_\_ (informational text), write \_\_\_\_\_\_ (product) in which you explain how an author uses reasons and evidence to support particular points in the text. Identify which reasons and evidence support which points.  |

**R9**

***LDC Task Templates by Discipline (CCSS Version) Writing in Response to R9 Anchor Standard:***

*Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

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| **RL9** | **RI/E9** |
| K. [Insert optional question] After reading \_\_\_\_\_\_ (familiar stories), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you compare and contrast the adventures and experiences of characters. | K. [Insert optional question] After reading \_\_\_\_\_\_ (two informational texts on the same topic), \_\_\_\_\_\_ (write/draw/dictate) \_\_\_\_\_\_ (product) in which you identify what’s similar and what’s different between the two texts.  |
| 1. [Insert optional question] After reading \_\_\_\_\_\_ (stories), write \_\_\_\_\_\_ (product) in which you compare and contrast the adventures and experiences of the characters. | 1. [Insert optional question] After reading \_\_\_\_\_\_ (two informational texts on the same topic), write \_\_\_\_\_\_ (product) in which you identify what’s similar and what’s different between the two texts. |
| 2. [Insert optional question] After reading \_\_\_\_\_\_ (two or more versions of the same story by different author or from different cultures), write \_\_\_\_\_\_ (product) in which you compare and contrast the two versions.  | 2. [Insert optional question] After reading \_\_\_\_\_\_ (two informational texts on the same topic), write \_\_\_\_\_\_ (product) in which you compare and contrast the most important points presented by the two texts. |
| 3. [Insert optional question] After reading \_\_\_\_\_\_ (stories by the same author about the same or similar characters), write \_\_\_\_\_\_ (product) in which you compare and contrast the themes, settings, and plots. | 3. [Insert optional question] After reading \_\_\_\_\_\_ (two informational texts on the same topic), write \_\_\_\_\_\_ (product) in which you compare and contrast the most important points and key details presented in the two texts. |
| 4. [Insert optional question] After reading \_\_\_\_\_\_ (stories, myths, traditional literature from different cultures), write \_\_\_\_\_\_ (product) in which you compare and contrast the treatment of similar themes and topics and patterns of events. | 4. [Insert optional question] After reading \_\_\_\_\_\_ (two informational texts on the same topic), write \_\_\_\_\_\_ (product) in which you integrate information in order to write or speak about the subject knowledgeably. |
| 5. [Insert optional question] After reading \_\_\_\_\_\_ (stories in the same genre), write \_\_\_\_\_\_ (product) in which you compare and contrast their approaches to similar themes and topics. | 5. [Insert optional question] After reading \_\_\_\_\_\_ (several informational texts on the same topic), write \_\_\_\_\_\_ (product) in which you integrate information in order to write or speak about the subject knowledgeably. |