



# 3<sup>rd</sup> Grade Guidance for Literacy Task Design

(Literacy tasks are designed to be at the core of all multi day lessons/units).



# Third Grade Literacy Task Design Guide

The purpose of providing guidance for designing literacy tasks is to provide classroom teachers with crucial steps in designing high quality student learning tasks that integrate reading, writing and thinking skills aligned with the standards. This document provides guidance into the necessary steps of task design. Literacy Tasks should be a part of multi-day lessons and units in order to integrate and implement the standards.

## Steps for Designing Literacy Tasks

### Step 1

**Determine the focus of the task. Standards can be clustered to help drive a number of key components of multi-day lessons/units. (For example, essential questions, assessments, writing to reading prompts, etc.) Examples of ways standards can be clustered for a task are as follows:**

#### Literature Task

- Author’s study including analysis of illustrations (RL.1 & 9)
- Characterization in a story RL.1 & 3
- Analysis of the contribution of illustrations (RL.1 & 7)
- Central idea/lesson of literature from diverse cultures (RL.1 & 2)

#### Informational/Research Text Task

- Analyzing a relationship between a series of concepts (RI. 1 & 3)
- Analyzing the role of illustrations (RI. 1 & 7)
- Comparing and contrasting important points/key details (RI. 1 & 9)

#### Narrative Text Task

- Narrative Story where students will
  - Write to a prompt that will address any combination of RL and RI standards 1, 2, 3, 4, 5, 7 or 9.
- Narrative Description where students will
  - Write to a prompt that will address any combination of RI standards 1, 2, 3, 4, 5, 7, or 9.

### Step 2

**Determine anchor text and coordinating texts/multimedia to accompany the anchor text.**  
See page 6 of this document for text resources.

<b>Literary Analysis Task</b>	<b>Anchor Text</b> 	+	<b>Coordinating Text</b> 		
	<b>Anchor Text</b> 	+	<b>Coordinating Text</b> 		
<b>Research Simulation Task</b>	<b>Anchor Text</b> 	+	<b>Coordinating Text</b> 	+	<b>Coordinating Text</b> 
	<b>Anchor Text</b> 	+	<b>Coordinating Text</b> 	+	<b>Coordinating Text</b> 
<b>Narrative Task</b>	<b>Anchor Text</b> 				

### Step #3

## Develop questions for each text using the reading standards and evidence tables for 3<sup>rd</sup> grade.

Question Guidance: <http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions>

**Question Consideration:** Transform the following *Reading Standard Evidence Statements* into questions/tasks/activities throughout the unit.

RI.1	<input type="checkbox"/> Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.	RL.1	<input type="checkbox"/> Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2	<input type="checkbox"/> Provides a statement of the main idea of a text. <input type="checkbox"/> Provides a recounting of key details in a text. <input type="checkbox"/> Provides an explanation of how key details in a text support the main idea.	RL.2	<input type="checkbox"/> Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. <input type="checkbox"/> Provides a statement of the central message, lesson, or moral in a text. <input type="checkbox"/> Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.
RI.3	<input type="checkbox"/> Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. <input type="checkbox"/> Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. <input type="checkbox"/> Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.	RL.3	<input type="checkbox"/> Provides a description of characters in a story (e.g., their traits, motivations, or feelings). <input type="checkbox"/> Provides an explanation of how characters' actions contribute to the sequence of events.
RI.4	<input type="checkbox"/> Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. <input type="checkbox"/> Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	RL.4	<input type="checkbox"/> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. <input type="checkbox"/> Distinguishes literal from nonliteral language.
RI.5	<input type="checkbox"/> Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). <input type="checkbox"/> Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).	RL.5	<input type="checkbox"/> Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. <input type="checkbox"/> Provides a description of how each successive part of a text builds on earlier sections.
RI.6	<input type="checkbox"/> Distinguish their own point of view from that of the author of a text. (There is no evidence statement for this standard. Use the language of the standard to develop a question.)	RL.6	<input type="checkbox"/> Distinguish their own point of view from that of the narrator or those of the characters.
RI.7	<input type="checkbox"/> Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur)	RL.7	<input type="checkbox"/> Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).
RI.8	<input type="checkbox"/> Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		There is not a standard #8 for Literature.
RI.9	<input type="checkbox"/> Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.	RL.9	<input type="checkbox"/> Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). <input type="checkbox"/> Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series). <input type="checkbox"/> Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Standard #10 is not listed above as it is a compilation of all standards 1-9 which expects students to be able to read and comprehend complex texts by the end of the year.

The following evidence statements are from the Language Standards and target vocabulary.

L.4	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul>
L.5	<ul style="list-style-type: none"> <li>Provides distinctions between the literal and nonliteral meanings of words and phrases.</li> <li>Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard)</li> <li>Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> </ul>
L.6	<ul style="list-style-type: none"> <li>Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</li> </ul>

## Step 4

**Determine what type of writing required by students to show understanding of content we want students to do during and/or after to show understanding.**

When creating prompts, return to step 1 to view clustered standards.

The following table describes two main categories of writing that can be used with literacy tasks that meet the requirements of the Standards. The table also shares writing types that prepare students for assessments by requiring students to read texts, answer questions about texts and write to a prompt.

<h3 style="text-align: center;">On Demand Writing</h3> <p style="text-align: center;"><b>(any writing tasks that do not complete all steps of the writing process)</b></p> <p>This type of writing is viewed as impromptu and will most likely not be as polished as responses written over longer periods of time. The main purpose for this type of writing is to demonstrate comprehension/record evidence of learning. It can be easily adapted to process writing by allowing students ample time for revising and editing.</p>		
<b>Literary Analysis Task</b> (St. #1 & #2) <i>See example on page 5.</i>	Students will read literature selections, answer a series of questions from each text and synthesize in order to write to the provided prompt.	Student's writings must show comprehension of key ideas and details as well as written expression and knowledge of language and conventions.
<b>Research Simulation Task</b> (St. #2) <i>See example on page 5.</i>	Students will analyze an informational topic presented through several articles or multimedia stimuli. The first text will be an anchor text that introduces the topic. Students will engage with texts, answer a series of questions from each text and synthesize the information from these sources in order to write two analytic essays.	
<b>Narrative Tasks</b> (St. #3) <i>See example on page 5.</i>	After reading a literary or informational selection, students will be asked to respond in writing to a prompt that asks them to continue a narrative story or write a narrative description.	
<h3 style="text-align: center;">Process Writing</h3> <p style="text-align: center;">These types of writing provide students opportunities to revise, edit and publish their work.</p>		
<b>Opinion Writing</b> (St. #1) Reviews Essays, Reports, etc...	Students should write opinions on topics or texts, supporting a point of view with reasons and information.	The writing types described here are writings that take place over multiple days or time frames. The rubrics used for these types of writing ask students to use the entire writing process. Some options for a rubric can be found at <a href="http://www.illinoisliteracyinaction.org/">www.illinoisliteracyinaction.org/</a> . Select a grade level and click on rubrics.
<b>Informative/ Explanatory Writing</b> (St. #2) Research Papers Reports, Essays Paragraphs,	Students should write Informative/explanatory texts to examine a topic and convey ideas and information clearly. There are slight differences between informative and explanatory writing. <b>Informative writing</b> educates readers by imparting straightforward information and facts, but never personal opinions <b>Explanatory writing</b> imparts information, shares ideas and provides explanations and evidence.	
<b>Narrative Writing</b> (St. #3) Creative Writing. Poetry Stories, etc...	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

# Task Templates

The following are samples of one way to provide direction for students as they engage with a Literacy task.

## Literacy Analysis Task

“Today you will read and think about the passage from the (novel, story, fable, or other) titled \_\_\_\_\_ and the (novel, story, fable, or other) \_\_\_\_\_. As you read these texts, you will gather information and answer questions about \_\_\_\_\_ (the question will tie back to the reading standards) so you can write an essay.

You have read the passages from \_\_\_\_\_ and \_\_\_\_\_.” Write an essay that \_\_\_\_\_ (relates back to the question at the beginning in the first part). Support responses with evidence from each source and explain the evidence.

### Classroom Sample

Write an essay that explains how Old Mother’s West Wind and the Sandwich’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

## Research Simulation Task

Today you will research \_\_\_\_\_ and consider texts and/or videos to support different purposes. First you will read a passage that \_\_\_\_\_. Next, you will watch a video clip about \_\_\_\_\_. Finally, you will read a text that explains how \_\_\_\_\_. As you review these sources, think about \_\_\_\_\_.

“You have learned about \_\_\_\_\_ by reading two documents, \_\_\_\_\_ and \_\_\_\_\_, and viewing a video clip titled \_\_\_\_\_. Write an essay that \_\_\_\_\_ (relates back to the question asked in the first part. Support responses with evidence from each source and explain the evidence.

### Classroom Sample

Using information from the articles and video, describe how each source helps clean up oil spills. Use evidence from the articles and the video to support your answer.

## Narrative Task

Today you will read a passage from a story or informational text titled \_\_\_\_\_. As you read, pay close attention to \_\_\_\_\_ (students will be looking at a specific skill that ties back to the reading standards) to prepare to write \_\_\_\_\_.

### Classroom Sample

After reading the story about Derrick’s first camping trip, write Derrick’s journal entry about the trip. Include information about how the characters responded to the events in the story as you write the journal entry.

Resources for step 2.

## Online Resources for Text/Text Sets

There are a number of resources available for texts online. Here are a few:

- **Readworks** – [www.readworks.org](http://www.readworks.org): ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, **for free**, to be shared broadly.
- **Newsela** – [www.newsela.com](http://www.newsela.com): Newsela is a free resource that presents articles on a range of topics such as: War and Peace, Science, Kids, Money, Law, Health, Arts, and Sports. The system enables you to convert the articles into higher or lower Lexiles so you can use them with any grade from 3-12.
- **TextProject** – [www.textproject.org](http://www.textproject.org): This website has high-quality student texts and teacher guides that are all available for free download. There are texts for students, vocabulary lessons and lists, professional development modules and videos - a world of open-access resources for teachers.
- **Scholastic Resources:**
  - Myths – <http://www.scholastic.com/teachers/unit/myths-everything-you-need>  
<http://www.scholastic.com/teachers/lesson-plan/fabulous-fun-greek-myths>
- **American Folklore** – [www.americanfolklore.net](http://www.americanfolklore.net): This site offers the text for a number of different folktales for use in the classroom. American Folklore features retold folktales from all 50 states.
- **Education World** - [http://www.educationworld.com/a\\_lesson/lesson/lesson279.shtml](http://www.educationworld.com/a_lesson/lesson/lesson279.shtml): Education World offers teachers lessons for teaching about fables, fairy tales, folktales, legends, myths and tall tales.
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources. 3<sup>rd</sup> Grade Primary Source Information:  
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=3&su=Language+Arts&loid=&formLocation>

