



# 2<sup>nd</sup> Grade Guidance for Literacy Task Design

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



## Second Grade Literacy Task Design

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

- Compare and contrast two or more versions of the same story. (RL.1 & 9)
- Describe how characters respond to major events and challenges. (RL.1 & 3)
- Use illustrations and words to demonstrate understanding of characters/setting/plot. (RL.1 & 7)
- Recount stories and determine the central message, lesson or moral. (RL.1 & 2)

##### Informational/Research Text Task

- Describe the connection between events, ideas or pieces or specific paragraphs in a text. (RI. 1 & 3)
- Explain how images (diagram, illustration, etc...) contributes to the text. (RI. 1 & 7)
- Compare and contrast the most important points presented by two texts on the same topic. (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>	
	Read Aloud Novel Segment 	+		Poem
	<b>Anchor Text</b>		<b>Coordinating Text</b>	
	Story 	+		Read Aloud
<b>Research Simulation Task</b>	<b>Anchor Text</b>		<b>Coordinating Text</b>	
	 Read Aloud	+	 Video	+
			 Classroom Speaker	
	<b>Anchor Text</b>		<b>Coordinating Text</b>	
	 Article	+	 Interview with Guest	+
			 Video Clip	
<b>Narrative Task</b>	<b>Anchor Text</b>			
	 Novel/Story Segment			

**Step #3****Develop questions for each text using the reading standards.**

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

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

RI.1	<input type="checkbox"/> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	RL.1	<input type="checkbox"/> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2	<input type="checkbox"/> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2	<input type="checkbox"/> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RI.3	<input type="checkbox"/> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.3	<input type="checkbox"/> Describe how characters in a story respond to major events and challenges.
RI.4	<input type="checkbox"/> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RL.4	<input type="checkbox"/> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RI.5	<input type="checkbox"/> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RL.5	<input type="checkbox"/> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.6	<input type="checkbox"/> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RL.6	<input type="checkbox"/> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.7	<input type="checkbox"/> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.7	<input type="checkbox"/> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.8	<input type="checkbox"/> Describe how reasons support specific points the author makes in a text.	RL.8	<input type="checkbox"/> (RL.2.8 not applicable to literature)
RI.9	<input type="checkbox"/> Compare and contrast the most important points presented by two texts on the same topic.	RL.9	<input type="checkbox"/> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Standard #10 is not listed above as it is a compilation of all standards 1-9 which expects students to be able to read appropriately complex texts by the end of 2<sup>nd</sup> grade band proficiently, with scaffolding as needed at the high end of the range.

**The following Language Standards target vocabulary.**

L.4	<input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (See specific strategies under the main standard of L.4).
L.5	<input type="checkbox"/> Demonstrate understanding of word relationships and nuances in word meanings. (See specific strategies under the main standard of L.5).
L.6	<input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**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.

### So What is On Demand Writing?

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 what students have read/learned, etc.. It can be easily adapted to process writing by allowing students ample time for revising and editing.

<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.	

### So What is Process Writing?

These types of writing provide students opportunities to revise, edit and publish their work.

<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, "How To" writing, etc..	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 are going to listen to the text “ \_\_\_\_\_ ” and form an opinion about \_\_\_\_\_ . Next, discuss the text with a partner, and read another text with a partner about “ \_\_\_\_\_ ? ” After hearing both texts, think about the question again, “ \_\_\_\_\_ ? ” Explain your thinking to a partner. Be sure to use facts and reasons when explaining your opinion. Now write your opinion with reasons.

### Classroom Sample

Think about the question, “Which kinds of pet is best, a cat or a dog?” Now listen to the story I will read aloud. Think about the question again. Which kind of pet is best, a cat or a dog? Now, think and decide which the pet is best. Tell a partner which pet you chose. Then, tell your partner WHY you picked that pet.

Now, read the article, “Dog or Cat?” with a partner. Now that you have some more information, think about the question again. “Which kind of pet is best, a cat or a dog?” Explain your thinking to a partner. Now write and be sure to use facts and reasons when explaining your opinion.

## Research Simulation Task

Today, you are going to get ready to write an informative piece to answer this question “ \_\_\_\_\_ ? ” First we are going to watch the video, “ \_\_\_\_\_ . ” Discuss this question again with your classmate. Next we will listen to a Reader’s Theater and add information we learn to a graphic organizer to collect our ideas.

### Classroom Sample

Today, you are going to get ready to write an informative piece to answer this question: What can you do to save water? We will listen to a read aloud, and watch a video about saving water. Then you will collect create a graphic organizer and write an informational piece titled “How to Save Water.”

## Narrative Task

Today we are going to look at a painting. (Show the painting of \_\_\_\_\_ .) Share the prompt, “What do you see happening in the picture?” Allow 3 minutes for students to turn and talk about what they see to a partner.

Explain that each student is to write a story about what might be happening in this picture. Go over the prompt together again and clarify the directions

### Classroom Sample

Write a story about what may be happening in this painting (3 cats and a dog). Your story may be realistic or imaginative. Write as much as you can.

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.
- **Lit for Kids** is a website dedicated to kids, books, families and a LOVE of reading. This website provides a number of ideas for instilling in kids a love of reading and making it part of their lives.  
<https://litforkids.wordpress.com/readers-by-age/early-readers/>
- **Beyond Penguins and Polar Bears** – <http://beyondpenguins.ehe.osu.edu> *Beyond Penguins and Polar Bears* is an online professional development magazine which focuses on preparing elementary teachers to teach polar science concepts while also integrating inquiry-based science and literacy instruction. In addition you can find multimedia resources such as [podcasts](#) and [electronic books](#) for student use.
- **Beyond Weather and the Water Cycle** - <http://beyondweather.ehe.osu.edu/> *Beyond Weather and the Water Cycle* is an online professional development magazine which focuses on preparing elementary teachers to teach climate science concepts while also integrating inquiry-based science and literacy instruction. A number of digital resources delivered through an online magazine format including differentiated, engaging informational texts are provided.
- **Giggle Poetry** - This website explains how to write poems, offers contests for young writers, features interviews with poets, and includes an assortment of poems for kids to read and rate. [www.gigglepoetry.com](http://www.gigglepoetry.com)
- **Library of Congress** - <http://www.loc.gov/teachers/>: The Library of Congress offers classroom materials to help teachers effectively use primary sources. 2<sup>nd</sup> Grade Primary Source Information:  
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=2&su=Language+Arts&loid=&formLocation=>

