



Kindergarten Guidance for Literacy Task Design

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



Kindergarten 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

- With prompting and support compare and contrast the adventures and experiences of character in familiar stories. (RL.1 & 9)
- With prompting and support identify characters/settings/major events in a story. RL.1 & 3
- With prompting and support describe the relationship between illustrations and the story. (RL.1 & 7)
- With prompting and support, retell familiar stories with key details. (RL.1 & 2)

Informational/Research Text Task

- With prompting and support, describe the connection between two individuals/events/ideas/or pieces of information in a text. (RI. 1 & 3)
- With prompting and support, describe the relationships between illustrations and the text. (RI. 1 & 7)
- With prompting and support, identify basic similarities and differences between 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.

Literary Analysis Task	<p>Anchor Text Read Aloud Novel Segment</p> 	+	<p>Coordinating Text Photo</p> 		
	<p>Anchor Text Read Aloud Story</p> 	+	<p>Coordinating Text Poem - Read Aloud</p> 		
Research Simulation Task	<p>Anchor Text Read Aloud</p> 	+	<p>Coordinating Text Video</p> 	+	<p>Coordinating Text Classroom Speaker</p> 
	<p>Anchor Text Read Aloud Article</p> 	+	<p>Coordinating Text Interview with Guest</p> 	+	<p>Coordinating Text Video Clip</p> 
Narrative Task	<p>Anchor Text Read Aloud Novel/Story Segment</p> 				

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"/> With prompting and support, ask and answer questions about key details in a text.	RL.1	<input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text.
RI.2	<input type="checkbox"/> With prompting and support, identify the main topic and retell key details of a text	RL.2	<input type="checkbox"/> With prompting and support, retell familiar stories, including key details.
RI.3	<input type="checkbox"/> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.3	<input type="checkbox"/> With prompting and support, identify characters, settings, and major events in a story.
RI.4	<input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text.	RL.4	<input type="checkbox"/> Ask and answer questions about unknown words in a text.
RI.5	<input type="checkbox"/> Identify the front cover, back cover, and title page of a book.	RL.5	<input type="checkbox"/> Recognize common types of texts (e.g., storybooks, poems).
RI.6	<input type="checkbox"/> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RL.6	<input type="checkbox"/> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.7	<input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RL.7	<input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.8	<input type="checkbox"/> With prompting and support, identify the reasons an author gives to support points in a text.	RI.8	<input type="checkbox"/> (RL.K.8 not applicable to literature)
RI.9	<input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.9	<input type="checkbox"/> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Standard #10 is not listed above as it is a compilation of all standards 1-9 which expects students to be able to engage in group reading activities with purpose and understanding.

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 kindergarten reading and content. (See standards under L.4 for specific strategies.)
L.5	<input type="checkbox"/> With guidance and support from adults, explore word relationships and nuances in word meanings. (See standards under L.5 for specific strategies.)
L.6	<input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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 through read-alouds. It can be easily adapted to process writing by allowing students ample time for revising and editing.

Literary Analysis Task (Writing St. #1 & #2) <i>See example on page 5.</i>	Students will listen to/read literature selections/videos, etc...and , answer a series of questions and finally write/draw/dictate 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.
Research Simulation Task (Writing St. #2) <i>See example on page 5.</i>	Students will write/draw/dictate about texts that they have read or have been read to. This can also include videos, guest speakers, photographs, etc.... The goal is to have students put together information from more than one source and write about it.	
Narrative Tasks (Writing St. #3) <i>See example on page 5.</i>	After hearing a story segment/novel segment or informational text, students will be asked to respond in writing to a prompt that asks them to continue a narrative story or write a narrative description. They can write, draw, or dictate their response.	

So What is Process Writing?

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

Opinion Writing (St. #1) Reviews Essays, Reports, etc...	Students should write/draw/dictate their opinions on topics or texts, and when possible provide reasons.	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 www.illinoisliteracyinaction.org/ . Select a grade level and click on rubrics.
Informative/ Explanatory Writing (St. #2) Research Papers Reports, Essays Paragraphs, "How To" writing, etc..	Students should write/draw/dictate Informative/explanatory texts to examine a topic and convey ideas and information clearly. There are slight differences between informative and explanatory writing. Informative writing educates readers by imparting straightforward information and facts, but never personal opinions Explanatory writing imparts information, shares ideas and provides explanations and evidence.	
Narrative Writing (St. #3) Creative Writing. Poetry Stories, etc...	Write/draw/dictate 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 read/listen to the text _____. (Provide each student with a copy of the prompt and the story.) I will read the text aloud as you read along silently if they are able). The teacher should feel comfortable re-reading, explaining, or clarifying directions as needed.

Prompt: What pet is best for you, a cat or a dog? Why?

Classroom Sample

Today, you are going to get ready to write an opinion piece that answers this question: Which kind of pet is best, a cat or a dog?

Write your answer. Be sure to pick either a cat or a dog and explain why this kind of pet is best. You may look back in the story for ideas. Write as much as you can. Use as much paper as you need.

Research Simulation Task

Today, you are going to use what you have learned to write an informative piece to answer this question, “_____” We will then watch the video, “_____” to give us more information about the topic.

Discuss this question briefly with your classmates: “_____?”

Turn and talk to a partner about what you could do to _____.

Fold a piece of paper into quarters. Pick at least four things _____ (this will help students begin to formulate their ideas). Draw a picture of each. Now write. Be sure to give lots of examples and explain how _____.

Classroom Sample

“What can you do to save water?” Look back at _____ for ideas. Write as much as you can.

Narrative Task

Today we are going to look at a painting. (Show the painting of _____.) What do you see happening in the picture? Now take a few minutes to turn and talk about what you see to a partner. (It can be real or imaginary). Let’s read the prompt under the picture together and begin to write.

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: 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
- **Favorite Books for Kindergartners**
<http://www.greatschools.org/cgi-bin/showarticle/622/>

