

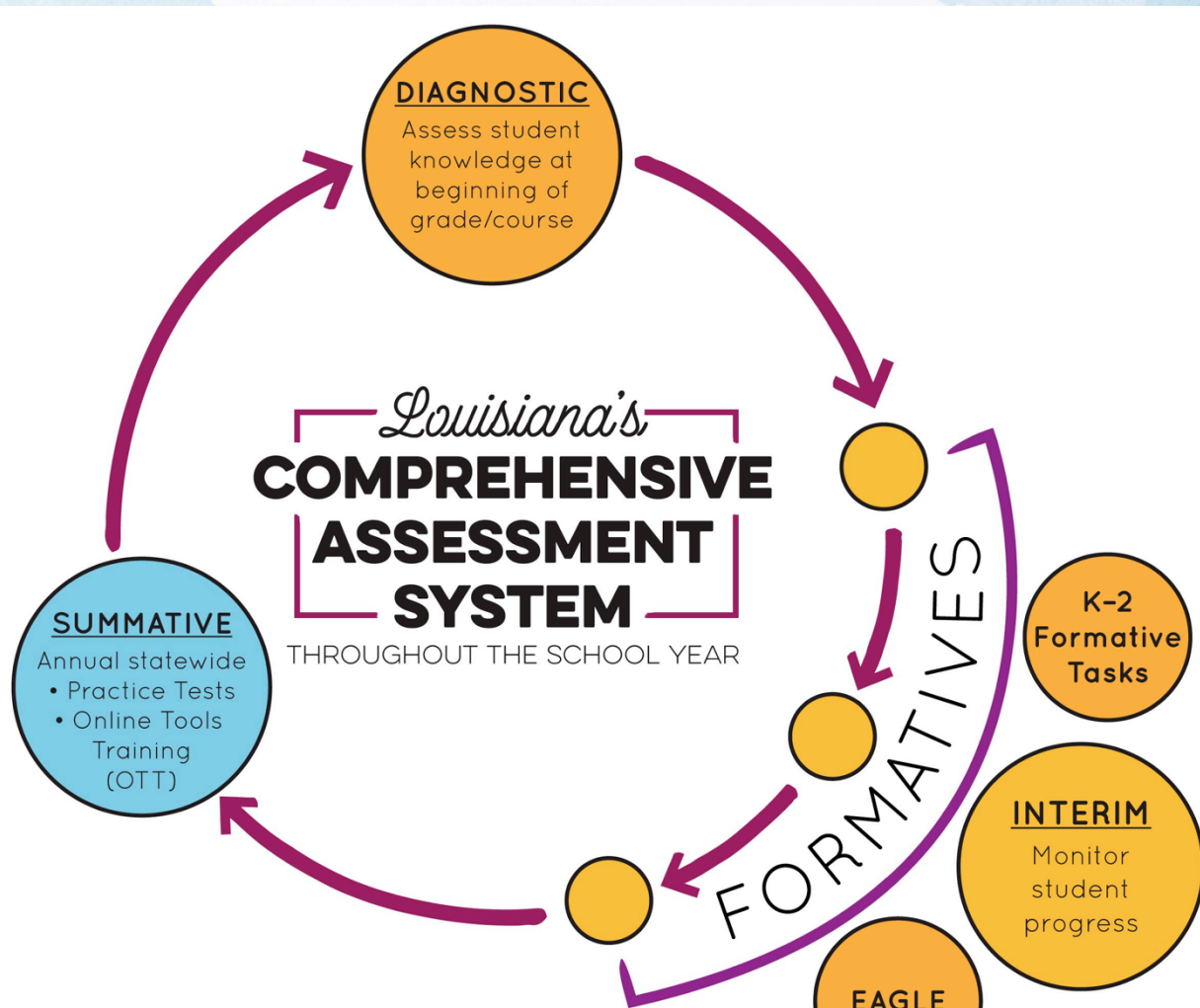
Louisiana Believes

K-2 ELA Formative Tasks

Session Objectives

By the end of this session, participants will be able to:

- Explain key components of the K-2 ELA Formative Tasks.
- Use student writing samples from the tasks to develop potential next steps for instruction.
- Develop a plan for incorporating the tasks (or task components) into existing structures.



LEGEND

LEAP 2025	LEAP 360
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Keep in mind...

The main intent of the K-2 tasks is to:

- Engage students in learning opportunities directly linked to learning goals.
- Provide information to help inform next steps of instruction.

K-2 Formative Tasks: Getting Started

The K-2 formative tasks are available to district and school users from eDIRECT, the administrative portal for statewide assessments.

Follow these steps to access the tasks:

1. Use a web browser to navigate to the eDIRECT website at <https://la.drccdirect.com>.
2. Log in with their **Username** and **Password**.
3. Click on **All Applications**.
4. Select **K-2 Formative** from the top navigation menu.



Welcome to eDIRECT

Congratulations, you have successfully logged on to eDIRECT!

K-2 Tasks

KINDERGARTEN					
Literature			Informational		
1	2	3	1	2	3
<i>Mouse Count & “The Diamondback Rattlesnake”</i>	<i>999 Tadpoles</i>	<i>George Flies South</i>	<i>Snakes</i>	<i>Snakes & Amazing Animals: Snakes</i>	<i>Me...Jane</i>

Grade 1					
Literature			Informational		
1	2	3	1	2	3
<i>A Visitor for Bear</i>	<i>Duck</i>	<i>Pig Trilogy</i>	<i>Wangari’s Trees of Peace</i>	<i>Procedural Text Set</i>	<i>A Dragonfly’s Life</i>

Grade 2			
Literature		Informational	
1	2	1	2
<i>Tía Isa Wants a Car</i>	<i>Ant and Grasshopper</i>	<i>Miss Moore Thought Otherwise</i>	<i>Giant Pacific Octopus</i>

K-2 Formative Task Components

There are 10 components for the ELA Formative Performance Tasks in grades K-2:

- Enduring Understanding
- Essential Question(s)
- Text Summary
- Rationale for Text Selection, and Text Considerations
- Targeted Word Study/Vocabulary (Focused and Fast)
- Daily Outline, Targeted Standards, and Evidence Statements
- Get Ready, Get Set, Go!
- Daily Tasks and Step-by-Step Directions
- Rubrics and Checklists
- If/Then Chart

Let's briefly discuss the components using examples from the tasks.
Then you will engage in an activity to use the last 2 components.

Task Components

Enduring Understanding

There can be a difference between what one needs and what one wants.

The Essential Question

What might happen when someone wants more than what is needed?

Text Summary

A hungry snake happens upon a group of sleeping mice. He collects all ten of the mice in a jar and prepares for a sumptuous feast. One of the mice tells him of a really big mouse nearby. When the snake goes off to get the big mouse, the mice in the jar escape. The “big mouse” is actually a rock and the snake ends up with nothing.

Rationale for Text Selection

Mouse Count is a simple, yet satisfying story in which virtue is rewarded and vices are punished. It is the recipient of a Parent Choice award. It has built-in interactive features to engage and delight young readers and listeners. The story elements (characters, setting, problem, solution) are easy to identify. Children's retelling attempts are supported by the simplicity of the story and the well-defined story events or episodes. Clear, uncluttered illustrations (lots of white space) contribute to the ease in which children comprehend the text.

In addition to Mouse Count's merits as an individual text, it provides an opportunity encouraged by the Standards—student learning across texts and across genres. Prior to introducing Mouse Count, students can be given the opportunity to learn key details and facts about real snakes in the informational text, Snakes by Kate Riggs. Together, the two texts can provide learning opportunities at multiple levels.

Text Considerations

*While **Mouse Count** is a delightful story, it is also a math concept book. It would make a wonderful addition to any lesson about counting on or counting backwards. However, to build literacy skills, one must focus on the English Language Arts Standards during these instructional sequences.*

Mouse Count, like many literary texts, does not include page numbers. In developing digital text, page numbers have been inserted into the digital copy. They will be referred to as digital page numbers throughout.

Vocabulary-Fast & Focused

You won't hear...

- *Practice writing these words.*
- *There will be a quiz on Friday.*
- *Copy the definition from the dictionary.*
- *Write a sentence using the word.*

You will hear...

- *Now that we've read this page, what do you think _____ means here?*
- *Let's write this word on our Key Word List.*
- *Turn & Talk to your partner about this word.*
- *What words did the author write/what illustrations did the illustrator draw to help us know...?*
- *Show me what _____ means...*
- *Be sure to use your new words in talking/writing.*

Daily Outline: Task-At-A-Glance

Enduring Understanding	Essential Question(s)	Vocabulary From the text		Vocabulary Needed to talk about the text					
		Focused Instruction	Fast Instruction						
People share the world with other animals.	What do we need to learn about other animals in our world? What do we need to learn about snakes?	<ul style="list-style-type: none"> Snake Reptiles Smaller than a worm Huge Tiny 	<ul style="list-style-type: none"> Forests Deserts 	<ul style="list-style-type: none"> Describes Photograph Words in the text Same Different Facts Compare Connection 					
DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE					
Reintroduce and read <i>Snakes</i> and introduce new book, <i>Amazing Animals: Snakes</i> . Respond to questions posted on "All About Snakes" chart and make connections between the facts. Introduce the concept of same and different.	Review facts on "All About Snakes" chart. Introduce and begin to read <i>Amazing Animals: Snakes</i> to determine which facts are the same or different as those found in <i>Snakes</i> and add to chart. Review essential questions.	Review the chart, titles, and authors of both books. Continue to read <i>Amazing Animals: Snakes</i> , adding facts to chart. Determine same, new and different facts, and discuss connections between them. Independently write to show understanding of vocabulary.	Review the chart, titles and authors of both books. Continue to read <i>Amazing Animals: Snakes</i> , adding facts to chart. Determine same, new and different facts, and discuss connections between them. Independently write two connected facts and share.	Finish reading <i>Amazing Animals Snakes</i> . Independently write opinion letter. Share responses in small group. Whole group reflection on learning and writing accomplishments.					
CI LSS	Student Work Product	CI LSS	Student Work Product	CI LSS	Student Work Product	CI LSS	Student Work Product	CI LSS	Student Work Product
RI.K.1	Oral Response	RI.K.9	Oral Response	RI.K.9 RI.K.4 RI.K.1	Oral Response Written Response	RI.K.9 RI.K.2 RI.K.3	Oral Response Written Response	W.K.1 RI.K.1 L.K.1 L.K.2	Written Response

Daily Outline

Four-Day Outline

Times listed are approximate. Teachers should use professional judgment to determine the actual time needed for their students.

Day Duration	Description
<p data-bbox="92 733 204 815">Day One</p> <p data-bbox="54 865 247 905">20 min</p> <p data-bbox="131 961 170 993">+</p> <p data-bbox="34 1048 266 1176">Optional Lesson Seed</p> <p data-bbox="73 1229 227 1269">5 min</p>	<ul data-bbox="324 622 1889 1379" style="list-style-type: none">• Provide (optional) Lesson Seed for the concept teamwork.• Collect information using the L4 Vocabulary Checklist.• Introduce <i>999 Tadpoles</i>' title, author, and illustrator and prompt students to identify the respective roles of each.• Discuss the word tadpole.• Reread title and begin making connections to the essential question: How does teamwork help the frogs and tadpoles?• Read aloud through the end of the book to promote student engagement.• Ask students to identify characters and setting.• Use Teacher Resource: Beginning, Middle, End Event Cards (Link 18) in a pocket chart to support students to identify the major events of the story in the order in which they occur.• Collect information on students using the RL1 & RL3 Comprehension Rubric.• Close with a discussion of the essential question: How does teamwork help the frogs and tadpoles?

Targeted Standards and Evidence Chart

Day-Step	Standard	Evidence	Student Work Product	Scoring Tool	If/Then
1.4 p.16	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	*Provides questions and answers that show understanding of key details in a text.	Oral: Response during shared writing	RI.K.1 Comprehension Checklist p.44	RI.K.1 p.50
4.7 p.38	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	*Provides a retelling of key details in a text. (2) *Provides a description of the connections between two ideas or pieces of information in a text. (3)	Written Response	RI.K.2/RI.K.3 Comprehension Checklist p.47	RI.K.2 p.50 RI.K.3 p.50

Get Ready, Get Set, Go!

- **Get Ready:** Become familiar with the steps, materials, and activities associated with the task
- **Get Set:** Prepare for the task
- **Go:** Carry out the task

Get Ready, Get Set, Go...

K Example

Get Ready	<ul style="list-style-type: none">• Read <i>Amazing Animals: Snakes</i> by Valerie Bodden.• Read all Step-by-Step Directions for each day before beginning the performance task.• Determine whether each day's activities can be accomplished within the time estimated and plan additional sessions as needed.• Determine access to the text for all students (e.g., digital text, document camera, standard sized book).• Determine grouping options for each activity (e.g., whole-group, small groups, partners).• Determine location for each activity (e.g., whole-group meeting area, a small-group meeting area, or one-to-one conferences).• Read all checklists to become familiar with descriptors for student responses.• Refer to the Glossary as needed.
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Get Ready, Get Set, Go (continued)

Get Set

For Day One:

- Secure digital copy of *Snakes* by Kate Riggs (may have been introduced as part of earlier performance task).
- Make one copy of Teacher Resource: Suggested Gestures and Definitions (p.52).
- Prepare a two-column class chart titled, “All About Snakes” (or two separate charts), with embedded reproductions (thumbnails) of two book covers (*Snakes* by Kate Bodden and *Amazing Animals: Snakes* by Valerie Bodden) and with three rows, each labeled with a question (repeated in each column): “Where do snakes live?” “What do we know about their bodies?” and “What do they eat?”

All About Snakes

 <i>Snakes</i> By Kate Riggs	 <i>Amazing Animals: Snakes</i> By Valerie Bodden
Where do snakes live?	Where do snakes live?
What do we know about their bodies?	What do we know about their bodies?
What do they eat?	What do they eat?

- Use a sentence strip cut into three or three strips/cards large enough to title: “Snakes live,” “Snakes’ bodies,” and “Snakes eat.”

Prepare and copy as needed: RI.K.1 Comprehension

Daily Tasks and Step-by-Step Directions

Step-by-Step Directions

Tips for Teacher Language & Student Engagement

LSS

STEP 1.1

T+S

Introduce the title of the informational text, author, and illustrator, clarify “true story,” and begin an anchor chart of key words from the text.

Introduce the title of the informational text and author/illustrator for *Wangari’s Trees of Peace: A True Story from Africa*, written and illustrated by Jeanette Winter.

Position students so that all can see the book and have chart paper available to begin an anchor chart.

OPTIONAL: Point to locations on a world map as they are mentioned.

After introduction, reread the title to discuss the words **true story**, adding the phrase as the first phrase or word on an anchor chart entitled Key Word List.

RI4

KEY WORD LIST

OUR WORDS	OUR MEANINGS
<i>true story</i>	<i>Something that really happened</i>

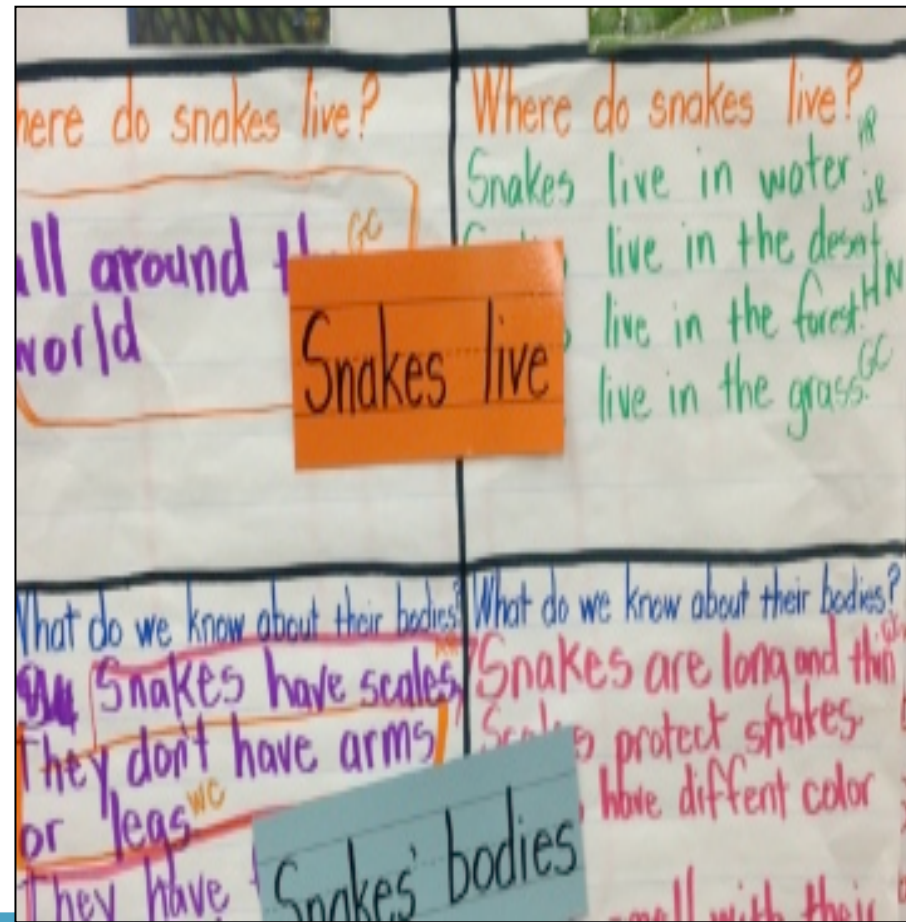
Rubrics and Checklists: Collecting Student Information

RI9

With prompting and support, identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Evidence

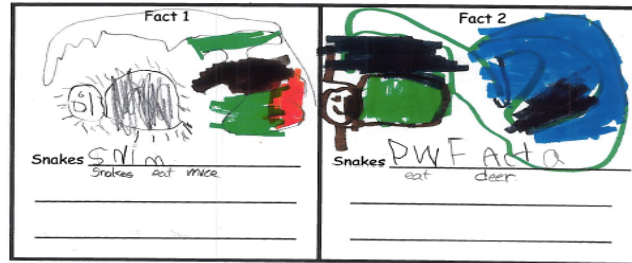
*Provides an identification of the similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1)



Rubrics and Checklists: Sample Student Work Product

Kindergarten Performance Task: Informational Text
Amazing Animals: Snakes by Valerie Bodden,
 Creative Paperbacks, 2010

STEP 4.7 Task Description: Students have used a class chart and collaborated with the teacher to identify key facts and to describe how they are connected. For STEP 4.5, students are asked to retell two of the facts they have discussed and to describe their connection by completing a stem, "Both of my facts tell about _____."



Both of my facts tell about eat

Transcription

Fact 1 Snakes eat mice. Fact 2 Snakes eat deer.
 Both of my facts tell about eat.

RI.K.2/RI.K.3 Comprehension Checklist			
RI.K.2		RI.K.3	
Retells two key details from the text.		Accurately describes the connection between two pieces of information in a text.	
Yes	No	Yes	No
✓		✓	

Scoring Rationale:

- Accurately retells two facts from an informational text.
- Accurately describes the connection between those two facts.

Possible Next Steps:

- Provide opportunities to work with a partner to retell multiple key details in a variety of texts.
- Work with a partner to describe the connection between multiple pieces of information in a text
- Provide instruction for basic knowledge of letter sound correspondence for consonants and prompt student to use in multiple writing contexts.

Activity

- Break into small teams.
- Review the task components for *Miss Moore Thought Otherwise*.
- Examine the student writing samples.
- Use the writing checklist to score the samples and provide a rationale for each score.
- Reflect on the following question:

Given the writing samples, what are possible next steps for instruction?

If/Then Chart

If...	Then
<p>RL.2.2 students have difficulty recounting stories, and determining their central message, lesson, or moral</p>	<ul style="list-style-type: none">• Use props, costumes, or puppets.• Practice with student-created language experience stories• Have students practice with story events on sentence strips in a pocket chart.• Meet with students in small groups to implement similar lessons over time.• Practice finding the central messages with stories with overt central messages like “The Boy Who Cried Wolf”.
<p>RL.2.3 students have difficulty describing how characters in a story respond to major events and challenges</p>	<ul style="list-style-type: none">• Reread the story to increase familiarity.• Practice with read aloud books.• Practice with small group reading books.• Practice with familiar stories.• Practice with language experience stories.• Have students match picture cards depicting characters, settings, and story events with descriptive phrases in a pocket chart.• Have students role play the story events.

Strategies for Using the K-2 Formative Tasks

- Incorporate the tasks with reading materials and curricula currently implemented in classrooms (e.g., Tier 1).
- Use the tasks to provide extra support for students who need it instead of purchasing a commercial intervention/remediation program.
- Incorporate the tasks in after-school programs, reading camps, or summer school programs.
- Organize a series of Family Literacy Nights using the tasks.
- Partner with a local library to include tasks in reading events.

Planning Activity

Use the Table below (or an adaptation of it) to develop next steps for planning how to use the tasks in your local settings. Consider one of the strategies on the previous slide.

Example:

Strategy: Incorporate the tasks with reading materials and curricula currently implemented in classrooms .

Step	Who Involved	When	Notes
1. Provide orientation to tasks for K-2 teachers	Teacher leaders	August 2 district-wide PD	<ul style="list-style-type: none">• Convey goals and plan for using the tasks• Create presentation using Summit session slides
2. Study the tasks – texts and essential questions – in grade level teams	Teachers	August 3 grade-level meeting	<ul style="list-style-type: none">• Create table with name of text, essential questions, potential ways to use with existing curricula
3. Develop plan for using a task with existing curricula	Teachers	August 4 grade-level meeting	<ul style="list-style-type: none">• Adapt existing lessons to include components of a task• Create plan for using/piloting

Wrap up!

- What are you most excited about with regard to the K-2 tasks?
- How can you use this information to teach others about the K-2 tasks?