

K-2 English Language Arts Formative Tasks: An Overview

The K-2 English Language Arts Formative Tasks are a set of innovative tools developed to support teachers at kindergarten, first, and second grades. The purpose of these tools is to provide educators with instructionally useful information related to how students demonstrate proficiencies with each grade’s Common Core State Standards. The K-2 tasks are designed to fit within the regular experience of young students’ instruction, and the data collection process has been designed in such a way as to be “invisible” to the student. The evidence gathered by the teacher is at an appropriate level of detail and specificity and can be immediately used to adjust instruction as appropriate and supplement the teacher’s current best practices.

English Language Arts

There are 16 K-2 English Language Arts Performance Tasks that can serve as a model for integrating multiple Common Core State Standards (CCSS) and formative assessment into everyday instruction. Each task was carefully reviewed by many educators, field tested in classrooms, and finally revised based on teacher feedback from the field tests. The tables below indicate each task, the most prominent content standards and of focus in the tasks, and a brief description of each task. The tasks are not listed with intent for ordering of instruction, since ordering of the tasks should be based on teacher curricula and student needs.

Use the embedded links to access the resources on the Partnership Resource Center.

[Kindergarten Tasks](#)

Task Name (w/PRC Link)	Focus Standards	Task Description
999 Tadpoles and Glass Frog	L.K.1 L.K.2 RL.K.1 RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.7	Students listen to a story and a poem read aloud during this task and identify key story elements, the role of the author and illustrator, and how stories and poems are different. They focus on learning retelling skills.
Snakes	L.K.1 L.K.2 RI.K.1 RI.K.4 RI.K.7 RL.K.5 W.K.2	In this task, students read an informational text to learn scientific information about snakes. Each student composes one page for a class book to share information learned. This task is designed to be paired with the Amazing Animals: Snakes one, and if both tasks are done, teachers will likely want to do this task prior to that one.
Amazing Animals: Snakes	L.K.1 L.K.2 RI.K.1 RI.K.1 RI.K.2	This task is designed to be paired with the task titled, “Snakes.” In this task, students read to learn more about these amazing animals and to identify basic similarities and differences between the two texts and the facts learned about snakes. Students share their

	RI.K.3 RI.K.4 RI.K.9 W.K.1	opinion on which of the two books they prefer in a written response.
George Flies South	L.K.1 L.K.2 RL.K.1 RL.K.2 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.W.3	Students listen to a story about a character who tries something new, explore key details and events, and then write a retelling of the story.
Me, Jane	L.K.1 L.K.2 RI.K.1 RI.K.2 RI.K.4 RI.K.4	Students read to learn about Jane Goodall and her work in Africa. Each student writes a page for a class book to share what has been learned.
Mouse Count "The Diamond Back Snake"	RL.K.6 RL.K.1 RL.K.4 RL.K.2 RL.K.5 L.K.1 L.K.2	Students read both a literary story and a poem and practice their retelling skills.

[1st Grade Tasks](#)

Task Name	Focus Standards	Task Description
A Dragonfly's Life	L..1.1 L.1.2 R.1. 1 RI 1.2 RI 1.4 RI 1.5 RI 1.6 W.1.3 W.1.5	Students engage with an informational text to answer the question "How do dragonflies change over time"? Then then create a narrative that incorporates what they have learned about the life cycle of a dragonfly.
A Visitor for Bear	L.1.1 L.1.2 RL 1.3 RL 1.4 RL. 1.7 RL.1.1 RL.1.2 W.1.2	Students engage with a literary story read aloud to learn more about the friendship between two characters in the story. Then, they write character descriptions and an explanation of why the characters want to be friends.

Duck	L.1.1 L.1.2 RL.1.2 RL. 1.2 RL .1.3 RL. 1.3 RL 1.4 RL. 1.7 RL.1.1 W.1.1	In this task, students listen to a read aloud of a story about two friends. The students identify the author's central message, describe the characters and then write an opinion piece.
Pig Trilogy	L.1.1 L.1.2 RL. 1.1 RL.1.3 RL. 1.4 RL .1.7 RL. 1.9 W.1.1	In this task, students listen to or read three versions of the adventures and experiences of a well-known fairy tale (The Three Little Pigs). They describe, compare, and contrast the events in the different versions and write an opinion piece.
Procedural Texts	L.1.1 L.1.2 RI.1.1 RI.1.4 RL.1.5 RI.1.9 W.1.2 W.1.5 W.1.7	Using echo reading, students read two procedural texts to make art projects. Then, students compare the directions to learn more about what makes for good procedural direction writing. Students write their own how to directions.
Wangari's Trees of Peace	L.1.1 L.1.2 RI.1.1 RL.1.2 RI.1.3 RI.1.4 RI.1.7 RI1.2 W.1.2	In this task, students listen to a read aloud about how someone made her home a better place by planting trees and helping to create peace. Students describe how events develop and interact over the course of the text and then write to explain their understanding to others.

2nd Grade Tasks

Task Name	Focus Standards	Task Description
Ant and Grasshopper	L.2.1 L.2.2 RL.2.1 RL.2.2 RL.2.3 RL.2.6 RL.2.9	In this task, students read two versions of the same story (one through a read aloud and one through a read alone experience). They describe how the characters respond to challenges, identify character point of view, and write to compare and contrast the two versions of the story.

	W.2.1	
Tia Isa Wants a Car	L.2.1 L.2.2 RL.2.1 RL.2.2 RL.2.4 RL.2.6 RL.2.7 RL.2.1 W.2.2	In this task, students listen to a literary story about a family that sets a goal and works towards that goal together. Students explore character in several ways and then use their understanding to write about the lesson the story shares.
Giant Pacific Octopus	L.2.1 L.2.2 RI.2.1 RI.2.2 RI.2.4 RI.2.5 W.2.3 W.2.7	In this task, students read and do research to learn about the giant octopus. They use the facts they learn to develop a realistic narrative about a fictitious octopus.
Miss Moore Thought Otherwise	L.2.1 L.2.2 L.2.4 RI.2.1 RI.2.2 RI.2.4 RI.2.6 W.2.2 W.2.5	In this task, students read to learn about a woman who made a difference in her community by founding a children’s library. They share their new learning with others in a written response.