

K-1 Common Core Reading & LA Performance Tasks

K-1 Sample Performance Tasks for Stories and Poetry

- Students (*with prompting and support from the teacher*) describe the relationship between key events of the overall story (i.e. *Little Bear* by Else Holmelund Minarik) to the corresponding scenes by the illustrator (i.e. those illustrated by Maurice Sendak). [RL.K.7]
- Students *retell a story* (i.e. Arnold Lobel's *Frog and Toad Together*) while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]
- Students (*with prompting and support from the teacher*) compare and contrast the adventures and experiences of a character in the story (i.e. the owl in Arnold Lobel's *Owl at Home*) to those of a similar character in a poem (i.e. the owl in Edward Lear's poem "The Owl and the Pussy-cat.") [RL.K.9]
- Students read two texts on the same topic (i.e. the topic of pancakes in Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a *storybook* and the text that is a *poem*. [RL.K.5]
- After listening to a story (i.e. L. Frank Baum's *The Wonderful Wizard of Oz*), students describe the *characters* (i.e. Dorothy, Auntie Em, and Uncle Henry), the *setting* (i.e. Kansan prairie), and *major events* (such as the arrival of the cyclone). [RL.1.3]
- Students (*with prompting and support from the teacher*) when listening to a story (i.e. Laura Ingalls Wilder's *Little House in the Big Woods*) ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text. [RL.1.1]
- Students identify the points at which different characters are telling the story (i.e. in the *Finn Family Moomintroll* by Tove Jansson). [RL.1.6]
- Students identify words and phrases within literary text (i.e. Molly Bang's *The Paper Crane*) that appeal to the senses and suggest the feelings (i.e. such as happiness) experienced by the character through actions and words (e.g., clapped, played, loved, overjoyed). [RL.1.4]

K-1 Sample Performance Tasks for Informational Texts

- Students *identify* the reasons an author gives in a book (i.e. Clyde Robert Bulla in *A Tree Is a Plant*) in *support* of his *point* about the topic (i.e. function of roots in germination). [RI.1.8]
- Students identify the author and the illustrator of the text (i.e. Edith Thacher Hurd as the *author* of *Starfish* and Robin Brickman as the *illustrator*) and *define* the role and materials each contributes to the *text*. [RI.K.6]
- Students (*with prompting and support from the teacher*) read a non-fiction selection (i.e. “Garden Helpers” in *National Geographic Young Explorers*) and demonstrate their understanding of *the main idea of the text* (i.e. not all bugs are bad) by *retelling key details*. [RI.K.2]
- After listening to non-fiction text (i.e. Gail Gibbons’ *Fire! Fire!*), students *ask questions about the content and answer using key details from the text* (i.e. how firefighters respond to a fire). [RI.1.1]
- Students *locate key facts or information in informational text* (i.e. Claire Llewellyn’s *Earthworms*) by *using various text features* (headings, table of contents, glossary) found in the text. [RI.1.5]
- Students *ask and answer questions about* a topic of informational text they encounter in the story (e.g., hyena, alligator, platypus, scorpion in Steve Jenkins and Robin Page’s *What Do You Do With a Tail Like This?*)? [RI.K.4]
- Students use the *illustrations* along with *textual details* in informational text to describe the key idea (i.e. in Wendy Pfeffer’s *From Seed to Pumpkin* describe the *key idea* of how a pumpkin grows). [RI.1.7]
- Students (*with prompting and support from the teacher*) *describe the connection between to informational texts by describing or e-enacting the concepts* (i.e. drag and flying in Fran Hodgkins and True Kelley’s *How People Learned to Fly* by performing the “arm spinning” experiment described in the text). [RI.K.3]