



LDC Big Bank Task Template Collection Grades K-5

R1

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R1 Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL1	R11
K. [Insert question] After _____ (reading or listening to) _____ (literary text), _____ (write/draw/dictate) _____ (product) in which you answer the question.	K. [Insert question] After _____ (reading or listening to) _____ (informational text _____ (write/draw/dictate) _____ (product) in which you answer the question.
1. [Insert question] After _____ (reading or listening to) _____ (literary text), write _____ (product) in which you answer the question.	1. [Insert question] After _____ (reading or listening to) _____ (informational text), write _____ (product) in which you answer the question.
2. [Insert question—to include who, what, where, when, why, and how] After reading _____ (literary text), write _____ (product) in which you answer the question.	2. [Insert question—to include who, what, where, when, why, and how] After reading _____ (informational text), write _____ (product) in which you answer the question.
3. [Insert question] After reading _____ (literary text), write _____ (product) in which you answer the question. Use evidence from the text to support your response.	3. [Insert question] After reading _____ (informational text), write _____ (product) in which you answer the question. Use evidence from the text to support your response.
4. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you explain what the text says explicitly and when drawing inferences. Use details and examples from the text to support your response.	4. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you explain what the text says explicitly and when drawing inferences. Use details and examples from the text to support your response.
5. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you quote accurately from the text when explaining what the text says explicitly and when drawing inferences.	5. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you quote accurately from the text when explaining what the text says explicitly and when drawing inferences.



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R2

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R2 Anchor Standard:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL2	RI/E2
K. [Insert optional question] After _____ (reading or listening to) _____ (literary text), _____ (write/draw/dictate) _____ (product) in which you retell the story. Use key details in your response.	K. [Insert optional question] After _____ (reading or listening to) _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you identify the main topic. Retell key details of the text.
1. [Insert optional question] After _____ (reading or listening to) _____ (literary text), write _____ (product) in which you retell the story. Use key details in your response.	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you identify the main topic. Retell key details of the text.
2. [Insert optional question] After reading _____ (literary text to include fables and folktales from diverse cultures), write _____ (product) in which you recount the story and determine its central message, lesson, or moral.	2. [Insert optional question] After reading _____ (multi-paragraph informational text or specific paragraph), write _____ (product) in which you identify the _____ (main topic or focus).
3. [Insert optional question] After reading _____ (literary text to include fables, folktales, and myths from diverse cultures), write _____ (product) in which you recount the story and determine the central message, lesson, or moral. Use key details in your response.	3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you determine the main idea of the text. Recount key details and explain how the key details support the main idea.
4. [Insert optional question] After reading _____ (literary text to include story, drama, or poem), write _____ (product) in which you determine the theme from details in the text. Include a summary of the text.	4. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you determine the main idea of the text and explain how key details support the main idea. Include a summary of the text.
5. [Insert optional question] After reading _____ (literary text to include story, drama, or poem), write _____ (product) in which you determine the theme. Include how characters in the text respond to challenges, or how the speaker in a poem reflects upon a topic. Include a summary of the text.	5. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you determine two or more main idea of the text and explain how key details support those main ideas. Include a summary of the text.



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R3

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R3 Anchor Standard: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL3	RI/E3
<p>K. [Insert optional question] After _____ (reading or listening to) _____ (literary text), _____ (write/draw/dictate) _____ (product) in which you identify a character, settings, or major events in the story.</p>	<p>K. [Insert optional question] After _____ (reading or listening to) _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text.</p>
<p>1. [Insert optional question] After _____ (reading or listening to) _____ (literary text), write _____ (product) in which you describe a character, setting, or major event in the story. Use key details in your response.</p>	<p>1. [Insert optional question] After _____ (reading or listening to) _____ (informational text), write _____ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text.</p>
<p>2. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you describe how a character responds to a major event or challenge.</p>	<p>2. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text.</p>
<p>3. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you describe a character in the story. Explain how the character’s actions contribute to the sequence of events.</p>	<p>3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text. Use language that pertains to time, sequence, and cause/effect.</p>
<p>4. [Insert optional question] After reading _____ (story or drama), write _____ (product) in which you describe a character, setting, or event in depth. Use specific details from the text in your response.</p>	<p>4. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why. Use specific information from the text in your response.</p>
<p>5. [Insert optional question] After reading _____ (story or drama), write _____ (product) in which you compare and contrast two or more characters, settings, or events. Use specific details from the text in your response.</p>	<p>5. [Insert optional question] After reading _____ (informational text to include historical, scientific, or technical text), write _____ (product) in which you explain the relationship or interactions between two or more individuals, events, ideas, or concepts. Use specific information from the text in your response.</p>



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R4

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R4 Anchor Standard:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

Teachers: Add words and/or phrases after the prompt.

RL4	RI/E4
K. [Insert question] After reading _____ (literary text) _____, (write/draw/dictate) _____ (product) in which you answer the question. _____ (words and/or phrases)	K. [Insert question] After reading _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you answer the question. _____ (words and/or phrases)
1. [Insert optional question] After reading _____ (story or poem), write _____ (product) in which you identify words and phrases that suggest feelings or appeal to the senses. _____ (words and/or phrases)	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you determine or clarify the meaning of words and phrases in the text. _____ (words and/or phrases)
2. [Insert optional question] After reading _____ (story, poem, or song), write _____ (product) in which you describe how words and phrases help create rhythm and meaning. _____ (words and/or phrases)	2. [Insert optional question] After reading _____ (informational text relevant to a Grade 2 topic or subject area), write _____ (product) in which you determine the meaning of words and phrases in the text. _____ (words and/or phrases)
3. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you determine the meaning of words and phrases as they are used in the text. Distinguish literal from nonliteral language. _____ (words and/or phrases)	3. [Insert optional question] After reading _____ (informational text relevant to a Grade 3 topic or subject area), write _____ (product) in which you determine the meaning of general academic and domain specific words and phrases as they are used in the text. _____ (words and/or phrases)
4. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you determine the meaning of words and phrases as they are used in the text. _____ (words and/or phrases to include those that allude to significant characters found in mythology)	4. [Insert optional question] After reading _____ (informational text relevant to a Grade 4 topic or subject area), write _____ (product) in which you determine the meaning of general academic and domain specific words and phrases as they are used in the text. _____ (words and/or phrases)
5. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you determine the meaning of words and phrases as they are used in the text. _____ (words and/or phrases to include figurative language such as metaphors and similes)	5. [Insert optional question] After reading _____ (informational text relevant to a Grade 5 topic or subject area), write _____ (product) in which you determine the meaning of words and phrases as they are used in the text. _____ (words and/or phrases to include general academic and domain specific words and phrases)



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R5

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R5 Anchor Standard:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL5	RI/E5
K. [Insert optional question] After reading _____ (literary text/s), _____ (write/draw/dictate) _____ (product) in which you identify what type of text it is.	K. [Insert optional question] After reading _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you identify the front cover, back cover, and title page of the book.
1. [Insert optional question] After reading _____ (literary text/s to include a wide reading of a range of text types), write _____ (product) in which you explain major differences between books that tell stories and books that give information.	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the connection between two individuals, events, ideas, or pieces of information in the text.
2. [Insert optional question] After reading _____ (story), write _____ (product) in which you describe the overall structure of the story. Include a description of how the beginning introduces the story and the ending concludes the action.	2. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text.
3. [Insert optional question] After reading _____ (story, drama, or poem), write _____ (product) in which you refer to parts of the text and describe how each successive part builds on earlier sections. Use terms such as chapter, scene, and stanza in your response.	3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Use language that pertains to time, sequence, and cause/effect.
4. [Insert optional question] After reading _____ (several poems, dramas, and/ prose texts), write _____ (product) in which you explain major differences between the texts and refer to the structural elements.	4. [Insert optional question] After reading _____ (historical, scientific, or technical text), write _____ (product) in which you explain events, procedures, ideas, or concepts. Include what happened and why, based on specific information in the text.
5. [Insert optional question] After reading _____ (story, drama, or poem), write _____ (product) in which you explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of the text.	5. [Insert optional question] After reading _____ (historical, scientific, or technical text), write _____ (product) in which you explain the relationship between two or more individuals, events, ideas, or concepts, based on specific information in the text.



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R6

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R6 Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL6	RI/E6
K. [Insert optional question] After reading _____ (literary text), _____ (write/draw/dictate) _____ (product) in which you name the author and illustrator of the story. Define what the author and illustrator do in telling the story.	K. [Insert optional question] After reading _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you name the author and illustrator. Define the role of the author and illustrator in telling the story.
1. [Insert optional question] After reading _____ (story), write _____ (product) in which you identify who is telling the story at various points in the text.	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you distinguish between information from the pictures and illustrations and information from the words in the text.
2. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you acknowledge differences in the points of view of character/s. Speak in a different voice for each character when reading dialogue aloud.	2. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you identify the main purpose of the text. Include what the author wants to answer, explain, or describe.
3. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you distinguish your own point of view from that of the narrator or characters.	3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you distinguish your own point of view from that of the author of the text.
4. [Insert optional question] After reading _____ (stories to include first- and third- person narrations), write _____ (product) in which you compare and contrast the point of view from which they are narrated.	4. [Insert optional question] After reading _____ (firsthand account and secondhand account of the same event or topic), write _____ (product) in which you compare and contrast the accounts. Describe the difference in focus and the information provided.
5. [Insert optional question] After reading _____ (literary text), write _____ (product) in which you describe how a narrator or speaker’s point of view influences how events are described.	5. [Insert optional question] After reading _____ (informational texts), write _____ (product) in which you analyze multiple accounts of the same event or topic. Note similarities and differences in the point of view they represent.



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R7

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R7 Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL7	RI/E7
K. [Insert optional question] After reading _____ (story), _____ (write/draw/dictate) _____ (product) in which you describe the relationship between illustrations and the story.	K. [Insert optional question] After reading _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you describe the relationship between illustrations and the text.
1. [Insert optional question] After reading _____ (story), write _____ (product) in which you use illustrations in the story to describe its characters, setting, or events.	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you use illustrations and details in the text to describe its key ideas.
2. [Insert optional question] After reading _____ (print or digital text), write _____ (product) in which you use information gained from the illustrations and words to demonstrate understanding of characters, setting, or plot.	2. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you explain how specific images contribute to and clarify the text.
3. [Insert optional question] After reading _____ (story), write _____ (product) in which you explain how specific aspects of the text’s illustrations contribute to what is conveyed by the words in the story.	3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you use information gained from illustrations and the words in the text to demonstrate understanding of the text.
4. [Insert optional question] After reading _____ (story or drama) and _____ (visual or oral presentation of the text), write _____ (product) in which you make connections between them and identify where each version reflects specific descriptions and directions in the text.	4. [Insert optional question] After reading or viewing _____ (informational text, or visual, oral, or quantitative information such as charts, graphs, diagrams, time lines, animations, or interactive elements on web pages), write _____ (product) in which you interpret the information and explain how the information contributes to an understanding of the text in which it appears.
5. [Insert optional question] After reading _____ (literary or multimedia text), write _____ (product) in which you analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of the text.	5. [Insert optional question] After reading _____ (multiple print or digital sources), write _____ (product) in which you draw on information to answer a question quickly or to solve a problem efficiently.



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R8

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R8 Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL8	RI/E8
Not applicable to literature	K. [Insert optional question] After reading _____ (informational text), _____ (write/draw/dictate) _____ (product) in which you identify the reasons the author gives to support points in the text.
Not applicable to literature	1. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you identify the reasons the author gives to support points in the text.
Not applicable to literature	2. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe how reasons support specific points the author makes in the text.
Not applicable to literature	3. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you describe the logical connections between particular sentences and paragraphs in the text.
Not applicable to literature	4. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you explain how an author uses reasons and evidence to support particular points in the text.
Not applicable to literature	5. [Insert optional question] After reading _____ (informational text), write _____ (product) in which you explain how an author uses reasons and evidence to support particular points in the text. Identify which reasons and evidence support which points.



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R9

LDC Task Templates by Discipline (CCSS Version) Writing in Response to R9 Anchor Standard:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Teachers: Kindergarten responses may include a combination of drawing, dictating, and writing with prompting and support.

RL9	RI/E9
K. [Insert optional question] After reading _____ (familiar stories), _____ (write/draw/dictate) _____ (product) in which you compare and contrast the adventures and experiences of characters.	K. [Insert optional question] After reading _____ (two informational texts on the same topic), _____ (write/draw/dictate) _____ (product) in which you identify what’s similar and what’s different between the two texts.
1. [Insert optional question] After reading _____ (stories), write _____ (product) in which you compare and contrast the adventures and experiences of the characters.	1. [Insert optional question] After reading _____ (two informational texts on the same topic), write _____ (product) in which you identify what’s similar and what’s different between the two texts.
2. [Insert optional question] After reading _____ (two or more versions of the same story by different author or from different cultures), write _____ (product) in which you compare and contrast the two versions.	2. [Insert optional question] After reading _____ (two informational texts on the same topic), write _____ (product) in which you compare and contrast the most important points presented by the two texts.
3. [Insert optional question] After reading _____ (stories by the same author about the same or similar characters), write _____ (product) in which you compare and contrast the themes, settings, and plots.	3. [Insert optional question] After reading _____ (two informational texts on the same topic), write _____ (product) in which you compare and contrast the most important points and key details presented in the two texts.
4. [Insert optional question] After reading _____ (stories, myths, traditional literature from different cultures), write _____ (product) in which you compare and contrast the treatment of similar themes and topics and patterns of events.	4. [Insert optional question] After reading _____ (two informational texts on the same topic), write _____ (product) in which you integrate information in order to write or speak about the subject knowledgeably.
5. [Insert optional question] After reading _____ (stories in the same genre), write _____ (product) in which you compare and contrast their approaches to similar themes and topics.	5. [Insert optional question] After reading _____ (several informational texts on the same topic), write _____ (product) in which you integrate information in order to write or speak about the subject knowledgeably.