

Common Core State Standards for English Language Arts: K-12 Close Reading Task

Text grade band placement: 2-3	
Text	Text Complexity Analysis
<p><u>Text 1:</u></p> <p>Title: <i>The Lion & The Mouse</i></p> <p>Author: Jerry Pinkney</p> <p>Copyright: 2009</p>	<p>Quantitative: <u>The Lion & The Mouse</u> is a wordless book and therefore has no Lexile level.</p> <p><u>Amos & Boris</u> Lexile: 690L</p>
<p><u>Text 2:</u></p> <p>Title: <i>Amos & Boris</i></p> <p>Author: William Steig</p> <p>Copyright: 1971</p>	<p>Qualitative: moderately complex The use of these qualitative measures add to the complexity of the text:</p> <ul style="list-style-type: none"> • Illustrations provide all the meaning in <u>The Lion & The Mouse</u>. • Vocabulary • Sentence structure <p>Reader and Task: This reading task provides an opportunity for students to read and interpret two texts independently and then compare how they are similar and different.</p> <p>First the teacher will talk about how illustrations help us understand text. Then introduce a wordless book to the class, <u>The Lion & The Mouse</u> . Students will look closely and analyze the illustrations to interpret the story. The teacher will provide time for questions, interpretations and discussions as students discover meaning on each page. Once complete, the teacher will lead a discussion about the story with students providing illustrations to support their interpretations.</p> <p>Then the teacher will pre-teach 5-7 tier 2 words such as immensely, immense, overwhelmed, vast, marveled, navigation, and loomed. Next the teacher will read aloud the story, <u>Amos and Boris</u>. The following day, the teacher will go back to the text for a discussion of the text using the text dependent questions as well as questions that students pose. Students will be grouped in pairs or groups of four to discuss the questions prior to the class discussions.</p>
ELA Common Core Standards addressed by task*	
<ul style="list-style-type: none"> • CCRA.R1 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. • CCRA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCRA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • CCRA.R4 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. • CCRA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • CCRA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the 	

<p>approaches the authors take.</p> <ul style="list-style-type: none"> • CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	
What key insights should students take from this text?	
<ul style="list-style-type: none"> • Students will analyze two different stories to identify the themes. • Students will learn how to use information in the illustrations and the text to deepen their understanding of the characters and plot. • Students will understand how a character's actions contribute to the events in the story. • Students will choose one of the stories and write an opinion paper on why they think the story exhibits qualities of friendship. 	
Text-Dependent Questions	
<ul style="list-style-type: none"> • In the story, <u>The Lion & The Mouse</u>, what problem arises first in the story? • Later in the story, the lion is captured. Who comes to his rescue? • How are the two characters in <u>The Lion & The Mouse</u> similar and different? Provide evidence from the text to support your answer. • Why do you think Amos built a boat in the story, <u>Amos & Boris</u>? Provide evidence from the text to support your answer. • What caused Amos to fall off his boat? Provide evidence from the text to support your answer. • Amos and Boris spent a lot of time with each other. Choose one character and provide evidence from the text that shows how the character felt about his friend. • Was Amos a problem solver when Boris needed help? Provide evidence from the text to support your answer. • What did Boris mean when he said, "You have to be out of the sea really to know how good it is to be in it"? • How are Amos and Boris similar and different? Provide evidence from the text to support your answer. • How is <u>The Lion & The Mouse</u> similar to <u>Amos & Boris</u>? Provide evidence from the text to support your answer. 	
Writing Mode	Writing Prompt
Opinion/Argument	Students will think about what they learned in both stories, <u>The Lion & The Mouse</u> and <u>Amos & Boris</u> about friendship. Then choose one story that exhibits the best example of friendship. Next students will write an opinion paper about why they think the story they chose exhibits the best example of friendship. Remember to use evidence from the text to support your opinion.

*Because these tasks apply across multiple grades, they are aligned to the College and Career Readiness Anchor Standards (CCRA). R stands for Reading, W for Writing, SL for Speaking and Listening, and L for language.

Scaffolding and support for special education students, English language learners, and struggling readers:

These stories are presented as a whole class read-aloud and the special education students, ELLs, and struggling readers can be supported by hearing the story read fluently and with prosody. The teacher will pose several text dependent questions, as well as give students an opportunity to ask questions and participate in a discussion of the story. The teacher will give time for students to talk in partnerships or in small groups about the questions (accountable talk). This gives students opportunities to hear other perspectives and ask questions in small group settings. The structure for the students' partnerships can be strategically orchestrated to incorporate strong readers that can collaborate with at-risk readers. The questions posed by students and the discussion that follows will allow students time to process and comprehend the story. These students could also benefit from a small group discussion of the story to be sure vocabulary words are understood and there are no misunderstandings about the story.

The students may need additional support with the writing prompt. In small groups, students can talk about the qualities of friendship that both books exhibit and create a graphic organizer (T chart) with these qualities. After discussing orally, I would encourage students to choose which story they think exhibit the best qualities of friendship. The students can use this graphic organizer to write their opinion paper. If students are struggling with this, the prompt could be constructed as an interactive writing prompt with the students and teacher.

Supporting the Reading: Foundational Skills Standards:

Amos & Boris lends itself to working with multi-syllable words.

Format for Opinion Paper

State your opinion:
1st reason:
2nd reason:
3rd reason:
Conclude with your opinion