

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

Text grade band placement: 4-5	
Text	Text Complexity Analysis
<p><b>Title:</b> “The Eruption of Mt. Vesuvius”</p> <p><b>Author:</b> Lauren Tarshis</p> <p><b>Citation/Publication info:</b> Scholastic Storyworks January 2013. Vol. 20 No.4. 4-9</p> <p><b>Link:</b> <a href="http://storyworks.scholastic.com/Scholastic/storyworks/resource/PDF/January_2013/STORYWORKS-010113-Nonfiction.pdf">http://storyworks.scholastic.com/Scholastic/storyworks/resource/PDF/January_2013/STORYWORKS-010113-Nonfiction.pdf</a></p> <p>Note: This link is to a projected version of the text, not a printable version.</p>	<p><b>Quantitative:</b> Lexile: 920L</p> <hr/> <p><b>Qualitative: moderately complex</b></p> <ul style="list-style-type: none"> <li>• Some challenging vocabulary</li> <li>• Some critical thinking skills necessary to comprehend the text</li> </ul> <hr/> <p><b>Reader and Task:</b></p> <ul style="list-style-type: none"> <li>• Educators might want to examine the science connections and historical details in the text to help students access the text.</li> </ul>
<b>ELA Common Core Standards addressed by task*</b>	
<p>*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.</p> <p><a href="#">CCRA.R.1</a> 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.</p> <p><a href="#">CCRA.R.3</a> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><a href="#">CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text.</p> <p><a href="#">CCRA.R.10</a> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,</p>	

<p>and audience.  <a href="#">CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>What key insights should students take from this text?</b></p>	
<p>Build vocabulary in context  Identify specific details within a given text  Analyze how point of view can support student writing  Interpreting the author’s reasoning can support student comprehension</p>	
<p><b>Text-Dependent Questions</b></p>	
<ol style="list-style-type: none"> <li>1. How is the city of Pompeii similar to the city in which you live? Provide text evidence to support your comparison.</li> <li>2. What were the possible signs that should have indicated to the people of Pompeii that they were in immediate danger?</li> <li>3. The eruption of Mt. Vesuvius led to what effects on Pompeii? Use text evidence to support your answer.</li> <li>4. How does the author convey emotions during the actions at Pompeii?</li> <li>5. Based on your reading, why would someone visit Pompeii today?</li> </ol>	
<p><b>Writing Mode</b></p>	<p><b>Writing Prompt</b></p>
<p>Narrative</p>	<p>Write a narrative in which you begin your journey as a teenager living in Pompeii in 79A.D. Retell your experiences from first person point of view. Be sure to describe the events that unfold as you and your family attempt to escape the explosion of Mt. Vesuvius. Use details from the passage to help you write your story. Make sure to use dialogue, description, and transition words as you retell the devastating story of Pompeii. Remember to use correct capitalization, punctuation, grammar, and spelling as you tell the story.</p>

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

Some students can benefit from small group instruction by listening to a section of the story, pausing, and inviting them to discuss what they heard. Encourage choral reading. Audio versions can aid in vocabulary development and the reader’s vocal expressions (i.e. fluency).

Struggling readers and ELL students can benefit from these audio versions.

On the website is also a copy of the text at a lower Lexile level which provides a bit less complex vocabulary for struggling students.

This less complex text should be used in addition to the original form of the text.