

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

### Text grade band placement:

6-8

Text	Text Complexity Analysis
<p><b>Title:</b> <i>Roll of Thunder, Hear My Cry</i> (Chapter 12)</p> <p><b>Author:</b> Midred D. Taylor</p> <p><b>Citation/Publication info:</b> Taylor, Mildred D. <i>Roll of Thunder, Hear My Cry</i>. New York: Puffin Publishing, 1976.</p>	<p><b>Quantitative:</b> Lexile: 920L</p> <hr/> <p><b>Qualitative: moderately complex</b> Language features and vocabulary add to this text's complexity. Some words and dialect may be archaic and ambiguous to the reader.</p> <hr/> <p><b>Reader and Task:</b>  Student knowledge and experience should be taken into consideration when addressing sensitive topics.</p>

### ELA Common Core Standards addressed by task\*

\*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.

- CCRA.R.1 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.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCRA.R.5 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.
- CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### What key insights should students take from this text?

1. How does the author's craft contribute to the writing:
  - a. • Foreshadowing
  - b. • Extended metaphors

- c. • Allusions
  - d. • Symbolism
2. Understand and describe the social, economic, and legal position of black people living in the South during the first seventy years of the twentieth century.
  3. Identify and trace the following themes in *Roll of Thunder, Hear My Cry*:
    - a. • Coming of Age
    - b. • Loss of Innocence
    - c. • The unquenchable human spirit, which refuses to be enslaved
    - d. • The importance of “Land”
  4. Comment on the significance of the title of this novel and the novel’s ending.
  5. Determine what Taylor’s rural setting contributes to the novel?

**Text-Dependent Questions**

1. Comprehension: List the events that happened to T.J. leading up to the mob of white men invading his house. Decide from the textual evidence if the white men had a right to treat T.J. as they did.
2. Significance: Explain Mr. Jamison’s meaning when he says: “Y’all decide to hold court out here tonight?” Analyze how Mr. Jamison’s point of view and his actions create suspense and tension, especially when compared against those of most of the white people in *Roll of Thunder*. Cite evidence from the text to support your answer.
3. Interpretive: Interpret the last line of the novel. Why does Cassie cry for T.J. if she doesn’t like him? Why does she cry for the land?
4. Analytic: Analyze Papa’s decision to go to where the white mob had collected in order to help his oldest son, who was hiding in the nearby woods. What about his decision to take his rifle?

Writing Mode	Writing Prompt
Informative/ Explanatory	You are a cultural anthropologist writing a periodical about environment and racial prejudice. Write an informative/explanatory essay in response to the questions: How does the rural setting contribute to <i>Roll of Thunder, Hear My Cry</i> ? Make sure to include words and phrases learned as part of word study, including figurative and connotative language.

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

To ensure the support and engagement of ALL learners—not only the learners designated special education and ELL—differentiation is an excellent way to help scaffold everyone to achieve learning targets. Beyond differentiation, and thinking specifically of SPED and ELL learners, accommodations such as assistive technology or the use of a scribe can be employed. The various accommodations that can be made include

how material is presented, how learners respond, where the learners are asked to write, and/or timing/scheduling accommodations. One accommodation is to provide the learners with an audio version of the book. Also, extending reading experiences through during- and post-reading activities allow for a closer and slower exploration of the text.