

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

Text grade band placement:

1

Text	Text Complexity Analysis
<p>Title: <i>The Grouchy Ladybug</i></p> <p>Author: Eric Carle</p> <p>Citation/Publication info: Carle, Eric. <i>The Grouchy Ladybug</i>. New York: Harper Collins, 1996. Print.</p>	<p>Quantitative: Lexile: 560L</p>
	<p>Qualitative: Less complex:simple structure, literal language, simple theme, everyday knowledge and familiarity with genre conventions required.</p>
	<p>Reader and Task: The text is understandable and enjoyable for students at this level; however, they would need more support at identifying key events in the story that cause the character to feel the way she does, which causes her feelings to change.</p>

ELA Common Core Standards addressed by task

- RL.1.1- Ask and answer questions about key ideas in a text.
 RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 RL.1.3- Describe characters, settings, and major events in a story, using key details.
- W.1.3- Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- RF.1.1a- Recognize the distinguishing features of a sentence (first word, capitalization, and punctuation)

What key insights should students take from this text?

- The lesson learned by the ladybug (sharing is not so bad after all).
- What events caused the ladybug to change? (identify key ideas and events from the text)
- How the author used the size of the animals to impact the ladybug’s attitude.
- Connect the clocks in the story to a lesson on time to the hour, half hour, etc.

- The importance of being kind and considerate. Allow the students to write a narrative from the ladybug’s point of view.

Text-Dependent Questions

- What time of day is it when the story begins?
- Why do you think the print is changing throughout the story?
- After the ladybug meets each animal, what does she say?
- What is she feeling when she responds this way? Give text evidence to support your answer.
- In this story, the animals the ladybug meets up with grow larger and larger. How do you think that affects the ladybug’s attitude? Cite evidence to support your answer.
- Why did the author choose to change the ladybug’s feelings by the end of the story?

Writing Mode	Writing Prompt
Narrative	Pretend you are the grouchy ladybug. Write a short story to explain how you changed from the beginning of the story to the end of the story. What made you so mad in the beginning? What events from the story caused your feelings to change? Use events and details from the story to support your ideas and feelings.

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

- Preview content and complete before reading activities (vocabulary instruction, establish background knowledge about the animals in the story; strengthen connections between this text and other texts and/or real-life situations).
- Break down the reading of this text over the course of a few days or a week. This will provide time to review what has been previously read and work on re-telling to ensure students have a firm understanding of the events in the story
- Pair students with peers so students have opportunities to share thoughts and ideas.
- Have time for a whole-class discussion about the text. Allow time for students to ask and answer questions. Students learn from their peers and their learning is strengthened through interactions with peers.
- Complete graphic organizers to help with sequencing key events, analyzing the character’s feelings and the setting, and explore the author’s message.
- Provide repeated readings of the text.

Supporting the Reading: Foundational Skills Standards:

- Students can look at the features of sentences (first word, capitalization and punctuation) in this book. The font in this book changes, so students can explore how the author changes the font as the story changes. They can practice applying this in their writing.

- Close readings of the text could be done to allow opportunities for students to look for specific spelling patterns (long and short vowels, final e, breaking apart and blending words, syllables). All knowledge gained from reading can be applied in writing.
- Repeated reading would help students develop oral fluency, accuracy, expression, and appropriate rate.
- This is an on-grade level text to help students read with purpose and understanding. Students must be able to understand the events in the story if they are to understand the lesson in the story.
- During guided reading, students would have the opportunity to practice using context and picture clues for word recognition.