

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

Text grade band placement: 2-3	
Text	Text Complexity Analysis
<p>Title: <i>The Pumpkin Book</i></p> <p>Author: Gail Gibbons</p> <p>Citation/Publication info: Gibbons, Gail. (1999). <i>The Pumpkin Book</i>. New York, NY: Scholastic.</p>	<p>Quantitative: Lexile: 570L</p> <p>Qualitative: moderately complex</p> <ul style="list-style-type: none"> • Informational Text • Chronological Order • Sophisticated content rich vocabulary (squash, tendrils, stamen, stigma, nectar, pollination, Iroquois Indians, pompion) • Text features are simple and straightforward <p>Reader and Task:</p> <ul style="list-style-type: none"> • This text has moderate cognitive and reading skill demands. Prior knowledge and experience with the content will aid comprehension. Many students are motivated and engaged with this type of content.
ELA Common Core Anchor Standards addressed by task*	
<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>Reading:</p> <ol style="list-style-type: none"> 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. 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. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 10. Read and comprehend complex literary and informational texts independently and proficiently. <p>Writing</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Speaking and Listening</p> <ol style="list-style-type: none"> 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. <p>Language</p> <ol style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	

What key insights should students take from this text?

1. Pumpkins go through a specific lifecycle and develop different characteristics throughout each stage.
2. Pumpkins must have food, water, air, and care for survival.
3. Not all pumpkins are the same. There are many varieties of pumpkins.
4. The author uses text features to give more information about the text.

Text-Dependent Questions

1. Using the illustrations and text, what are some ways to get a pumpkin patch ready for planting?
2. Look at page 7. (Pumpkin Seed) What text feature is used on this page? What kind of information does it provide? How does it help you as a reader know more about pumpkin seeds?
3. As a seed grows into a pumpkin, how does it get its food? Use the text to support your answer.
4. Explain the process of pollination. Support your thinking by citing evidence in the book and explain why pollination is important to a pumpkin?
5. On page 16 the author says, "In the fall, when the vines begin to dry up and die, it is harvest time." What are some other ways Gail Gibbons suggests you can tell it is harvest time?
6. What are some ways Gail Gibbons suggests that people use pumpkins?
7. Look at "How to Carve a Pumpkin" on page 25. Explain how Gail Gibbons uses the illustrations to support the text.
8. What is the author's purpose in writing this book? How do you know?

Writing Mode	Writing Prompt
Informative/explanatory	Imagine it is spring and your best friend has challenged you to enter the largest pumpkin contest at the county fair in October. You decide you are up for the challenge, but you want to make sure YOU win! As you begin to grow your winning pumpkin, write journal entries in which you include, from <u>The Pumpkin Book</u> , how your pumpkin seed grows into a pumpkin. Don't forget to include the date of each entry, illustrations, and text features to support your text. You should have at least five entries in your journal. Remember to use correct grammar, usage, capitalization, punctuation, and spelling when writing your essay.

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

- Use real and visual representations of content-specific vocabulary
- Use graphic organizers (flow map, main idea/details, etc.) and "foldables" to organize information
- Use partner reading
- Listen to the text on CD
- Use repeated, close reading of text
- Chunk the text
- Model strategies to decode unknown words
- Ask text-based questions while reading
- Model how to stop for and check for understanding (Read/Cover/Remember/Retell strategy)

- Participate in shared writing about the reading
- Hold individual conferences while writing
- Have exemplar journal examples for students who need additional help and a visual representation

Supporting the Reading: Foundational Skills Standards:

This text lends itself to foundational skills of:

Grade 2:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Grade 3:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.