

Common Core State Standards for English Language Arts: 2-3 Close Reading Task

Text grade band placement:	
2-3	
Text	Text Complexity Analysis
<p>Title: <i>Tops and Bottoms</i></p> <p>Author: Janet Stephens</p> <p>Citation/Publication info: Stevens, J. (1995). <i>Tops and Bottoms</i>. Harcourt Children’s Books</p> <p>Link: http://www.amazon.com/Tops-Bottoms-Caldecott-Honor-Book/dp/0152928510</p>	<p>Quantitative: Lexile: 580L</p> <hr/> <p>Qualitative: moderately complex</p> <ul style="list-style-type: none"> • Trickster Tale • Vocabulary (profit, cheated, clever, hare, harvesting) • Text written in dialog • Figurative language <p>Reader and Task:</p> <ul style="list-style-type: none"> • There are no content/theme concerns with this text. • Many readers at this grade level possess adequate prior knowledge and experiences to be able to comprehend the text. • Many readers at this grade level have motivation and engagement with fables.
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. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 10. Read and comprehend complex literary and informational texts independently and proficiently. <p>Writing:</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	

Speaking and Listening:

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.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

What key insights should students take from this text?

- Analyze key differences in the character traits exhibited by Bear and Hare using their choices, actions and reactions, as well as the illustrations.
- Students will understand that a fable is a short story that teaches a lesson or moral (usually has animal characters).
- Synthesize information to form an opinion about the characters' actions.

Text-Dependent Questions

1. What are the character traits of Bear and Hare? Give examples from the story to tell what they are like. Use the chart provided to answer question #1 (below). RL 3
2. "So, Hare and Mrs. Hare put their heads together and cooked up a plan." What does the author mean when she states this in the story? RL 4
3. What do you notice about Bear in the illustrations? How does that help you as a reader to understand his character? RL 7
4. The author describes Hare as clever. Give three examples from the story of how Hare demonstrated that he was "clever". RL 4
5. The story only mentions Hare's family a few times. What can you tell about the Hare family just by the pictures the illustrator has provided? RL 7
6. Janet Stevens also retells and illustrates another tale that includes the character of Hare called, *The Tortoise and the Hare*. Compare and contrast Hare's character in the two stories. RL 9
7. What is the moral or lesson in this fable? Provide some examples from the story that lets us know that is the lesson. RL 2

Writing Mode	Writing Prompt
Opinion	<p>If you had to choose a character to root* for in this story, who would it be, Bear or Hare? Share your opinion in a paragraph and give examples from the story that support your opinion.</p> <p>*For students who have difficulty with writing (or ELL) this writing prompt starter could be used to start their paragraph:</p> <p style="text-align: center;">Writing prompt starter: "I think I would root for _____, because..."</p> <p>*This is an opportunity to discuss the multiple meanings of the word root. In the story it talks about the root of plants. Here it talks about cheering for.</p>

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

- ELL students will have difficulty with the vocabulary and figurative language that is introduced in this selection. These will need to be pre-taught.
- Students with writing difficulties may need to dictate their paragraph into a sound device or computer before writing.

Supporting the Reading: Foundational Skills Standards:

Common Core Standard RF 3 and 4: *Both of these standards have several parts including phonics and fluency. Below is a suggestion:*

RF 3.3 - This text offers many opportunities to examine the effects of adding a derivational suffix to a root/base word by using the –ing and the –ly as well as a review in inflected endings like –s and -ed.

Chart for Question #1 – Text Dependent Questions

Character	What are their characteristics?	Where did you find this characteristic in the story?
Bear	e.g. : Bear didn't like to work	"But all Bear wanted to do is sleep" pg. 1
Hare	e.g.: Hare was didn't always make good decisions	"Although Hare was clever, he sometimes got into trouble" pg. 2

Rubric for Writing Assignment:

Target	1 Below Basic	2 Basic	3 Proficient	4 Exemplary
Introduce the topic, or text you are writing about. W 3.1 a	No evidence of introduction.	Student vaguely introduces the text they are writing about.	Student introduces the topic or text with little detail.	Student introduces the topic or text with a great deal of detail that makes the topic clear.
State your opinion, and provide reasons for your opinion. W 3.1 b	Student states their opinion, but does not support it with any reasons.	Student states their opinion, and supports it with 1 reason.	Student states their opinion and supports it with 2 reasons.	Student states their opinion and supports it with 3 or more reasons.
Provide a conclusion statement or section. W 3.1 c	No evidence of a conclusion	Student states a conclusion that is not complete	Student states a conclusion that is a complete thought.	Student states a conclusion that sums up the main idea of the entire essay.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 3.2	More than 8 mistakes in spelling, punctuation, or capitalization.	5-8 mistakes in spelling, punctuation, and capitalization.	3-5 mistakes in spelling, punctuation or capitalization.	1-2 mistakes in spelling, punctuation and capitalization.