

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>Two Bad Ants</i></p> <p>Author: Chris Van Allsburg</p> <p>Copyright: 1988</p>	<p>Quantitative: Lexile: 780L</p>
	<p>Qualitative: The use of these qualitative measures add to the complexity of the text:</p> <ul style="list-style-type: none"> • figurative language • implicit meaning • illustrations are essential to understanding the text
	<p>Reader and Task: This text has some elements, such as perspective, that might be potentially concerning for students. Many students have had similar experiences to those of the main characters.</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.R1 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.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- CCRA.R4 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.

- CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- CCRA.SL.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.
- CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

orally.	
What key insights should students take from this text?	
<ul style="list-style-type: none"> • The illustrations add additional meaning to text and the pictures are magnified to illustrate the ants' perspective. • The author uses objects in nature to illustrate the ants' perspectives. • Students infer that the ants are greedy and that doing the easiest thing isn't always the best. • Students will strengthen their understanding of the story by writing a narrative text recounting the main characters' adventure. 	
Text-Dependent Questions	
<ul style="list-style-type: none"> • What was the "remarkable discovery" the ant scout found? What sentence in the text tells you this? • Why did the ants want to get more crystals for the ant queen? Use evidence from the text to answer the question. • In the text on page 8, the author said, "But all they heard was the call of crickets echoing through the woods like distant thunder." How is the call of crickets like thunder? • The author identifies objects in the story as things of nature. Can you identify two objects from the story and its natural counterpart? (Building-mountain, sugar-crystal, coffee-lake, mouth-cave, garbage disposal- dark chamber, electricity-strange force. • Why did two of the ants decide to stay in the "unnatural place"? Use evidence from the text to answer the question. • Why is the story called, <u>Two Bad Ants</u>? Support your answer with evidence from the text. • What lesson did the two bad ants learn from their trip to the "unnatural place" (theme)? Use evidence from the text to answer the question. • How do the illustrations add meaning to the text to help you understand the story at a deeper level? 	
Writing Mode	Writing Prompt
Narrative	<p>After reading the story, <u>Two Bad Ants</u>, imagine you are a bad ant and you decided to stay in the "unnatural place". Write a story that tells about your adventure. Use details from <u>Two Bad Ants</u> to help you write your story. Make certain to use narrative techniques such as dialogue, description, and pacing to develop characters and events. Also, remember to use correct grammar, usage, capitalization, punctuation, and spelling when writing your essay</p>

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

This story is presented as a whole class read-aloud. Hearing the story read fluently and with prosody can support special education students, ELLs, and struggling readers. The teacher will pose several text dependent questions, as well as give students an opportunity to ask questions and participate in a discussion of the story. The teacher will pose questions then give time for students to talk in partnerships or in small groups (accountable talk). This gives students opportunities to hear other perspectives and ask questions in small group settings. The structure for the students' partnerships can be strategically orchestrated to incorporate strong readers that can collaborate with at-risk readers. The questions posed by students and the discussion that follows will allow students time to process and comprehend the story. These students could also benefit from a small group discussion of the story to be sure the vocabulary words are clear and there are no misunderstandings about the story.

These students may need additional support with the writing prompt. In small group, students can talk about the ants' adventures and facilitate an oral retell. Next, the teacher can discuss with the students what the two bad ants might be thinking and feeling as each event is discussed. After discussing orally, I would encourage students to write the prompt including information that was discussed. If students are struggling with this, the prompt could be constructed as an interactive writing prompt with the students and teacher.

Supporting the Reading: Foundational Skills Standards:

Students will have the opportunity to hear the story read aloud in a fluent manner with prosody.