

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

Text grade band placement: 4-5	
<p style="text-align: center;"><b>Text</b></p> <p><b>Title:</b> <i>Number the Stars</i></p> <p><b>Author:</b> Lois Lowry</p> <p><b>Citation/Publication info:</b> Lowry, Lois. <i>Number the Stars</i>. Boston: Houghton Mifflin, 1989. Print.</p>	<p style="text-align: center;"><b>Text Complexity Analysis</b></p> <p><b>Quantitative:</b> Lexile: 670L</p> <p><b>Qualitative:</b> Indicators for this text reveal it has numerous levels of meaning such as war, death and world geography.</p> <p><b>Reader and Task:</b> Due to some of the concept complexity and the background knowledge demands, the text would best be addressed through a teacher read aloud with teacher led discussions before releasing it to a student independently to read.</p> <p>It uses simple language and follows a conventional narrative sequence with a story plot that progresses on a timeline.</p>
<b>ELA Common Core Standards addressed by task*</b>	
<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>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.</p> <p>CCRA.R.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCRA.R.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.</p>	

CCRA.R.8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>What key insights should students take from this text?</b>	
<ol style="list-style-type: none"> <li>1. Extension of vocabulary</li> <li>2. Knowledge of World War II life in Denmark</li> <li>3. War trials and tribulations</li> <li>4. Development of character thoughts over a given amount of time</li> </ol>	
<b>Text-Dependent Questions</b>	
<ol style="list-style-type: none"> <li>1. What reasons are given by the author to help determine why Annemarie and Kirsti have different mannerisms around the German soldiers?</li> <li>2. From your reading, what is significant about the soldiers' visit to the Johansen's apartment?</li> <li>3. Identify and assess the reasoning behind Henrik's lie to Annemarie in Chapter 9.</li> <li>4. What does the word "brusque" mean as used in the chapter? What do you see as the author's main goal of using specifically this word?</li> <li>5. Identify the central idea in Chapter 13 and the order in which the events unfold.</li> <li>6. What methods does the author use to help build and support the idea of Annemarie becoming viewed as an equal?</li> </ol>	
<b>Writing Mode</b>	<b>Writing Prompt</b>
Opinion/Argument	Write an argumentative essay in which you explain the significant ideas the author presented throughout the text about Annemarie facing ethical dilemmas in time of war. Write an opinion piece that debates Annemarie's actions during the war. Use relevant, sufficient, and clearly explained evidence from the text to support your ideas.

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

- There will be some issues with vocabulary (words in German).
- You may have to scaffold by giving some information about WWII and the Nazi Party.