

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

**Text grade band placement:**  
Kindergarten

Text	Text Complexity Analysis
<p><i>y, Starry Night</i></p> <p>ade Cooper</p> <p><b>Publication info:</b> ade. <i>Starry, Starry Night</i>. New lastic, 2009, Print</p>	<p><b>Quantitative:</b> Lexile: 400L</p>
	<p><b>Qualitative:</b> Moderately complex: simple structure and clear language demands; some content knowledge needed for vocabulary.</p>
	<p><b>Reader and Task:</b> Kindergarten students generally have the ability, interest and motivation to read (listen to) informational text on the solar system that is written at this quantitative level.</p>

**ELA Common Core Standards addressed by task**

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, thing, or idea in the text an illustration depicts).
- Follow words from left to right, top to bottom, and page by page.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are about and supply some information about the topic.

**What key insights should students take from this text?**

- use of descriptive vocabulary
- “Did You Know” section summarizes a key point that the author wants the reader to remember on each page.
- reader can use details from the pictures to help understand the vocabulary words
- reader can track text from left to right, top to bottom, and page-to-page by using their finger to track the words.

the reader can recall information from the story to write, speak and/or illustrate an informative sentence about a given topic

### Text-Dependent Questions

How do we know about space? Use details from the text to explain your answer.

The sun is one of 400 billion stars in this galaxy. What is the name of the galaxy?

Based on the information in the text, why do astronauts need to take oxygen to the moon?

What does the word "experiment" mean in this excerpt: "A space station is up in space. Scientists do experiments there." Can

you give an example of an experiment that you have seen or been part of at home or at school?

Describe Mars to your friend using words from the text.

Writing Mode	Writing Prompt
Formative/Explanatory	Using key details from the text, describe Mars. Revisit the story through a picture walk, asking students to describe Mars to their peers. Students give facts to fill in a graphic organizer about Mars: Mars is __, Mars has ____, Mars can _____. Using the graphic organizer, the students write one sentence to describe Mars.

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

This lesson will lend itself to multiple reads and class discussions based on close reading practices. Good modeling of this practice is necessary.

For students who need extra assistance, read the story more than one time, summarizing the key points on each page.

Discuss the vocabulary words and make sure the students understand their meaning before progressing through the lesson.

Make sure students have opportunities to see the pictures while they are completing their writing to help them recall the information about Mars.

Use additional differentiated instructional practices such as partner discussion and small group discussions according to needs.

#### Using the Reading: Foundational Skills Standards:

This text could be used to further teach tracking text with students. Ask students to practice guiding their finger as reading aloud to show that they understand the directionality while reading text. (RF.K.1)

This text would lend itself well to practicing onset and rime orally with words chosen from the text. Words to use: sun, moon, night, hot, cold (RF.K.2c)