

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

Text grade band placement:

1

Text	Text Complexity Analysis
<p>Title: <i>From Seed to Pumpkin</i></p> <p>Author: W. Pfeffer</p> <p>Citation/Publication info: Pfeffer, W. <i>From Seed to Pumpkin</i>. New York: Harper Collins, 2204. Print.</p>	<p>Quantitative: Lexile: 640L</p>
	<p>Qualitative: Moderately Complex: Simple structure, literal/clear language demands with light vocabulary load. Explicitly stated purpose.</p>
	<p>Reader and Task: Most first grade students possess the attention necessary to comprehend this type of text. Students may not have adequate background knowledge to understand all of the vocabulary upon the first read.</p>

ELA Common Core Standards addressed by task

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

What key insights should students take from this text?

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- Students will identify the main topic of the text (the life cycle of a pumpkin) and understand how a pumpkin seed grows.
- Students will retell the key details or events of the life cycle of a pumpkin.
- Students will learn specific vocabulary to describe the parts of a pumpkin.
- Students will understand the roles of each part of the pumpkin plant (i.e roots, leaves, flower).
- Students will identify the basic needs that pumpkin seeds must have to grow into pumpkin plants.

Text-Dependent Questions

- When do farmers plant pumpkin seeds?
- What makes the food that the pumpkin plant needs to grow?
- What do plants need to make food?
- How do the leaves make the food for the plant?
- Why do farmers need to keep weeds out of the pumpkin patch?
- What grows on the vines of the pumpkin plant?
- What do the bright orange flowers attract to the plant and how do they help new pumpkins grow?
- What grows where the flowers bloomed on the vine?
- What helps the small pumpkin fruits grow in the summer?
- **Ripen** means to be fully grown. What happens to pumpkins when they ripen?
- After reading this text, what do you think is the main topic?

Writing Mode	Writing Prompt
Informative/Explanatory	Write and illustrate a 4 to 5 page book that explains the life cycle of a pumpkin. (This writing prompt will be process writing, completed over several days of writing, revising, and editing.) Sentence stems may be used to start the process.

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

- Throughout the lesson, explanations of content vocabulary will be critical to the understanding of this text.
- The teacher will model identifying the main topic of the text and retelling the key details of the pumpkin life cycle.
- To support struggling readers, English language learners, and Special Education students, the teacher will utilize picture-sorting strategies in both whole group and small group settings to facilitate the categorization of the parts of a pumpkin plant and the needs of the plant.
- The teacher will also use picture-retelling cards to help these students in successfully sequencing and retelling the key events of the pumpkin life cycle.
- The teacher will also utilize labels and diagrams to assist these students in correctly identifying the parts, needs, and steps of the pumpkin life cycle.
- The teacher will use established mixed ability partner routines to give students extra practice with identifying the main topic and sequencing and retelling the events of the pumpkin life cycle with picture retelling cards. Students will work in pairs to sequence the retelling cards and orally retell the key details of the pumpkin life cycle. These print resources will be available to help these students as they complete the writing task.
- Additionally, these students will complete the writing task in small groups to provide differentiated assistance in completing the writing task successfully.

Supporting the Reading: Foundational Skills Standards:

- The teacher will demonstrate following words from left to right, top to bottom, and page by page. (RF.1.1)
- The teacher will discuss the use of spacing between words and reinforce the idea that words are written in specific sequences of letters by asking students what letter a word would begin or end with, or asking students to determine an unfamiliar word based on what they know about letter sound correspondences. (RF.1.1)
- The teacher can also use words in this text to reinforce the concept of syllables by having students “duck lip the word.” (RF.1.2)
- During reading, students may also highlight or point out familiar high-frequency words that they are expected to read by sight. (RF.1.3g)