

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>Me First</i></p> <p>Author: Helen Lester</p> <p>Citation/Publication info: Lester, H. (1992) Boston, MS: Houghton Mifflin Company</p>	<p>Quantitative:</p> <ul style="list-style-type: none"> • Lexile: 550L <p>Qualitative: moderately complex</p> <ul style="list-style-type: none"> • Chronological Order • Play on words • Vocabulary (trough-a-ter-i-a, snouts, cackled, curtsied, crowed) • Text written in dialogue <p>Reader and Task:</p> <ul style="list-style-type: none"> • Many students have prior knowledge and experiences similar to those of the main characters in the text. Cognitive capabilities, reading skills and motivation are all of moderate levels in this text.

ELA Common Core Anchor 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.

Reading:

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.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing:

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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:

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

What key insights should students take from this text?

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL3.1
- Recount stories and determine the central message and explain how it is conveyed through key details in the text RL3.2
- Describe the character in the story and explain how his actions contribute to the sequence of events. RL3.3
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story ((emphasize aspects of a character) RL.3.7
- Distinguish shades of meaning among related words – plump, faint, trot, cackled L.3.5c
- Word play – trough-a-teria (cafeteria) Pig Scout troop (Boy scout troop)

Text-Dependent Questions

1. The author described Pinkerton as pushy. Provide evidence that supports this adjective.
2. The author describes the voice as “faint.” What does “faint” mean in the text? Why is that a good choice of words? Why didn’t the author use soft or quiet?
3. What was Pinkerton’s initial reaction to the voice asking, “Who would care for a sandwich?” Read the sentence that tells you this.
4. When Pinkerton first sees the witch, how does he feel? What evidence from the text supports your answer?
5. The witch seems to know about Pinkerton’s personality. What evidence from the text lets you know the witch is trying to teach Pinkerton a lesson?
6. Will Pinkerton continue to try to be first at everything? Support your answer with evidence from the text.

Writing Mode	Writing Prompt
Explanatory	Write about the lesson Pinkerton learns in the story and give examples from the text of the consequences he faced because he always wants to be first. Also, remember to use correct grammar, usage, capitalization, punctuation, and spelling when writing.

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

The teacher can support SPED, ELLs, and struggling readers by brainstorming possible words or phrases that could be misinterpreted by a character. Small teacher-led groups can assist struggling readers, as would letting them read with a partner. Allowing students to use a graphic organizer to organize their thoughts and/or a sentence starter would scaffold writing. For example: Pinkerton learned that _____ wasn’t always the best because _____.

Supporting the Reading: Foundational Skills Standards:

This text lends itself to foundational skills of decoding multi-syllable words and reading grade-appropriate irregularly spelled words. It addresses all the fluency foundational standards for grade 2 and (a) and (c) for grade 3.