

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

Text grade band placement:

4-5

Text	Text Complexity Analysis
<p>Title: "Paul Revere's Ride"</p> <p>Author: Henry Wadsworth Longfellow</p> <p>Link: http://www.bartleby.com/42/789.html</p>	<p>Quantitative: No Lexile level available (poem)</p>
	<p>Qualitative: moderately complex</p> <ul style="list-style-type: none"> • Challenging vocabulary • Excellent example of quality poetry using figurative language and imagery
	<p>Reader and Task:</p> <ul style="list-style-type: none"> • Young readers may find this version of historical events to be motivating in the way in which it is told. • Prior knowledge of the historical facts may aid in comprehension.

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.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.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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.

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.W.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.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What key insights should students take from this text?

1. Students should be able to recognize that the effects from and the stories behind the American Revolution lived on; long after the war was over.
2. Students should be able to discuss and give examples of figurative elements of poetry found in the text.
3. Students should be able to explain that a poet's use of specific, well-thought-out words help the reader visualize and connect to the setting, action, etc.
4. Students should be able to compare and contrast prior knowledge about historical figures like Paul Revere with newly acquired knowledge.
5. Students should be able to compare and contrast prior knowledge about historical events like the Revolutionary War with newly acquired knowledge.

Text-Dependent Questions

1. Considering setting, and based on the first stanza of the poem, about how long after Paul Revere's ride did the author pen this poem? How do you know? Explain your answer with evidence from stanza one and what you already know about The Revolutionary War.
2. Study stanza two. Based on what you read, how would you describe Paul Revere? Give at least two adjectives to describe his character. What about stanza two helps you prove this?
3. Find and discuss examples of literary devices like simile and personification in stanza three. Why does Longfellow choose these techniques? Why not just write, "Paul saw a British ship in the moonlight?"
4. Reflect on stanzas four, five, and six. Imagine you are the "friend" mentioned in these stanzas. How do you feel? What descriptions do you read that would make you feel nervous? Scared? Excited?
5. Find examples of alliteration in stanza seven. What tones or moods do you think the author is trying to convey with these exact word choices?
6. One line in stanza eight reads, "The fate of a nation was riding that night." Based on what you remember from Social Studies lessons, explain what the author means by this line. Can you give other examples, from the past OR the present, when it seemed like the "fate of a nation" was riding on an event?
7. Paul Revere is riding in stanzas nine, ten, and eleven. List the things that Longfellow claims Paul Revere sees and thinks about as he rides. Does this seem realistic? Why or why not? Given the same situation, do you think you would notice and think about the same things? Why or why not?
8. Use stanza twelve to describe how the British fought versus how the Americans fought. Discuss two major differences between the two sides.
9. The last stanza describes Paul Revere's ride as, "A word that shall echo for evermore!" Since we know words cannot literally echo forever, what do you think Longfellow means? What proof do we have that Paul Revere's message of freedom has "echoed for evermore?"

Writing Mode

Writing Prompt

Informative/Explanatory	<p>Stanza twelve in <i>The Midnight Ride of Paul Revere</i> begins with the line, “You know the rest.” It goes on to summarize what the author, Longfellow, believes happened during the first battles of the Revolutionary War between Great Britain and America.</p> <p>Write an essay comparing this stanza (stanza twelve) with the historical accounts of these first battles in your social studies book or other informational text. How is the poet’s description of the battles similar to what you read as factual from other texts? How is the poet’s description different? Remember to support your writing with examples from both texts.</p>
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Scaffolding and support for special education students, English language learners, and struggling readers:

Make sure to discuss potential areas of challenge, noting that the poem will be read aloud many times, with modeling by the teacher. Groupings for close reading will vary, and may include homogeneously or heterogeneously placed groups. A particular area of focus may be vocabulary, with an emphasis on Tier 3 words.