

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

| Text grade band placement: Kindergarten | |
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| Text | Text Complexity Analysis |
| <p>Title: <i>Chrysanthemum</i></p> <p>Author: Kevin Henkes</p> <p>Citation/Publication info: Henkes, Kevin. <i>Chrysanthemum</i>. New York: Scholastic, Inc, 1991. Print.</p> | <p>Quantitative: Lexile: 460L</p> |
| | <p>Qualitative: Moderately complex: vocabulary can be challenging.</p> |
| | <p>Reader and Task: Reader variables such as knowledge and experiences will be low. Many children can relate to the experiences of the main character.</p> |
| ELA Common Core Standards addressed by task | |
| <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events. RL.K.4 Ask and answer questions about unknown words in a text. RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> | |
| What key insights should students take from this text? | |
| <ol style="list-style-type: none"> 1. Growing from baby to child... life cycle 2. How to address hurtful comments and actions from others | |

3. What to do when you do not like something about yourself that you can't change
4. Feeling proud
5. Positive and negative ways of treating other people

Text-Dependent Questions

1. How do we know that Chrysanthemum likes to see her name written differently?
2. What happened at school to make Chrysanthemum not like her name anymore?
3. Why would Chrysanthemum think dreaming about the name Jane was a "pleasant dream?"
4. Why was Mrs. Twinkle's first name important to Chrysanthemum?
5. How did the other children react when they learned her name?
6. How did Chrysanthemum feel when Mrs. Twinkle said she was considering Chrysanthemum as a name for her daughter?
7. How did the other children react upon hearing Mrs. Twinkle was considering Chrysanthemum as a name for her daughter?

| Writing Mode | Writing Prompt |
|--------------|--|
| Narrative | Make a list of the feelings Chrysanthemum felt when the students were making fun of her name. Draw a picture and add words to describe how Chrysanthemum felt when Jo, Rita and Victoria had made fun of her name. Use the sentence stem: Chrysanthemum felt _____ when the students made fun of her name because _____. |

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

Depending on the number of children who fit into the groups mentioned above, small groups could be created to assist with writing task and comprehension of the book. Students should be able to draw their own picture, but may need help with sounding out and writing words. This can be done with peer tutors, small groups, or volunteers. The book can be placed in a listening center and students can have the opportunity to visit the center at least once per day. Graphic organizers and writing stems can also be created and posted to assist in comprehension and writing.

Supporting the Reading: Foundational Skills Standards:

Most of the foundational skills for Kindergarten could be met with the text chosen. Modeling, questioning and talking aloud during the whole group reading of the text, could support the print concepts and phonological awareness standards. The phonics and word recognition skills could also be addressed during whole and small group reading of the text. The teacher could create a book of decodable words from the text and have students practice reading the book with partners and make new words by changing one letter. Students can point out high frequency words in the text. Students can track the text in the listening center, to assist in the development of fluency.