

# 2012 Common Core State Standards Summer Institute

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## **Developing a Close Reading or Read Aloud the Text for Common Core State Standards**

**Date:** Summer 2012

**Text Title:** *The Empty Pot*

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### **Reading Task:**

The students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to clarify meaning. The teacher will ask questions and solicit student's ideas and thoughts to guide them through purposeful interaction with the text. The questions will focus on Key Ideas, Craft and Structure, and Integration of Knowledge and Ideas with both a fiction text.

### **Discussion Task:**

Through the use of text-dependent questions, the students will be guided to look at text closely and engage in thinking that will deepen their understanding of key ideas, craft and structure and the integration of knowledge and ideas.

### **Vocabulary and Syntax Task:**

Most of the meanings of the words in the text can be discovered from careful reading of the context or use of illustrations in the text. Teachers will use rereading, discussions and modeling to introduce and reinforce how to learn vocabulary from contextual clues. Syntax and language structure will be closely examined through discussion.

### **Writing Task:**

Students will use writing to summarize and extend learning. Writing tasks will vary depending on the choice of culminating activity. In this lesson, students write an opinion regarding one of the main characters, the emperor using details from the book to support their opinion.

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## Standards Addressed/Outcomes:

**Kindergarten:** Students will, with teacher prompting and support:

- Ask and answer questions about key details in a text. **(RL.K.1, RI.K.1)**
- Retell familiar stories, including key details. **(RL.K.2)**
- Identify characters, settings and major events in a story. **(RL.K.3)**
- Ask and answer questions about unknown words in a text. **(RL.K.4, RI.K.4)**
- Describe the relationship between illustrations and the story in which they appear (e.g., what moment or person, place, thing or idea in the story or text an illustration depicts). **(RL.K.7, RI.K.7)**
- Actively engage in group reading activities with purpose and understanding. **(RL.K.10, RI.K.10)**
- Identify the main topic and retell key details of a text. **(RI.K.2)**
- 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. **(W.K.3)**
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **(SL.K.1)**
- 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. **(SL.K.2)**
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(SL.K.3)**
- Explore word relationships and nuances in word meanings. **(L.K.5)**
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(L.K.6)**

**Grade 1:** Students will:

- Ask and answer questions about key details in a text. **(RL.1.1, RI.1.1)**
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. **(RL.1.2)**
- Describe characters, settings, and major events in a story, using key details. **(RL.1.3)**
- Use illustrations and details in a story to describe its characters, setting, or events. **(RL.1.7)**
- Compare and contrast the adventures and experiences of characters in stories. **(RL.1.9)**
- With prompting and support, read prose and poetry of appropriate complexity for grade 1. **(RI.1.10)**
- Identify the main topic and retell key details of a text. **(RI.1.2)**
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. **(RI.1.3)**
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(RI.1.4)**

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- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **(RI.1.5)**
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **(RI.1.6)**
- Use the illustrations and details in a text to describe its key ideas. **(RI.1.7)**
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) **(RI.1.9)**
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(W.1.8)**
- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. **(SL.1.1)**
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **(SL.1.2)**
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. **(L.1.5)**
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). **(L.1.6)**

## **Grade 2:** Students will:

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **(RL.2.1, RI.2.1)**
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **(RL.2.2)**
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **(RL.2.5)**
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **(RL.2.6)**
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **(RL.2.7)**
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range **(RL.2.10)**
- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **(RI.2.4)**
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **(RI.2.8)**
- Recall information from experiences or gather information from provided sources to answer a question. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **(W.2.8)**
- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. **(SL.2.1)**
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **(SL.2.2)**
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **(SL.2.3)**

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- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **(L.2.4)**
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **(L.2.5)**
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). **(L.2.6)**

## Vocabulary:

The words selected are more abstract, likely to be encountered in a variety of situations and could have different meanings dependent on the context. These words deserve more attention in the context of daily instruction.

*Successor* – someone who takes a job or position previously held by someone else

*Emperor* – the man who is the ruler of an empire; supreme male monarch of an empire

*Proclamation* – an official public statement about something that is important

*Swarmed* – to form and depart from a hive, to move or assemble in a crowd

*Sprout* – to send out new growth

*Empire* – a major political unit having a large territory, people under a single sovereign authority

## Text based questions

These questions can only be answered correctly by close reading of the text. The evidence in the response comes directly from the text and does not depend on additional information from other sources. Text-dependent questions assure knowledge from a specific text is clearly understood prior to leaping into synthesizing.

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*What did the emperor ask each child to do? Where in the text do you find support for your answer?*

*Integrity is often defined as doing the right thing even when no one is watching. How is that definition exemplified in this story? Provide text evidence to support your answer.*

*Did any of the characters change by the end of the book? Did they grow, come to learn something about themselves and how the world works? Provide text based details to support your answer.*

*Using the illustrations and the text, how are our lives and the way we live similar and different from the people in the illustrations?*

*What is the most significant difference between your life and those pictured in the illustrations and described in the book?*

## Syntax

This portion will include a close examination of the arrangement of words and phrases or well-formed sentences to help students better understand text meaning.

“I admire Ping’s great courage to appear before me with the empty truth, and now I reward him with my entire kingdom and make him emperor of all the land!”

Count the number of words in the sentence.

What does this sentence mean?

Why does the author use the words “the empty truth”? How does that relate to the title of the book?

What is a kingdom?

Why is Ping becoming the emperor?

What purpose does the comma serve?

Why does the emperor think Ping has **courage**?

What does it mean to **admire** someone?

## **Writing Task (in response to reading):**

Writing tasks will allow students to expand their repertoire and control of different narrative strategies. In opinion pieces, they will have opportunities to extend and elaborate their work by providing examples, offering reasons for assertions, and explaining cause and effect.

Were the actions of the emperor honest or dishonest? Were the actions of the emperor justified? What in the text supports your stance?

The teacher may have to explain the meaning of the word “stance” to some students.

After students have written a response, the teacher may use the think/pair/share/strengthen strategy to help students revise and improve their writing.

THINK/PAIR/SHARE/STRENGTHEN

Share your response with your partner.

Select one response to improve.

Improve the response by adding text based details, or further explanation.