

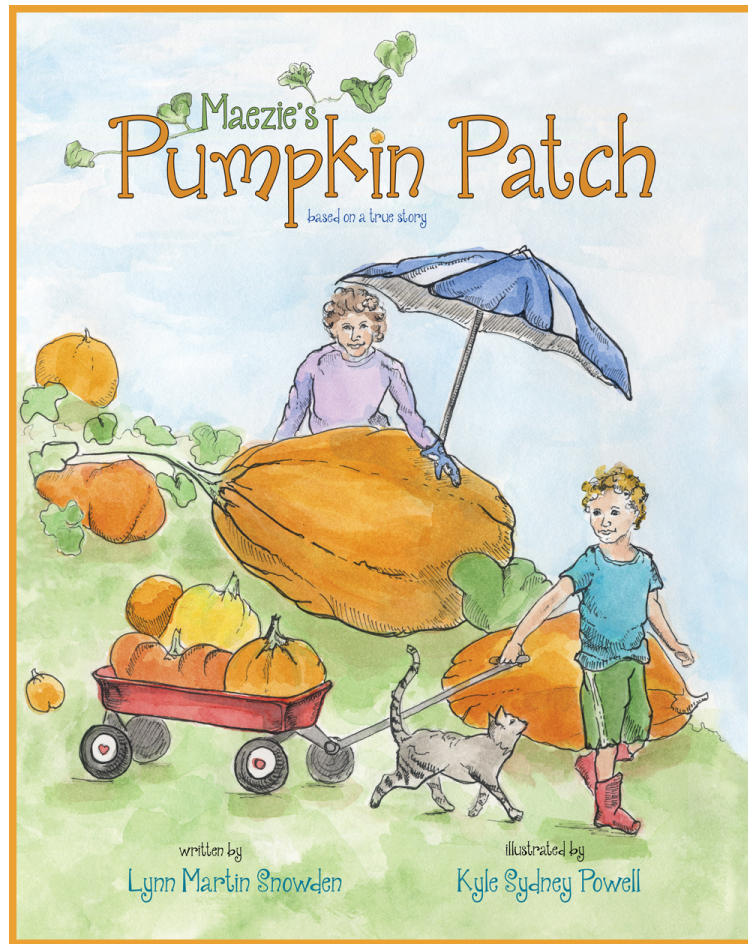
COMMON CORE STATE STANDARDS:

Reading Standards for Literature

Teaching Guide for *Maezie's Pumpkin Patch*

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Reading Standards for Literature K-5
Key Ideas and Details: RL Standard 1

Standard RL K.1 With prompting and support, ask and answer questions about key details in a text.

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

Standard RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL K.1, 1.1, 2.1

Ask students to answer the following questions about the **key details** in the text:

What is Maezie dreaming about?

What does she grow in her garden?

Where does she want to take her pumpkins?

Why does she work so hard in her garden?

How were her pumpkins destroyed?

Who ruined her garden?

Why were her pumpkins stolen and smashed?

What did the neighbors do to help her?

Who reported Maezie's story?

Where is Maezie's story seen?

What does Maezie do with the pumpkin seeds she was able to save?

What do the neighbors create together?

Standard RL 3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

Standard RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 3.1, 4.1, 5.1

What kind of person is Maezie? What details in the text tell you so? Does the text say or must you infer?

How does Maezie react when she finds her pumpkin patch destroyed? Do the details in the text tell you so?

What characteristics do the neighbors display? Does the text say explicitly or must you infer?

Who in Maezie's community of neighbors helps her? Does the text say explicitly or must you infer?

Why do Maezie and her neighbors laugh at the end? How do you know?

Reading Standards for Literature K-5
Key Ideas and Details: Standard 2

Standard RL K.2 With prompting and support, retell familiar stories, including key details.

Standard RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Standard RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL K.2, 1.2

Read *Maezie's Pumpkin Patch* aloud and discuss the book by asking and answering the questions listed for Standard 1. Once you feel certain of student understanding of the events of the book, ask them to work in pairs or table groups to **retell the plot**. If the students have reading buddies, invite these older students to scribe student responses for this activity. Ask the pairs or table groups to report out to be sure that they have captured the **key details** of the plot.

In addition, for Grade 1, add a discussion of the **central message** of the book and ask how **key details** help in the understanding of that message.

RL 2.2

Read *Maezie's Pumpkin Patch* aloud and discuss the book by asking and answering the questions listed above for Standard 1. Once you feel certain of student understanding of the events of the book, ask them to work in pairs or table groups to **retell the plot**. Then, return to the larger group and discuss the **central message, lesson, or moral** of the story. Ask them to support their answers by citing passages of text that helped them to determine it.

Reading Standards for Literature K-5
Key Ideas and Details: Standard 2

Standard RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Standard RL 4.2 Determine the theme of a story, drama, or poem from details in the text, summarize the text.

Standard 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 3.2

Read *Maezie's Pumpkin Patch* and discuss the book by asking and answering the questions listed for Standard 1. Once you are certain of student understanding of the events of the book, discuss the **central message, lesson, or moral**. Ask them to support their answers by citing passages with **key details** that helped to convey this message.

RL 4.2

Read *Maezie's Pumpkin Patch* and discuss the book by asking and answering the questions listed for Standard 1. Once you feel certain of student understanding of the events of the book, ask them to summarize the text. Then, ask them to determine the **theme** from **details** that convey the theme.

RL 5.2

Read *Maezie's Pumpkin Patch* and discuss the book by asking and answering the questions listed above from Standard 1. Once you feel certain of student understanding of the events of the book ask them to summarize the text. Then, ask them to determine the **theme** of the book from **details** that convey the theme, including how Maezie responds to challenges.

Reading Standards for Literature K-5
Key Ideas and Details: Standard 3

Standard RL K.3 With prompting and support, identify characters, settings, and major events in a story.

Standard RL 1.3 Describe the characters, settings, and major events in a story, using key details.

Standard RL 2.3 Describe how characters in a story respond to major events and challenges.

RL K.3

Read *Maezie's Pumpkin Patch* aloud and discuss the book by asking:

Who are the **characters** in the story? Do the animals count as **characters**?

What are the **major settings** in the story?

What are the **major events** in the story? What big things happen that make the story interesting and exciting? List the key details for each event.

Could the book have taken place in a different **setting**? Explain.

RL 1.3

Read *Maezie's Pumpkin Patch* aloud and discuss the book by asking students to:

Describe Maezie, using key details from the text. Are the animals and other people **characters** in the story, too?

Describe each of the **major settings**, using key details from the text.

Describe each of the **major events** of the story, using key details from the text.

RL2.3

Read *Maezie's Pumpkin Patch* and discuss the **major events** and **challenges** in the story. Then, discuss the characters in the book by asking students how the characters, particularly Maezie, respond to **major events and challenges**. Have students cite examples in the text in their responses.

Reading Standards for Literature K-5
Key Ideas and Details: Standard 3

Standard RL 3.3 Describe characters in a story, as well as their traits, motivations, or feelings. Explain how their actions contribute to the sequence of events.

Standard RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as, a character's thoughts, words, or actions.

Standard RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text, such as, how characters interact.

RL 3.3

Read *Maezie's Pumpkin Patch* aloud and discuss the **sequence of events** in the story. Then ask students to describe the characters in the book, including their **traits, motivations, or feelings**, and to explain how the character's actions contribute to the **sequence of events**.

RL 4.3

Read *Maezie's Pumpkin Patch* aloud. Ask students to choose one character, setting, or event from the story. Have the students describe the **character, setting, or event** in depth by drawing from **specific details in the text**. For example, describe Maezie through her thoughts and/or actions.

RL 5.3

Read *Maezie's Pumpkin Patch* aloud. Ask students to **compare and contrast** two or more characters, settings, or events, drawing from specific details from the text.

Reading Standards for Literature K-5
Craft and Structure: Standard 4

Standard RL K.4 Ask and answer questions about unknown words in a text.
Standard RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Standard RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL K.4

As you read *Maezie's Pumpkin Patch* aloud to kindergarten students, invite each child to raise his/her hand whenever you read an **unknown word**. Pause in the reading to write the word on a list and invite other students to help you discuss the meaning of the word using context clues before you continue.

RL 1.4, 2.4

Read *Maezie's Pumpkin Patch* aloud. On the second reading, ask students to raise their right hand when they hear a word or phrase that **suggests feelings** (fear, sadness, anger, frustration, or happiness) and their left hand when they hear a word or phrase that **appeals to the senses**. Make a two-column list of these words and phrases and return to discuss them after you have finished the second reading.

Standard RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Standard RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Standard RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 3.4, 4.4, 5.4

Read *Maezie's Pumpkin Patch* aloud. Ask the students to choose specific words or phrases and describe how they **supply meaning** in the story.

Reading Standards for Literature K-5
Craft and Structure: Standard 5

Standard RL K.5 Recognize common types of texts (e.g., storybooks, poems)

Standard RL 1.4 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Standard RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL K.5

Read *Maezie's Pumpkin Patch* aloud, ask students what kind of text it is: fiction/nonfiction/informational/prose/poetry.

RL 1.5

After reading *Maezie's Pumpkin Patch* aloud, share one or more **nonfiction** books about pumpkins, harvest, or autumn with the students. Read **fictional** books about pumpkins, harvest, or autumn. Then, ask them to explain the major differences between fiction and informational books.

RL 2.5

Read *Maezie's Pumpkin Patch* aloud. Then ask students to describe the overall structure of the story. Ask how the first scene, when Maezie is dreaming of having a huge, prizewinning pumpkin, introduces the story and how the final scene, when Maezie and her neighbors enjoy the creation of their enormous patch with prizewinning pumpkins, concludes the story.

Standard RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Standard RL 4.5 (does not apply to picture book text)

Standard RL 5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL 3.5

After reading *Maezie's Pumpkin Patch* aloud, discuss scenes as they apply to picture books. Ask students to name the scenes in the book and describe how each scene builds on previous scenes.

RL 5.5

After reading *Maezie's Pumpkin Patch* aloud discuss scenes as they apply to picture books. Ask students to explain how the scenes in the book fit together to provide the overall structure of the story. Ask them what would happen if they were to remove specific scenes.

Reading Standards for Literature K-5
Craft and Structure: Standard 6

Standard 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.

Standard RL 1.6 Identify who is telling the story at various points in a text.

Standard RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL K.6

Discuss the **role of the author**, Lynn Martin Snowden, and **illustrator**, Kyle Sydney Powell in presenting the information in the book. What is the **job of the author**? What is the **job of the illustrator**? Then, read *Maezie's Pumpkin Patch* aloud.

RL 1.6

Read *Maezie's Pumpkin Patch* aloud, pausing before each page turn to discuss who is **telling the story**.

RL 2.6

Read *Maezie's Pumpkin Patch* aloud. Discuss how the book might have been different if it had been told from the **point of view**, such as Maezie's, the neighbor's, or the animal's.

Standard RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Standard RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

Standard RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL 3.6

Discuss **point of view** with the students before reading *Maezie's Pumpkin Patch*. Read the story aloud. Ask the students from what point of view the story is told, first-person or third-person. Ask how it would be different from different points of view, such as Maezie's, a neighbor's, or an animal's.

RL 4.6

Read a picture book told in first-person point of view. Read *Maezie's Pumpkin Patch* aloud. **Compare and contrast** the differences between first-and third-person narrations.

RL 5.6

After reading *Maezie's Pumpkin Patch* aloud, discuss how the **narrator's point of view** influences how the events in the story are described. How would the events in the story have been different if Maezie, the neighbors, or the animals had been the narrator. Challenge students to rewrite a section of the story in another point of view.

Reading Standards for Literature K-5
Integration of Knowledge and Ideas: Standard 7

Standard RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Standard RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Standard RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

RL K.7

Read *Maezie's Pumpkin Patch* aloud. The first time read the story straight through. During the second reading, take time to read the text and **discuss the illustrations**. Before turning each page, describe the relationship **between the text and the illustrations** by asking students to notice the details contained in each illustration.

RL 1.7, 2.7

After reading *Maezie's Pumpkin Patch* aloud, ask students to name the **details** about the **characters, settings, or events**. Then, ask whether the information about each detail came from the **words or the illustrations** in the book. Does the illustrator, Kyle Sydney Powell, add details that are not in the text? Describe which ones.

Standard RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

Standard RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identify where each version reflects specific descriptions and directions in the text.

Standard RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL 3.7

After reading *Maezie's Pumpkin Patch* aloud, ask students to explain how specific **illustrations** contribute to what the text of the story is telling. Ask if they reveal or emphasize specific details of the characters or settings that the text does not fully reveal.

RL 4.7, 5.7

Have the students close their eyes and listen to a reading of *Maezie's Pumpkin Patch*. Then, have the students listen to *Maezie's Pumpkin Patch* and observe the illustrations. Analyze how the visual rendering contributes to the **meaning or tone** of the text.

Reading Standards for Literature K-5
Integration of Knowledge and Ideas: Standard 8
(Not applicable to literature)

Reading Standards for Literature K-5
Integration of Knowledge and Ideas: Standard 9

Standard RL K. 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Standard RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

Standard RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors from different cultures.

RL K.9, 1.9, 2.9

After reading *Maezie's Pumpkin Patch* aloud and discussing its characters, setting, and plot, **compare and contrast** Maezie's adventures and experiences with other familiar stories.

Standard RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Standard RL 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Standard RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) or their approaches to similar themes and topics.

RL 3.9

After Reading *Maezie's Pumpkin Patch* **compare** the themes, settings, and plots of *Maezie's Pumpkin Patch* and other known stories.

RL 4.9

After reading *Maezie's Pumpkin Patch* aloud, **compare and contrast** it to another story with a similar topic and/or theme.

RL 5.9

After reading *Maezie's Pumpkin Patch* aloud, **compare and contrast** its similar themes and topics to other known stories.

