

1st-Grade Teacher Key

Literary Reading Passage: Oats, Peas, Beans, and Barley Grow (Mini Book Format) Accompanies *Healthy Choices, Healthy Me!* Nutrition Program

Common Core: RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Title of Passage: Oats, Peas, Beans, and Barley Grow	Lexile Level: N/A* (see note)	Grade: 1	
Text Type: Literary (Poem/Rhyme) (based on an old English folk song for children—a nursery rhyme)		Topics/Messages: agriculture; steps for growing food on a farm; farm to market; food groups: Grains, Protein, Vegetables	
Questions	Skills	Common Core State Standards – Grade 1	
1. Describe the setting for the poem. Where does the action take place? on a farm, in a field What details in the passage helped you figure out the setting? “farmer,” “farm,” “survey his land,” pictures	setting	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	
2. What does this farmer want to grow? He wants to grow oats, peas, beans, and barley for people to eat.	major event	RL.1.3 Describe characters, settings, and major events in a story, using key details.	
3. How do you think the farmer feels when he “stamps his foot and claps his hands, then turns around to view his lands”? Possible answers: happy, proud, tired, glad	actions that suggest a feeling	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
4. What happens to the food the farmer grows? It goes to market.	key details	RL.1.1 Ask and answer questions about key details in a text.	
5. The farmer completes 4 tasks to get the food ready for market. Name them in order. (1) He sows the seed. (2) He waters the seed. (3) He hoes the weeds. (4) He harvests the seed.	retell in sequence	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
EXTRA: Page 13 of the mini book is an information page and not part of the poem. It may be used to discuss the similarities and differences between the 2 types of text if appropriate.	distinguish 2 types of text	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	

*Leveling Note: N/A = Quantitative leveling is not appropriate for this rhyme. Qualitative measures were used for leveling.

“Certain measures are less valid or inappropriate for certain kinds of texts. Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry’s difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations.” (Appendix A, Common Core ELA/Literacy, pg. 8)