

Contents

| | |
|--|----|
| Introduction | 4 |
| Connections to the Common Core State Standards | 12 |
| Teaching Notes | 13 |

Literature Passages

| | |
|--|----|
| 1. Kadimba's Field • Folktale | 26 |
| 2. Follow Me • Adventure | 28 |
| 3. A "Punny" Pair • Humorous Stories | 30 |
| 4. One Clever Cat • Realistic Fiction | 32 |
| 5. Fishing on the Rogue • Tall Tale | 34 |
| 6. The Crow and the Pitcher • Fable | 36 |
| 7. Norse All-Father • Myth | 38 |
| 8. The Mirror Stirs • Mystery | 40 |
| 9. A New House • Historical Fiction | 42 |

Informational Text Passages

| | |
|---|----|
| 10. Gary's Tuba • Interview/Diagram | 44 |
| 11. Wash and Dry • Procedural/Sign | 46 |
| 12. Hello, Roy G. Biv! • Physical Science Article/Diagram | 48 |
| 13. Multiple Meanings • Dictionary Entry | 50 |
| 14. Healthy and Crispy • Procedural/Recipe | 52 |
| 15. Place Names • Geography Article/Map | 54 |
| 16. Bring Back Snacks • Persuasive Essay/Chart | 56 |
| 17. Endurance Sports • Sports Article | 58 |
| 18. A Well-Rounded Person • Biographical Sketch | 60 |
| 19. Describing a Dollar • Social Studies Article/Annotated Photo | 62 |
| 20. A Prickly Idea • Science & Technology Article | 64 |
| 21. Make Sense • Language Arts Essay/Idioms | 66 |
| 22. Hot-Air Balloon Ride • Friendly Letter | 68 |
| 23. Native American Gifts • Historical Essay/Chart | 70 |
| 24. Parts of a Whale • Life Science Article/Annotated Diagram | 72 |
| 25. Eagle or Turkey? • Historical Anecdote | 74 |

| | |
|---------------|----|
| Answers | 76 |
|---------------|----|

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”

—COMMON CORE STATE
STANDARDS FOR ENGLISH
LANGUAGE ARTS, JUNE 2010

25 Complex Text Passages to Meet the Common Core: Literature and Informational Texts—Grade 3 includes complex reading passages with companion comprehension question pages for teaching the two types of texts—Literature and Informational—covered in the Common Core State Standards (CCSS) for English Language Arts. The passages and lessons in this book address the rigorous expectations put forth by the CCSS “that students read increasingly complex texts through the grades.” This book embraces nine of the ten CCSS College and Career Readiness Anchor Standards for Reading that inform solid instruction for literary and informational texts.

Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text; summarize key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact throughout a text.

Craft and Structure

- 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.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

Passage 1

Kadimba's Field • page 26

Literature: Folktale

- **Focus** In this Bantu folktale, students examine the traits of an archetypal character—the trickster.

► **Teaching Tips****Before Reading**

- Review the character of a trickster in folklore. Invite students to recall characters in other trickster tales they have read, such as Anansi, Coyote, Fox, and Iktomi.

During Reading

- Encourage students to circle challenging words or expressions for discussion.

After Reading

- Invite students to write a plot summary of the folktale in which they identify the problem and solution.

Common Core Connections

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10 • RF.3.3, RF.3.4 • W.3.10 • L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Complexity Index**Quantitative:**

Lexile 580

| Qualitative | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|---|---|---|
| Meaning | | * | | | |
| Structure | * | | | | |
| Language | | * | | | |
| Knowledge | * | | | | |

Reader & Task

- The labor-intensive tasks involved in farming may be unfamiliar to students.
- Ask students to answer this question: *Was Kadimba really lazy?* Have them support their responses with details from the folktale.

Passage 2

Follow Me • page 28

Literature: Adventure

- **Focus** Students explore setting and its influences on the characters in a realistic adventure story.

► **Teaching Tips****Before Reading**

- Discuss the features of an adventure—both in real life and in fiction.
- Tell students that Sunset Crater is a national monument near Flagstaff, Arizona. Show online images of its stark beauty and unusual landscape to motivate readers.

During Reading

- Help readers notice vivid descriptions, precise language, and emotional clues.

After Reading

- Encourage students to compare and contrast the two main characters, then infer how each felt upon leaving the lava tube.
- Invite interested students to learn more about Sunset Crater and its lava tubes.

Common Core Connections

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10 • RF.3.3, RF.3.4 • W.3.10 • L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Complexity Index**Quantitative:**

Lexile 630

| Qualitative | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|---|---|---|
| Meaning | * | | | | |
| Structure | | * | | | |
| Language | | * | | | |
| Knowledge | | * | | | |

Reader & Task

- Most readers will recognize the feelings involved in exploring a dark and unknown place but will not know about lava tubes.
- Have students study the photo of a volcanic lava tube cave to help them visualize the setting around and in the lava tube.

Passage 10

Gary's Tuba • page 44

Informational Text: Interview/Diagram

► **Focus** Students gather new information from an interview presented in a question-and-answer format as well as a labeled diagram.

► **Teaching Tips**

Before Reading

- If possible, play several audio clips of tuba music (or a video of a tuba player in action). Invite students to respond to the sound and tone of the tuba.
- Review what an interview is. Then guide students to notice the question-and-answer structure and how it differs from other types of writing. Also have them think about how the person asking the questions might prepare in advance to get the best information.

During Reading

- Point out text features used in the interview: names in boldface, questions in italics, and answers in regular type. Discuss how these features help distinguish between the interview participants.
- Tell students to highlight any music terms that need clarification and to use the diagram to help them visualize the instrument and its parts.
- Discuss the purpose of the sidebar and the labeled diagram.

After Reading

- Encourage students to brainstorm a list of additional questions to ask about the tuba. If possible, invite a guest who plays the tuba to answer them or have students research the answers on their own.

Common Core Connections

RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10 • RF.3.3, RF.3.4 • W.3.10
• L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Complexity Index

Quantitative:
Lexile 520

| Qualitative | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|---|---|---|
| Purpose | | * | | | |
| Structure | | | | * | |
| Language | | * | | | |
| Knowledge | | | * | | |

Reader & Task

- Students may be unfamiliar with the tuba—a lesser-known musical instrument.
- Have students evaluate each interview question for the kind of information it elicits.

Passage 11

Wash and Dry • page 46

Informational Text: Procedural/Sign

► **Focus** In this procedural piece, students read ordered lists to understand how to complete a multi-step task.

► **Teaching Tips**

Before Reading

- Engage prior knowledge about doing the family laundry. Discuss sorting clothes by color or fabric, choosing washing and drying temperatures, and length of drying time.
- Point out different text features on the sign (boldface subheadings, numbered lists of steps, words in all capital letters, price list). Discuss how these features help to guide the reader.

During Reading

- Have students pause after each step to ensure comprehension. Encourage them to make connections among the steps.
- Ask students why it's important to read each set of instructions completely before washing or drying the clothes.

After Reading

- Invite students to come up with word problems similar to the one in question 4 (page 47) for classmates to solve.

Common Core Connections

RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10 • RF.3.3, RF.3.4 • W.3.10
• L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Complexity Index

Quantitative:
Lexile 530

| Qualitative | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|---|---|---|
| Purpose | * | | | | |
| Structure | | | * | | |
| Language | | * | | | |
| Knowledge | * | | | | |

Reader & Task

- Students may not realize how many steps are involved in doing laundry.
- To help students better appreciate why the text is broken down into parts and sequential steps, ask: *How would the outcome change if the steps were not in order?*

Kadimba's Field

Bantu Folktale

How does Kadimba use his cleverness to avoid work?

1 Clever Kadimba was a lazy hare. It was time to plant crops
2 to feed his family, but he hated work. Tangled bushes throughout
3 his field made the job daunting. Even after clearing the field,
4 Kadimba would still have to dig rows for his crops.

5 Kadimba hatched a plan. He dragged a thick rope across
6 his field. Then he waited by one end for Elephant to appear.
7 Kadimba dared Elephant to a tug-of-war. The tusker roared
8 but agreed. He twisted his trunk around the rope. Kadimba
9 said, "When you feel my pull, then pull back." He raced to the
10 opposite side of the tangled field and rested by the other end of
11 the rope. Elephant waited patiently.

12 Soon Hippo waddled by. Kadimba offered this giant the same
13 challenge. Hippo agreed, letting the hare wrap the rope 'round
14 his muddy body. Kadimba said, "When you feel my pull, then
15 pull back." Hippo waited good-naturedly.

16 Kadimba then dashed to the middle of the rope and tugged
17 in each direction. Feeling the pull, Elephant and Hippo began
18 tugging. They yanked,
19 grunted, and heaved
20 in astonishment. They
21 pulled back and forth,
22 left and right, struggling
23 until nightfall. By then,
24 the rope had torn out all
25 the tangled bushes; the
26 thrashing had softened the
27 soil. Kadimba's field was
28 ready for planting.



Kadimba's Field

► Answer each question. Give evidence from the folktale.

1 The *daunting* job (line 3) made Kadimba feel _____.

- ☐ A. heartbroken ☐ B. discouraged ☐ C. sleepy ☐ D. proud

How did you choose your answer? _____

2 Which type of character is Kadimba?

- ☐ A. a brave hero ☐ C. a sneaky trickster
☐ B. an angry loser ☐ D. an innocent victim

What in the text helped you answer? _____

3 Why did Hippo and Elephant feel so astonished (lines 19 and 20)? _____

4 Why did Kadimba rest for a while (lines 9–11)? _____

5 Explain Kadimba's clever plan. _____

Follow Me

What makes this story an adventure?

1 “When this volcano blew about a thousand years ago,
2 it sent the local inhabitants scurrying to safety,” Mimi
3 reported as we neared our destination.

4 We drove through a moonlike landscape, where plants
5 and trees struggled to grow. Then I saw Sunset Crater. It
6 was a huge black cone with tinges of orange and yellow.
7 It was magnificent! We parked the car and began to walk
8 the winding trail along its base. “I’ve got the flashlights,”
9 Mimi said.

10 *Flashlights?* I wondered.

11 I soon found out the
12 reason for them when she
13 stopped and pointed to a
14 narrow, dark opening. “Follow
15 me,” she called. “We’re about
16 to enter a tunnel made by
17 lava. Zip up your sweatshirt.”

18 We scrambled down into
19 darkness. It got cold very
20 quickly as we descended; it
21 got scary, too. We clambered
22 over sharp and slippery rocks and had to duck under
23 hanging rocks that looked like icicles. The ceiling was so
24 low in parts that we had to crawl. Soon the walls began to
25 close in on us. At that point we stopped, took in the eerie
26 silence, and then made our way out.

27 “Amazing lava tube, right?” Mimi asked, once we were
28 safely above ground.

29 “Awesome!” I answered, relieved to see blue sky.



Follow Me

► Answer each question. Give evidence from the adventure.

1 If you *descended* (line 20), you _____ .

- ☐ A. climbed up ☐ B. went down ☐ C. wondered ☐ D. explored

How did you choose your answer? _____

2 Which sentence best describes a *lava tube* (line 27)?

- ☐ A. It is a tunnel made by lava. ☐ C. It is a kind of volcano.
☐ B. It is a moonlike landscape. ☐ D. It is a winding trail.

What in the text helped you answer? _____

3 Why did Mimi bring along flashlights? _____

4 What would be scary about going into a lava tube for the first time? Explain.

5 Explain what “the walls began to close in on us” (lines 24 and 25) means.

Gary's Tuba

What is the interviewer's most important job?

1 My neighbor Gary plays the tuba. I spoke with Gary to learn
2 more about his instrument.

3 **Me:** Gary, let's start with facts about your tuba.

4 **Gary:** My tuba is made of brass, a golden metal mixture.
5 My tuba weighs about 30 pounds. If I could unroll it,
6 it would stretch out about 16 feet!

7 **Me:** Is a tuba the biggest instrument an orchestra has?

8 **Gary:** No, but it plays the lowest notes. It is the
9 biggest instrument in the brass family.

10 **Me:** How does the tuba make sound?

11 **Gary:** I blow air and buzz my lips together on
12 the mouthpiece. The air vibrates and gets
13 louder because the tuba is like an echo chamber.
14 You hear sound as it comes out the opening we
15 call the *bell*.

16 **Me:** How do you get all that air?

17 **Gary:** I suck in air like a living vacuum cleaner!
18 I take many huge breaths to keep the sound going.

19 **Me:** What do your hands do?

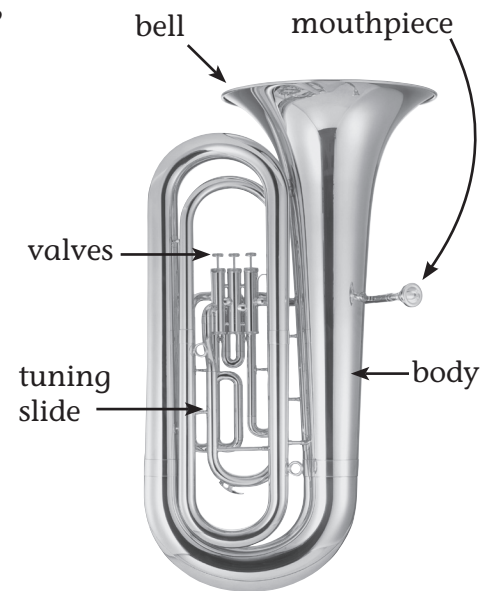
20 **Gary:** My right hand presses the *valves* to change
21 notes. My left hand helps me adjust notes with
22 *slides*. Or it can just rest.

23 **Me:** Do tuba notes hurt your ears?

24 **Gary:** Not at all! The sound is warm and mellow.

25 **Me:** Can anybody learn to play the tuba?

26 **Gary:** The more, the merrier! But most kids start in
27 middle school.



Famous Tuba Tunes

- "Tubby the Tuba"
- Jabba the Hutt Theme
From *Return of the Jedi*
- Voice of Alien Ship in
*Close Encounters of the
Third Kind*

Gary's Tuba

► Answer each question. Give evidence from the interview and diagram.

1 Which family does the tuba belong to?

- ☐ A. the instrument family ☐ C. the brass family
- ☐ B. the orchestra family ☐ D. the echo family

What in the text helped you answer? _____

2 Based on information in the interview, which is NOT true about the tuba?

- ☐ A. Anyone can learn to play it.
- ☐ B. It is the largest instrument in the orchestra.
- ☐ C. It has valves and slides to change and adjust notes.
- ☐ D. It plays the lowest notes in the orchestra.

What in the text helped you answer? _____

3 Look at the diagram. Find the place on the tuba where the sound comes out. Do you think that its name makes sense? Explain.

4 Why would Gary suggest that kids wait until middle school to take tuba lessons?

5 Why does the interviewer ask Gary if tuba notes hurt his ears (line 23)?
