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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 5 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
9. Read and comprehend complex literary and informational texts independently and proficiently.
Passage 1  Troubled Times • page 26

Literature: Historical Fiction

Focus  In this story, students examine elements of plot, setting, and character as they read about a formative period in American history.

Teaching Tips

Before Reading
- Provide background about the Revolutionary War. Link with social studies curriculum.

During Reading
- Have students highlight words or phrases the author uses to build tension and suspense.
- Help students identify and distinguish patriots/rebels from loyalists to the British crown.

After Reading
- Ask students to compare and contrast this story with other examples of historical fiction of the American Revolutionary period.

Common Core Connections

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.9, RL.5.10
- RF.5.3, RF.5.4 • W.5.9, W.5.10 • L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

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

Quantitative: Lexile 880

Reader & Task
- Students may lack knowledge of the historical context in which this piece is set, and may need guidance to link the characters with their allegiances.
- Have students highlight details in the story that they could later confirm by research.

Passage 2  Odysseus and Polyphemus • page 28

Literature: Myth

Focus  By reading the retelling of part of The Odyssey, students learn about a clever solution to a seemingly impossible problem, in which brain triumphs over brawn.

Teaching Tips

Before Reading
- Tell students that this story comes from an epic Greek work that is over 3,000 years old (Homer’s The Odyssey). Pronounce the names: Odysseus [oh-DIS-yus], Polyphemus [pol-a-FEE-mus], Cyclops [SY-klops], Zeus [zus].

During Reading
- Encourage students to form mental images to aid comprehension and assist memory.

After Reading
- Have students summarize and retell this story.
- Extend by helping students learn how Odysseus and his men escaped from the cave.

Common Core Connections

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7, RL.5.9, RL.5.10 • RF.5.3, RF.5.4 • W.5.9, W.5.10 • L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

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

Quantitative: Lexile 880

Reader & Task
- Most students will be motivated to read a heroic tale of men versus a threatening monster.
- Challenge students to read closely to identify the traits that make Odysseus a successful leader.
Focus Students integrate information from an assortment of text and graphical features to understand a linguistics concept.

Teaching Tips

Before Reading
- Have students first scan the page to notice its many components.

During Reading
- Help students pronounce difficult words.
- Ask students to start a list of portmanteau words they find in the passage. Have them add to it over time.

After Reading
- Read the poem “Jabberwocky” aloud. Ask students to identify its portmanteau words, and then work together to try to determine how each was formed.

Focus Students gather details, draw conclusions, and determine author’s purpose in this essay about a historically unique unit of American soldiers.

Teaching Tips

Before Reading
- Preview some challenging terms: hallowed ground, cavalry, infantry, reconstituted, desolate, stationed, western frontier, unenviable, subduing, poachers, and legacy.

During Reading
- Have students fill in a graphic organizer with answers to the W questions: who, what, where, when, why.

After Reading
- Compile a list of questions students listed in their answers to question 5. Encourage interested students or groups to do further research to answer as many as they can.
Troubled Times

How did the rebellion affect the McCrea family?

The steady downpour began in the afternoon. But the relentless rain was not the most dismal of the day’s news in Rutland, at least not for the McCrea family. For early that morning, after kissing Janey and little Ben, Daniel hugged his worried wife and joined Colonel Seth Warner and his militia men. They were on their way across the river to the fighting.

Times were hard on everyone. It was the autumn of 1777, and General Burgoyne and his Indian allies were on the move, marching south from Ticonderoga. All townspeople were scared, and not only of the invading British army. Tense neighbors were at each other’s throats; they couldn’t trust one another, as some were for the rebellion, like the McCreas, while others were loyal to the crown.

After supper that night, the McCreas were huddled by the warmth of their kitchen fire, quietly consumed by their thoughts. The rain had tapered off and it was still outside, when, suddenly, the sound of clopping horse’s hooves outside broke the silence and seized their full attention. The sound stopped abruptly but was then followed by the stomping of boot heels on their porch and then a vigorous rapping on their door. It was Will Dunn, from over in Hubbardton, and he was in a frenzy.

“Ellie, Ellie, take the children to your cellar! Hurry!” he barked. “There’s a raiding party of Redcoats not twenty miles from here and they’ve got Iroquois for company. Do it now! I must go.” With that, Will Dunn tipped his soggy cap, hustled out, and galloped off to his next dire call. The McCrea family hurriedly grabbed blankets, lifted the trap door, and dropped down into the musty darkness.

They waited in breathless terror for what seemed like hours when they heard dogs barking and men shouting. Within moments, the clamor of a rumbling stampede had passed. But they soon heard boot steps above, then nothing, and then saw the alarming glow of a lantern shining from the trap door. Mother, daughter, and son were paralyzed with fear when a familiar voice called down to them.

“It’s me. The bridges are out so we’ve had to come back,” Daniel McCrea calmly said as he leaned his craggy face near to his family. “The British can’t cross either. Everyone’s safe for now.”
Troubled Times

Answer each question. Give evidence from the historical fiction.

1. Which word could replace dire (line 22) without changing the meaning of the sentence?
   - A. local
   - B. hurried
   - C. urgent
   - D. entertaining

   How did you determine your response?

2. Which best describes who General Burgoyne was?
   - A. a rebel leader
   - B. a British officer
   - C. an Iroquois chief
   - D. a McCrea family friend

   What evidence in the text helped you answer?

3. Who is Ellie? Explain how you know.

4. What could explain why the bridges were out (line 35)?

5. How does the author build suspense in this story?
On a distant island, Odysseus and his soldiers discovered an enormous cave with lambs, young goats, and great wheels of cheese. The curious travelers ate while awaiting the shepherd. They had skins of wine to exchange for hospitality.

Tinkling bells at dusk announced the returning shepherd and his flock. Directing his animals into the cave was a giant—a Cyclops with one monstrous eye in the center of his forehead. Shocked at tiny strangers enjoying his cheese, he roared, “Daring intruders, who are you?”

“We are Greeks soldiers returning from war,” Odysseus replied. “The laws of Zeus demand you to offer us kindness and generosity.”

Outraged, the Cyclops rolled a massive boulder to block the cave. “I, Polyphemus, obey NO laws on MY island! You are uninvited pirates, although possibly tasty.” With that he snatched two startled men and gobbled them down, slurping in loud satisfaction.

The stunned soldiers wailed, “O Zeus, spare us from this cruel destiny!” But Polyphemus just yawned. Odysseus considered killing Polyphemus as he slumbered, but realized that this would leave them entombed in the cave.

While the men mourned their lost companions, Odysseus devised a strategy. At dawn, before leading his flock to pasture and obstructing the exit, Polyphemus munched two men for breakfast. Then Odysseus and the soldiers feverishly planned the details of their escape.

Polyphemus returned that night to a courteous welcome. “Charming Cyclops, let us no longer be enemies,” cooed Odysseus. “I offer you this gift of ambrosial wine, superior to what the gods enjoy on Mount Olympus. Please, drink your fill.”

Sipping the wine, Polyphemus exclaimed, “Best I’ve ever had! Tell me your name, little man.”

“My friends and enemies address me as Nobody,” stated Odysseus.

“They Nobody you are and you will eternally be after I eat you. But to respect your offering, I’ll save you for last,” Polyphemus answered. He devoured two more unlucky soldiers, guzzled the wine, and was soon snoring.

Quietly, Odysseus clutched a stick from the fire and plunged its red-hot end into the monster’s eye. The brute’s agonized shrieks brought his Cyclops neighbors at once. “What’s wrong?” they yelled.

“Nobody has invaded my cave and Nobody has blinded me!” screamed Polyphemus. Assuming that their friend was having a nightmare, the Cyclops neighbors shrugged and left. …
Odysseus and Polyphemus

Answer each question. Give evidence from the myth.

1. How did Odysseus and his soldiers learn that the shepherd was returning?
   - A. They smelled the animals.
   - B. They heard him whistling.
   - C. They felt the earth tremble.
   - D. They heard the sound of bells.

   How did you determine your response?
   
   ............................................................................................................................

2. Which best describes what the soldiers believed would be their destiny (line 17)?
   - A. They would be eaten alive.
   - B. They would enjoy a lavish feast.
   - C. They would outsmart the Cyclops.
   - D. Most of them would escape unharmed.

   What evidence in the text helped you answer?
   
   ............................................................................................................................

3. Describe a Cyclops.
   
   ............................................................................................................................

   
   ............................................................................................................................

5. What was so clever about the name Odysseus chose to tell Polyphemus?
   
   ............................................................................................................................
Two Into One

How do different text features work together to explain an idea?

**Portmanteau** (port-MAN-toe) is a French word for an old type of suitcase with two distinct parts, used to keep items organized and separate. It opened like a book, and some portmanteaus could stand up.

Linguists* apply the term *portmanteau* to any word formed by blending parts of two separate words into one. A portmanteau word folds together the meanings of both words. Consider the word *smog*. Linguists trace it back to a combination of *smoke* and *fog*. *Motel* came from the words *motor* and *hotel*.

The best portmanteau words eventually make their way into spoken and written language. So how do you recognize this type of word and grasp its meaning?

A writer who added many of them to English and a nursery rhyme character can assist you!

Best known for his classic *Alice’s Adventures in Wonderland* (1865), author Lewis Carroll enjoyed word play. His sequel to *Alice*, called *Through the Looking-Glass* (1871), includes the famous poem “Jabberwocky.” After reading it, Alice describes it as “very pretty” but “rather hard to understand.” Part of the challenge of understanding this nonsense poem is that Carroll made up many portmanteau words, such as *slithy* (SLY-thee). Humpty Dumpty explains its meaning to Alice like this:

> Well, *slithy* means ’lithe’ and ’slimy.’ ’Lithe’ is the same as ’active.’ You see it’s like a portmanteau—there are two meanings packed up into one word.

* linguis**t** a person who studies the history, structures, and meanings of language

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**Familiar Portmanteau Words**

- **alphabet** = alpha + beta
- **blog** = web + log
- **brunch** = breakfast + lunch
- **caplet** = capsule + tablet
- **emoticon** = ???? + ????
- **Internet** = interconnected + network
- **Muppet** = marionette + puppet
Two Into One

Answer each question. Give evidence from the article.

1. A *sequel* (line 20) is a book that _______________________ another book about the same characters.
   - A. copies
   - B. reviews
   - C. comes after
   - D. comes before

   What evidence in the text helped you answer? ___________________________________________

2. *Linguistics* is the study of ________________________.
   - A. language
   - B. lines and angles
   - C. luggage
   - D. punctuation

   What evidence in the text helped you answer? ___________________________________________

3. Why is *portmanteau* a logical name for a word formed by parts of two other words? Use the photograph and text to help you construct your answer.

   __________________________________________

4. Many people use *emoticons* when they write emails and text messages. Examples include ;-) for a winking smile and :-D for a huge grin. Explain how you think this portmanteau word came about.

   __________________________________________

5. *Chortle* is another portmanteau word Lewis Carroll created. It is a gleeful way to laugh. Carroll combined part of the word *snort* with part of another word. What do you think that other word was? Explain. You may want to consult a thesaurus to help you.

   __________________________________________