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Common Core State Standards

The lessons and activities included in *Nonfiction Reading Comprehension for the Common Core, Grade 3* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All right reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/>.

Informational Text Standards	
Key Ideas and Details	Pages
Standard 1: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	10–47
Craft and Structure	Pages
Standard 4: RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>	10–47
Integration of Knowledge and Ideas	Pages
Standard 7: RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	38
Standard 8: RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	10–47
Range of Reading and Level of Text Complexity	Pages
Standard 10: RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10–47
Foundational Skills	
Phonics and Word Recognition	Pages
Standard 3: RF.3.3. Know and apply grade-level phonics and word-analysis skills in decoding words.	10–47
Fluency	Pages
Standard 4: RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	10–47
Language Standards	
Conventions of Standard English	Pages
Standard 1: L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11–47
Standard 2: L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11–47
Knowledge of Language	Pages
Standard 3: L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	10–47

Not All Plants Play Nice

Plants live almost everywhere on our planet. They live in areas full of the vitamins and minerals they need. They also live in places that do not give them their vitamins. One place like this is called a bog. A bog is a swampy wetland. In a bog, there are not many vitamins. So some plants that live in bogs must get their vitamins from strange places. Some eat animals! They eat anything from bugs to small frogs. In order to be able to eat those things, the plants have adapted. They have changed in order to survive. Most plants get nutrients from the soil. However, carnivorous plants have changed so that their leaves do all the work. Their leaves have changed to form different kinds of traps. These traps help the plants catch their prey.

Some kinds of traps are . . .

1. **Pitfall Traps** – Little pools of liquid form on the leaves of these plants. The insect gets trapped in the pool and can't get out. The liquid also helps digest the bug. Pitcher plants have this kind of trap.
2. **Snap Traps** – These traps look like mouths! The mouths snap shut when they sense a bug inside. Venus flytraps have snap traps.
3. **Suction Traps** – The leaves on these plants are like balloons with little trap doors. Bugs get caught inside, and the door slams shut! Bladderworts use these kinds of traps.
4. **Flypaper Traps** – These traps have a sticky liquid on their leaves or stems that traps bugs so they can't move. Sundews use this kind of trap.

You can go to many botanical gardens to see these traps in action. You can even buy some kinds of carnivorous plants. It's not the same thing as having a pet, but it's the closest you can get in the plant kingdom!

Answer the following questions about the story “Not All Plants Play Nice.” The weights show you how hard you will need to work to find each answer.



1. Based on the passage, what does the word *carnivorous* mean?

- (A) “plant-eater”
- (B) “meat-eater”
- (C) “absorber of sunlight”
- (D) “underwater-dweller”



2. Finish the following sentence: In a pitfall trap, the leaves act almost like a human’s

- (A) stomach.
- (B) eyes.
- (C) heart.
- (D) liver.



3. How many different kinds of traps are mentioned in this passage?

- (A) 1
- (B) 2
- (C) 3
- (D) 4



4. Which kind of plant uses a snap trap?

- (A) sundew
- (B) bladderwort
- (C) pitcher plant
- (D) Venus flytrap

On the lines below, write your own question based on “Not All Plants Play Nice.” Circle the correct picture on the left to show the level of the question you wrote.







On a separate piece of paper . . .

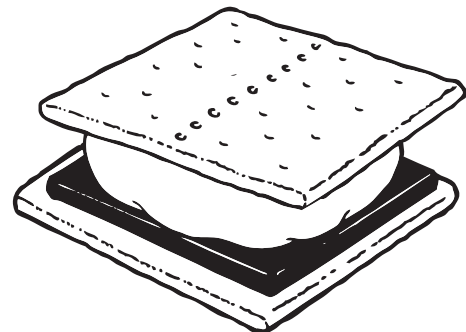
- Write a sentence that includes the word *carnivorous*.
- Think about the carnivorous plants you have learned about today. Now create your own and label the kind of trap that it has.

How to Make a S'more

Have you ever made a s'more? A s'more is a delicious treat that you can make even while camping. The first known recipe for a s'more was in a Girl Scouts handbook in 1927. The name comes from a combination of the words *some* and *more*. Mash those two words together and you get *s'more*! Once you taste a s'more, you will definitely want some more!

The ingredients to make this tasty treat are simple. All you need are graham crackers, chocolate, and marshmallows. You can make a s'more in just a few easy steps:

1. Find a safe campfire or fireplace. (Make sure an adult is with you.)
2. Take out a graham cracker and break it in half.
3. Select a square of chocolate and place it on one of the graham cracker pieces.
4. Set the "sandwich" aside.
5. Take out a marshmallow and slide it onto a stick with the help from an adult.
6. Hold out the stick to allow the fire to roast the marshmallow.
7. Slide the roasted marshmallow off the stick and place it on top of the chocolate piece.
8. Put the other half of the graham cracker on top of the stack.
9. Enjoy!



Answer the following questions about the story “How to Make a S’more.” The weights show you how hard you will need to work to find each answer.



1. What can you infer the word *roast* means?

- (A) cook
- (B) open
- (C) chop up
- (D) spread



2. According to the passage, what tool do you use to roast the marshmallow?

- (A) fork
- (B) knife
- (C) graham cracker
- (D) stick



3. What is the author’s opinion of a s’more?

- (A) The author dislikes s’mores.
- (B) The author prefers cakes.
- (C) The author loves s’mores.
- (D) The author likes scouting.



4. What ingredients are in a s’more?

- (A) marshmallows, chocolate, toast
- (B) chocolate, graham crackers, butter
- (C) graham crackers, marshmallows, chocolate
- (D) chocolate, marshmallows, cake

On the lines below, write your own question based on “How to Make a S’more.” Circle the correct picture on the left to show the level of the question you wrote.







On a separate piece of paper . . .

- Write a sentence that includes the word *combination*.
- Can you make up a word that is a combination of two other words?