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Introduction

Here we are, teaching and learning at the beginning of a new era of educational standards: the Common Core Era. This new directive has ushered in a slew of educational guidelines that are somewhat familiar and yet entirely ambitious. While the Common Core State Standards for English Language Arts address many educational basics (reading comprehension, proficiency in the conventions of English grammar, the ability to express oneself both in writing and in speech), they also seek to define what it means to be a literate, resourceful, perceptive person in the 21st century. Ultimately, they aim to equip each student with the tools needed to be that kind of person.

With this new, ambitious focus comes the need for a new type of educational material—one that challenges and interests students while meeting the multifaceted criteria of the Common Core. There are a total of 22 units in *Mastering Complex Text Using Multiple Reading Sources*, and each one fits the bill.

Introduction *(cont.)*

✱ **The units in this book are both familiar and innovative.**

They are familiar in that they pair reading passages with activities that test reading comprehension. They are innovative in how they accomplish this goal through the use of multiple text sources and multiple answer formats. These materials promote deeper understanding and thought processes by prompting students to analyze, synthesize, hypothesize, and empathize.

✱ **The use of multiple reading sources promotes close reading.**

Close reading is the underlying goal of the Common Core State Standards for English Language Arts. Close reading involves understanding not just the explicit content of a reading passage but also all of the nuances contained therein. A close reading of a text reveals all of the inferential and structural components of the content, while also illuminating the craft that went into the writing of it.

The Common Core State Standards suggest that the best way to foster close reading of informational text is through text complexity. It offers four factors needed to create a high level of text complexity—all four of which are achieved through this book’s use of multiple reading sources:

Factor	Meaning
1. Levels of Purpose	The purpose of the text should be implicit, hidden, or obscured in some way.
2. Structure	Texts of high complexity tend to have complex, implicit, or unconventional structures.
3. Language Conventionality or Clarity	Texts should use domain-specific language and feature language that is figurative, ironic, ambiguous, or otherwise unfamiliar.
4. Knowledge Demands	Complex texts make assumptions that readers can use life experiences, cultural awareness, and content knowledge to supplement their understanding of a text.

✱ **The activities prompt students to explore the reading material from all angles.**

By completing the four different activities found in each unit, students will be able to display a broad understanding of the reading material. Each activity and question is designed to make students think about what they have read—everything from how it was written, to why it was written that way, to how its subject matter can be applied to their lives. They gain experience locating information, making inferences from it, and applying knowledge in a variety of ways.

The units in this book are supplemented by a comprehensive answer key (pages 101–108) and a full list of Common Core State Standards correlations (pages 109–112). And even more educational value can be mined from each unit’s reading material with “Additional Activities” (page 100). Make copies of this page (one per student per unit) and have students follow the instructions.

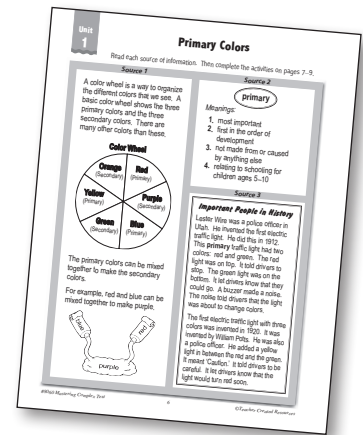
How to Use This Book

This book is divided into 22 units, which do not need to be taught in any particular order. Each unit is composed of reading material (one or two pages) and activity pages (two or three pages):

Reading Material

The reading material for each unit consists of three or four text sources. Have students read all of a unit's text sources before proceeding to the activity pages. These sources complement each other, and a connective thread (or threads) runs throughout them. Sometimes these connections will be explicit, while at other times they will be hidden or obscured.

*** Another Approach** After reading the source material, ask students to name all of the ways in which the reading sources seem to be related or connected. See page 100 for more details.



Activity Pages

Each unit is supported by two or three pages of activities. These activity pages are divided into four parts:

Part 1

One recurring theme in the Common Core's Informational Text strand is that students should be able to draw information from multiple print sources and demonstrate the ability to locate an answer to a question quickly. This section directly correlates to that standard. Students will gain valuable practice in scanning multiple text sources in order to locate information.

Before beginning this section, remind students to read the directions carefully. Some of the information can be found in two or more sources, which means that students will need to fill in more than one bubble in those instances.

*** Another Approach** Have your students practice their recognition of genres and formats. For each unit, have them fill in the chart on page 100.

Part 2

In this section, students are asked to provide the best answer(s) to multiple-choice questions. What sets these apart from the usual multiple-choice questions is their emphasis on higher-order thinking skills. Very few questions ask for simple recall of information. Instead, these questions are designed to provide practice and strengthen knowledge in a variety of areas, including the following:

- * inference
- * deduction
- * grammar and usage
- * vocabulary in context
- * word etymology
- * parts of speech
- * literary devices
- * authorial intent
- * compare and contrast
- * cause and effect
- * analogies
- * computation

*** Another Approach** Ask each student to write an original multiple-choice question based on the reading sources. Use the best or most interesting questions to create a student-generated quiz. See page 100 for more details.

How to Use This Book *(cont.)*

Activity Pages *(cont.)*

Part 3

This section takes the skills addressed in Part 1 and approaches them from another angle. Part 3 is in the form of a scavenger hunt that asks students to search the sources in order to locate a word or phrase that fits the criteria described.

*** Another Approach** Assign students to small groups, and have each group collaboratively come up with a suitable scavenger hunt from the reading material. These student-created scavenger hunts can then be completed and discussed by the entire class. See page 100 for more details.

Part 4

This section is composed of three questions that ask students to integrate information from several texts on the same topic in order to write knowledgeably about a subject. The vast majority of these questions are open-ended, while the rest involve using a new format (e.g., chart, diagram, graph) to organize and/or interpret data and information.

The questions in this section challenge students to blend close-reading concepts with flexible-thinking skills. Students are asked to do the following:

Analyze	Synthesize	Hypothesize	Empathize
<ul style="list-style-type: none">* authorial choices* intent of characters/historical figures* overall meanings* quotations in context* statistical data	<ul style="list-style-type: none">* combine different takes on the same subject* use information from different genres and formats (nonfiction, fiction, graphs, etc.) to draw conclusions* compare and contrast characters, ideas, and concepts* draw conclusions from information and/or numerical data	<ul style="list-style-type: none">* make predictions about future events* explore alternatives to previous choices	<ul style="list-style-type: none">* connect to one's own life* put oneself in a character's/historical figure's place

*** Another Approach** The Common Core places a strong emphasis on teaching and applying speaking and listening skills. Many of the questions in Part 4 lend themselves well to meeting standards from this strand. Have individual students present oral reports on specific Part 4 questions. Or, form groups of students and ask them to engage in collaborative discussion before presenting their findings.

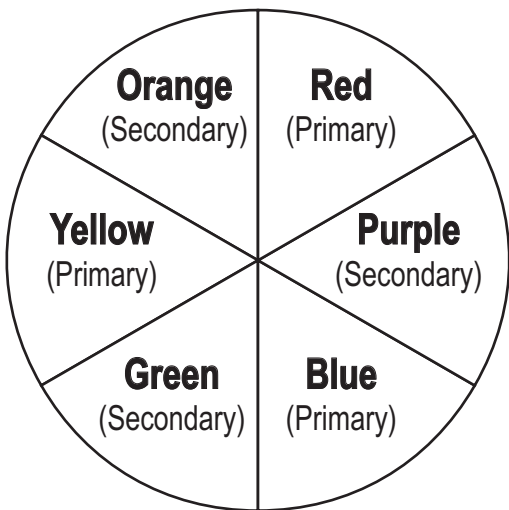
Primary Colors

Read each source of information. Then complete the activities on pages 7–9.

Source 1

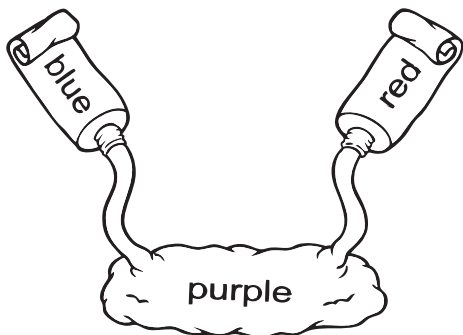
A color wheel is a way to organize the different colors that we see. A basic color wheel shows the three primary colors and the three secondary colors. There are many colors other than these.

Color Wheel



The primary colors can be mixed together to make the secondary colors.

For example, red and blue can be mixed together to make purple.



Source 2

primary

Meanings:

1. most important
2. first in the order of development
3. not made from or caused by anything else
4. relating to schooling for children ages 5–10

Source 3

Important People in History

Lester Wire was a police officer in Utah. He invented the first electric traffic light. He did this in 1912. This **primary** traffic light had two colors: red and green. The red light was on top. It told drivers to stop. The green light was on the bottom. It let drivers know that they could go. A buzzer made a noise. The noise told drivers that the light was about to change colors.

The first electric traffic light with three colors was invented in 1920. It was invented by William Potts. He was also a police officer. He added a yellow light in between the red and the green. It meant 'Caution.' It told drivers to be careful. It let drivers know that the light would turn red soon.

Primary Colors *(cont.)*

Name: _____

Part 1: Read each idea. Which source gives you this information? Fill in the correct bubble for each source.

Information	Sources →	1	2	3
1. Yellow is a primary color.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Yellow was added to traffic lights in 1920.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. A police officer invented the first electric traffic light.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Fill in the bubble next to the best answer to each question.

4. What could be used in place of the word *caution*?
- (A) Be careful. (C) Go now.
(B) Stop now. (D) Driving is primary.
5. How was Lester Wire's traffic light *primary*?
- (A) It was the most important traffic light.
(B) It was the first traffic light of its kind.
(C) It was not made from anything else.
(D) It made loud noises.
6. Which of these things would be *secondary*?
- (A) the most important thing
(B) the second most important thing
(C) the least important thing
(D) all things

Part 3: Search Source 2 of "Primary Colors" to find the following:

7. a word that means "education" or "learning" _____

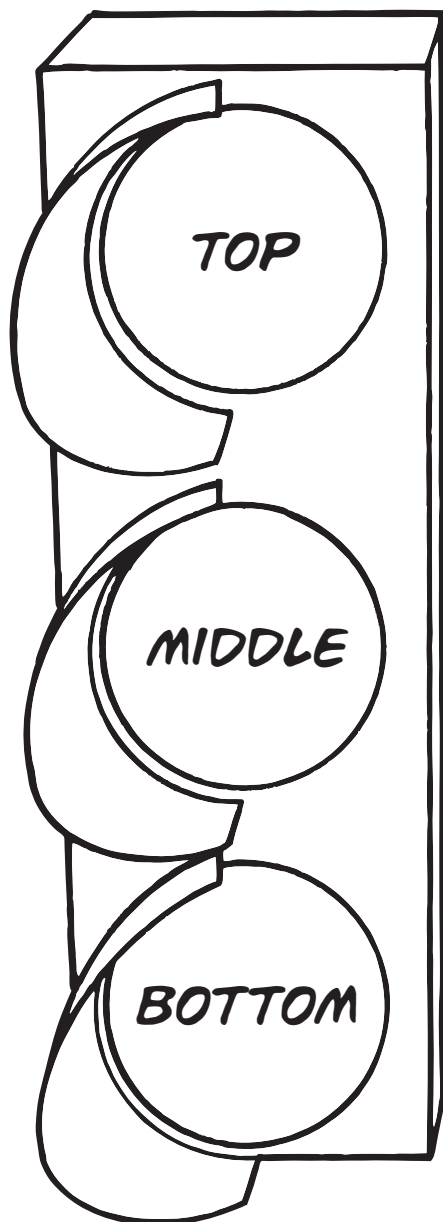
Primary Colors *(cont.)*

Name: _____

Part 4: Use the sources to answer the following questions.

8. Look at the traffic light below. For each circle, follow these steps:

- ▶ On Line 1, write the color name.
- ▶ On Line 2, tell what kind of color it is. Write **primary** or **secondary**.
- ▶ On Line 3, write what the light means. Write **stop**, **go**, or **caution**.



Top Light

Line 1: _____

Line 2: _____

Line 3: _____

Middle Light

Line 1: _____

Line 2: _____

Line 3: _____

Bottom Light

Line 1: _____

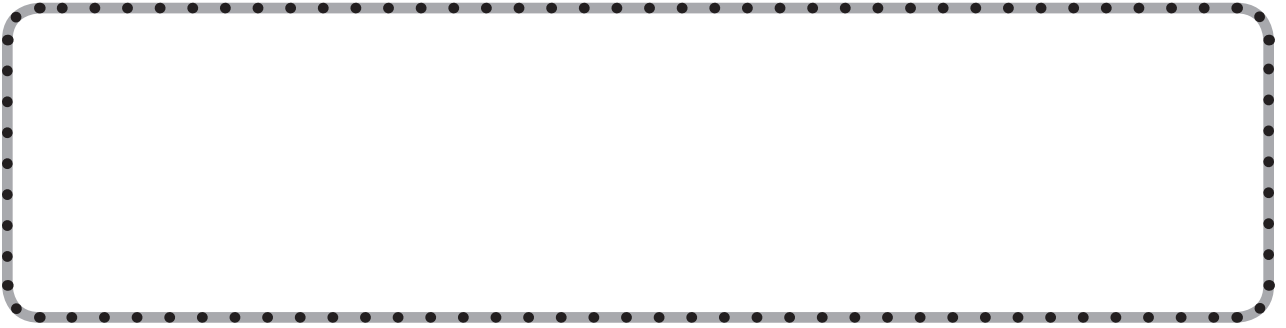
Line 2: _____

Line 3: _____

Primary Colors *(cont.)*

Name: _____

- 9.** Look again at Source 2. Which meaning best explains why red, yellow, and blue are called primary colors? Write this meaning in the box.



Then explain your answer.

- 10.** The first traffic light only had two colors. It also had a buzzer.

A. Do you think it was a good idea to add the color yellow to traffic lights? Explain.

B. For today's drivers, which would be more helpful: a yellow light or a buzzer? Explain.

Show Their Stripes

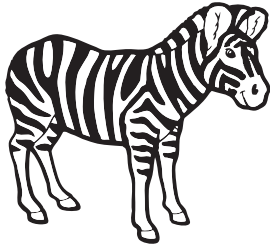
Read each source of information. Then complete the activities on pages 65–67.

Source 1

The A to Z of Zebras

by Amber Zisk

Most of us think of stripes when we think of zebras. Zebras have a beautiful pattern of black and white stripes on their faces and bodies. These stripes help them hide in



Did you know that no two zebras have the same stripe pattern? Each zebra's stripe pattern is unique.

the tall grass where they live. This helps them to survive and stay away from **predators**.

Predators are animals that hunt other animals. The cheetah is one animal that hunts zebras.

Zebras live mostly on the continent of Africa. They like to live in large groups, and they sleep standing up. Zebras eat grasses and leaves. They do not eat meat.

Source 2

Ari tapped on the glass of his aquarium. "Take a look at that beauty," he said.

Zoe asked, "Is that your new fish? I like his blue stripes. What kind is he?"

"That," said Ari, "is a zebrafish."

"Because of his stripes!" smiled Zoe.

"You're right!" laughed Ari. "But did you know that every zebrafish has exactly five blue stripes. The stripes are **horizontal**. They go across the length of the fish's body. They go from its head to its tail."

"I did not know that," said Zoe.

Source 3

"The zebras called a good game today," said Zoe. "My team lost fair and square."

"Zebras?" asked Ari. "Didn't you just watch a football game? I don't understand sports. What were zebras doing on the field?"

Zoe laughed. "That's what people call the referees. Referees are the people who make sure the players follow the rules."

"Why do people call them 'zebras'?"

"You would know if you saw them," said Zoe. "They wear special uniforms so that everyone can see them. If the referees looked like the players, that would be confusing. Every referee wears a shirt that has big black and white stripes on it. The stripes are always **vertical**. The stripes go up and down."

Show Their Stripes *(cont.)*

Name: _____

Part 1: Read each idea. Which source gives you this information? Fill in the correct bubble for each source.

Information	Sources →	1	2	3
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Ari owns an aquarium.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Amber wrote a report on zebras.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Zoe has a favorite football team.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Fill in the bubble next to the best answer to each question.

4. Which part of Source 1 tells us that a zebra's stripe pattern is one-of-a-kind?

- (A) the title
- (B) the first paragraph
- (C) the second paragraph
- (D) the caption under the picture

5. What does it mean if a game is played "fair and square"?

- (A) Nobody won.
- (B) Nobody lost.
- (C) Nobody cheated.
- (D) Nobody was confused.

6. Which fact from Source 1 tells us that zebras are **not** predators?

- (A) They do not eat meat.
- (B) They live in large groups.
- (C) They sleep standing up.
- (D) They have unique stripe patterns.

Part 3: Search Source 1 of "Show Their Stripes" to find the following:

7. a word made from scrambling the letters in "team" _____

Show Their Stripes *(cont.)*

Name: _____

Part 4: Use the sources to answer the following questions.

8. Name two ways that grasses help zebras to survive.

9. Name one way that a zebra's stripes and a referee's stripes are the same. Name one way that they are different.

Same	Different
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Show Their Stripes *(cont.)*

Name: _____

Part 4 *(cont.)*:

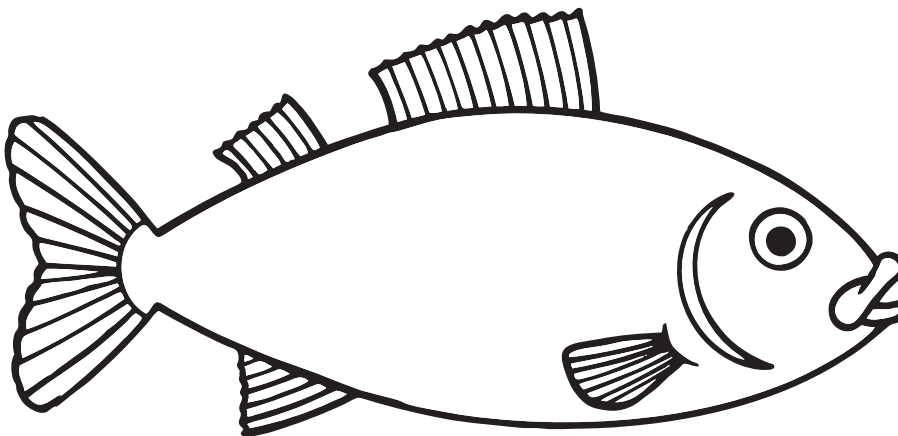
10. Look at each picture below. Make the blank shirt a referee's uniform. Make the blank fish a zebrafish.

Then circle **horizontal** or **vertical** to show which kind of stripes you added to each picture.



horizontal

vertical



horizontal

vertical