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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 21<sup>st</sup> century. Ultimately, they aim to equip each student with the tools needed to be that kind of person.

# Introduction *(cont.)*

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 28 units in *Mastering Complex Text Using Multiple Reading Sources*, and each one fits the bill. Here’s how:

✱ **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.

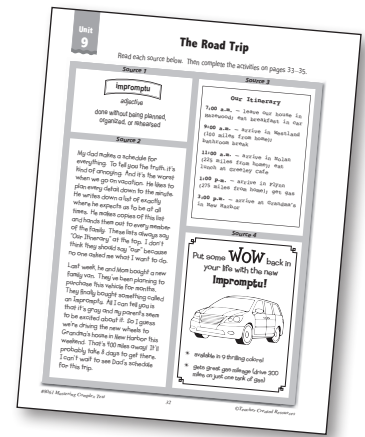
# How to Use This Book

This book is divided into 28 units, which do not need to be taught in any particular order. Each unit is either three or four pages in length and 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 two-question 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. Students are also asked to name the source in which they found the word or phrase.

**\* Another Approach** Assign students to small groups, and have each group collaboratively come up with two suitable scavenger hunts 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"><li>* authorial choices</li><li>* intent of characters/historical figures</li><li>* overall meanings</li><li>* quotations in context</li><li>* statistical data</li></ul>	<ul style="list-style-type: none"><li>* combine different takes on the same subject</li><li>* use information from different genres and formats (nonfiction, fiction, graphs, etc.) to draw conclusions</li><li>* compare and contrast characters, ideas, and concepts</li><li>* draw conclusions from information and/or numerical data</li></ul>	<ul style="list-style-type: none"><li>* make predictions about future events</li><li>* explore alternatives to previous choices</li></ul>	<ul style="list-style-type: none"><li>* connect to one's own life</li><li>* put oneself in a character's/historical figure's place</li></ul>

**\* 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.

# Apples to Oranges

Read each source below. Then complete the activities on pages 30–31.

## Source 1

### idiom

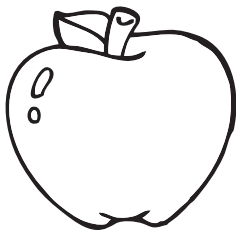
an expression that cannot be understood from the meanings of its separate words but that has a meaning of its own

Examples (with meanings in parentheses):

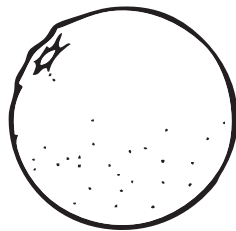
- It's raining cats and dogs. (It's pouring rain.)
- It costs an arm and a leg. (It's really expensive.)
- It's like comparing apples to oranges. (It's like comparing two things that cannot be compared.)

## Source 2

apple



orange



## Source 4

### Just Apples

- ▶ outside can be red, green, or yellow
- ▶ outside is edible
- ▶ white inside
- ▶ can grow in cold weather

### Both Apples and Oranges

- ▶ type of fruit
- ▶ edible (can be eaten)
- ▶ contain seeds
- ▶ taste sweet
- ▶ grow in orchards
- ▶ can be juiced

### Just Oranges

- ▶ outside is orange
- ▶ outside is inedible
- ▶ orange inside
- ▶ cannot grow in cold weather

## Source 3

Amy's uncles disagree often.

Uncle Al said, "Football is the world's greatest sport. It's all about teamwork. You need a team of players working together to make a team great.

Everyone has to be tough and strong and fast. It has many rules, and there is a lot happening during each play."

"I know one sport that is greater than football," declared Uncle Ted. "Golf. Golf is a true test of one person's ability. A golfer must find a way to put a very small ball into a very small hole that is very far away. It's a simple idea, which makes it perfect."

Uncle Al shook his head. "What do you think, Amy? Which sport is better?"

Amy thought for a moment and said, "I can't answer that. It sounds to me like you're comparing apples to oranges."

# Apples to Oranges *(cont.)*

Name: \_\_\_\_\_

**Part 1:** Read each idea. Which source gives you this information? Fill in the correct bubble for each source. (Note: More than one bubble may be filled in for each idea.)

Information	Sources →	1	2	3	4
1. Apples and oranges don't look the same.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Football and golf are sports.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Oranges grow in orchards.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. An idiom is an expression.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. What is one way in which apples and oranges are different?

- (A) Only one contains seeds.
  (C) Only one can grow in cold weather.  
 (B) Only one can be juiced.
  (D) Only one can grow in an orchard.

6. Which source of information would most likely come from an online dictionary?

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

7. In the following phrases from Source 3, which of these underlined words is being used as a possessive noun?

- (A) the world's greatest sport
  (C) there is a lot happening  
 (B) It's all about teamwork.
  (D) a team of players working together

8. Which of the following sentences does **not** contain an idiom?

- (A) "It's raining cats and dogs out there!"  
 (B) "Is that true, or are you pulling my leg?"  
 (C) "No, the rain is really coming down in buckets."  
 (D) "Then it's a good thing I brought an umbrella."

**Part 3:** Search "Apples to Oranges" to find the **word(s)** for the following **symbols**. Then write the number of the source in which you located this information.

9. ( ) \_\_\_\_\_ Source #: \_\_\_\_\_

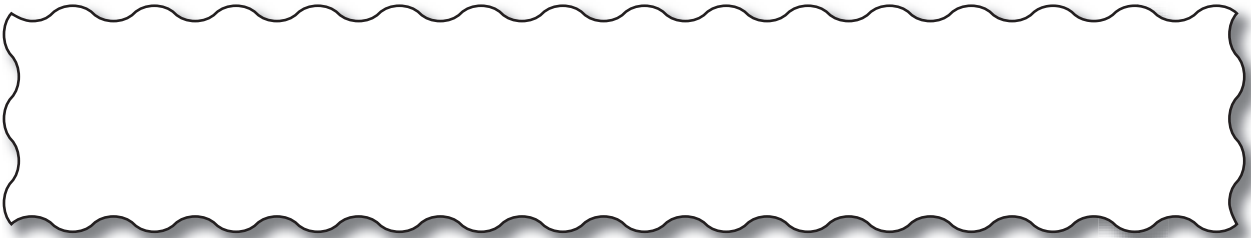
10. > \_\_\_\_\_ Source #: \_\_\_\_\_

# Apples to Oranges *(cont.)*

Name: \_\_\_\_\_

**Part 4:** Refer back to the sources to answer these questions.

- 11.** Do you think this is the first time Amy’s uncles (Source 3) have argued about something? \_\_\_\_\_  
Provide a quote from Source 3 that makes you have this opinion. Use quotation marks and write the line exactly as it is written in Source 3.



- 12.** Do you think “comparing apples to oranges” is a good way of saying that two things are too different to compare? Would you say that apples and oranges are very different things? Explain your answer. Use complete sentences.

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- 13.** Come up with a new idiom for saying that two things are too different to compare. Fill in the lines with two things that are completely different. Then explain why you chose those two things.

**New Idiom:** It’s like comparing \_\_\_\_\_ to \_\_\_\_\_.

**Why you chose those two things:** \_\_\_\_\_

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# Mr. Sweet's Hearts

Read each source below. Then complete the activities on pages 50–51.

### Source 1

Mr. Sweet called his two best employees into his office. “Please sit down, Ann and Dan. I have an important job for you two. As you both know, this is our busiest time of year. Sales of Sweet’s Hearts have always been at their highest in the first two weeks of February. And now that we have a newly designed website, I expect to sell even more. And that’s why I need your help. I need to keep track of who is visiting our website and how many products we’re selling.”

Dan and Ann nodded and took notes as Mr. Sweet spoke.

“Okay, Dan, here’s what I need you to do. I need you to make a report that shows how much we’re selling through our website. Focus on three items: the \$8 candy hearts, the \$10 chocolate hearts, and the \$12 cookie hearts. Give me the sales numbers for the first two weeks of February and also the numbers from last year at this time. Ann, your job is to tell me how many people are visiting our website. We’re airing a big radio commercial on February 5, and I want to see if that gets more **traffic** to our site. I will need both of these reports by February 16. Any questions?”



### Source 2

#### Visitors to Sweet’s Heart’s Website

♥ = 200 people      ♡ = 100 people

Feb. 1	♥ ♥ ♥
Feb. 2	♥ ♥ ♥ ♥
Feb. 3	♥ ♡
Feb. 4	♥ ♥ ♥
Feb. 5	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥
Feb. 6	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♡
Feb. 7	♥ ♥ ♥ ♥ ♥ ♡
Feb. 8	♥ ♥ ♥ ♥ ♥
Feb. 9	♥ ♥ ♥ ♡
Feb. 10	♥ ♥ ♥ ♥ ♥ ♥
Feb. 11	♥ ♥ ♥ ♥ ♥ ♥ ♥
Feb. 12	♥ ♥ ♥ ♥ ♥ ♥ ♡
Feb. 13	♥ ♥ ♥ ♥ ♥ ♡
Feb. 14	♥

### Source 3

#### Online Sales (February 1–14)

##### Candy Hearts (\$8 per box)

Last year \$840

This year \$800

##### Chocolate Hearts (\$10 per box)

Last year \$900

This year \$1,300

##### Cookie Hearts (\$12 per box)

Last year \$600

This year \$1,200



Mr. Sweet's Hearts *(cont.)*

Name: \_\_\_\_\_

**Part 1:** Use the information from Sources 1, 2, and 3 to solve these math problems. Write  $>$  (greater than),  $<$  (less than), or  $=$  (equal to) to complete each one.

1. visitors to website on February 2 \_\_\_\_\_ visitors to website on February 12
2. visitors to website on February 7 \_\_\_\_\_ visitors to website on February 13
3. candy hearts sold last February 1–14 \_\_\_\_\_ candy hearts sold this February 1–14
4. candy hearts sold this February 1–14 \_\_\_\_\_ chocolate hearts sold last February 1–14

**Part 2:** Fill in the bubble(s) next to the best answer(s) to each question.

5. What do we know about Mr. Sweet?  
 (A) He owns Sweet's Hearts.  
 (B) He designs websites.  
 (C) He likes cookie hearts best.  
 (D) He is Dan's boss.
6. What is the meaning of the word *traffic* near the end of Source 1?  
 (A) cars  
 (B) drivers  
 (C) online visitors  
 (D) employees
7. What were the online sales for chocolate hearts for all of last year?  
 (A) \$900  
 (B) \$1,300  
 (C) \$2,200  
 (D) That information is not given.
8. If February 1<sup>st</sup> of this year was on a Tuesday, then which day of the week was Sweet's Hearts airing its big radio commercial?  
 (A) February 5  
 (B) Friday  
 (C) Saturday  
 (D) Sunday

**Part 3:** Search "Mr. Sweet's Hearts" to find the **dates** on which the following things happened. Then write the number of the source in which you located this information.

9. at least 1,200 people visited the website \_\_\_\_\_ Source #: \_\_\_\_\_
10. fewer than 600 people visited the website \_\_\_\_\_ Source #: \_\_\_\_\_

# Mr. Sweet's Hearts *(cont.)*

Name: \_\_\_\_\_

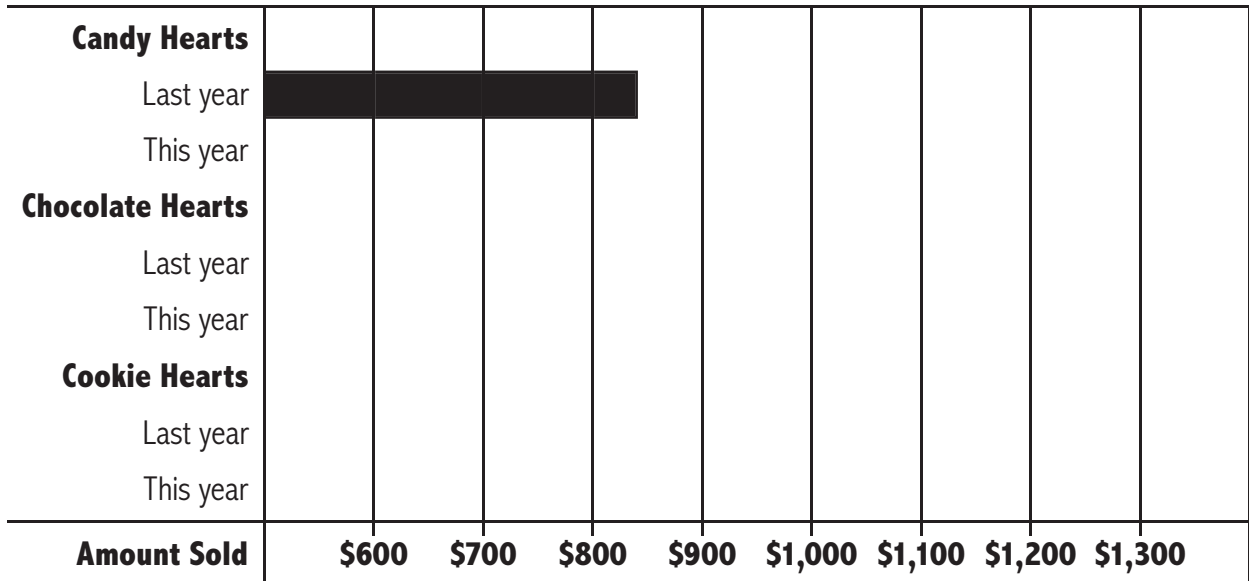
**Part 4:** Refer back to the sources, and use complete sentences to answer questions #12 and #13.

**11.** Use the information given in Source 3 to create a bar graph.

\* Use a black marker to show last year's sales numbers.

\* Use a red marker to show this year's sales numbers.

The first bar has been written in for you.



**12.** Why might Sweet's Hearts sell the most hearts during the first two weeks of February? Is there another time of year during which they might sell a lot of hearts? Explain your answers.

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**13.** What conclusions could Mr. Sweet come to after looking at the reports from Ann and Dan? On the back of this paper, write about which products are selling this year and which business moves are bringing visitors to his website.