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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.

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.

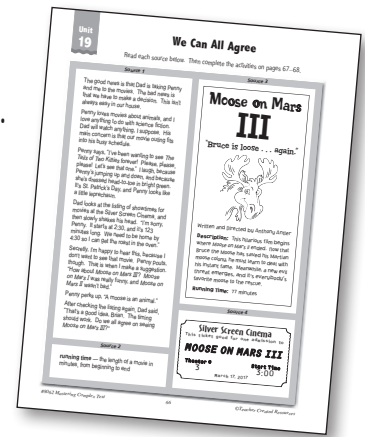
How to Use This Book

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, four, or five 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

The Common Core asks students to draw on information from multiple print sources and show the ability to locate an answer to a question quickly or to solve a problem efficiently. 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">* 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.

Coming In with the Comet

Read each source below. Then complete the activities on pages 27–28.

Source 1

Samuel Langhorne Clemens (aka, “Mark Twain”)

Born: November 30, 1835

Died: April 21, 1910

Summary: Clemens, writing under the pseudonym Mark Twain, was a very successful American author. He published 13 novels and several short stories. He is known for his great wit and humor. He has been called “the father of American literature,” and his *Adventures of Huckleberry Finn* has often been referred to as “the great American novel.”

Source 2

-nym
suffix meaning “name”

Examples of words containing **-nym**:

- * **eponym** — a discovery, invention, place, etc., named after a person
 - Halley’s Comet is named after Edmond Halley, an English astronomer.
- * **homonym** — “same name”; includes *homophones* (words that sound the same but have different meanings) and *homographs* (words that are spelled the same but pronounced differently and have different meanings)
 - The words *to*, *too*, and *two* are homophones.
 - The words *lead* (noun) and *lead* (verb) are homographs.
- * **pseudonym** — “false name”; a made-up name, often used by artists
 - American author Samuel Longhorne Clemens wrote his books under the pseudonym “Mark Twain.”

Source 3

Comets are chunks of ice, dust, and rock that move through space. Some comets make regular passes by Earth. One such comet is called Halley’s Comet, and it can be observed from Earth every 75 years or so. The following list shows the years since 1500 in which the comet could be observed from Earth. The exact dates given show when the comet came the closest to the Sun in its orbit.

August 26, 1531
October 27, 1607
September 15, 1682
March 13, 1759
November 16, 1835
April 20, 1910
February 9, 1986
July 28, 2061*

* predicted date

Source 4

“I came in with Halley’s Comet in 1835. It is coming again next year, and I expect to go out with it. It will be the greatest disappointment of my life if I don’t go out with Halley’s Comet.”

—American author Mark Twain, 1909



Coming In with the Comet *(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. Edmond Halley was an English astronomer.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Mark Twain was an American author.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. “Mark Twain” is a pseudonym.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Halley’s Comet was observed from Earth in 1835.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. How old was Mark Twain when he died?

- (A) 65 (B) 75 (C) 74 (D) 64

6. Based on the information given in the sources, what is the meaning of the term *pseudoscience*?

- (A) “scientific name” (C) “science words”
 (B) “false science” (D) “comet science”

7. Which of these words from the sources means “clever intelligence”?

- (A) wit (C) regular
 (B) humor (D) successful

8. Which of the following are **not** homophones?

- (A) *rose* (noun) and *rows* (noun)
 (B) *rose* (verb) and *rose* (noun)
 (C) *rose* (noun) and *flower* (noun)
 (D) *flower* (noun) and *flour* (noun)

Part 3: Search “Coming In with the Comet” to find one example of each of the following. Then write the number of the source in which you located this information.

9. a year from the 18th century _____ Source #: _____

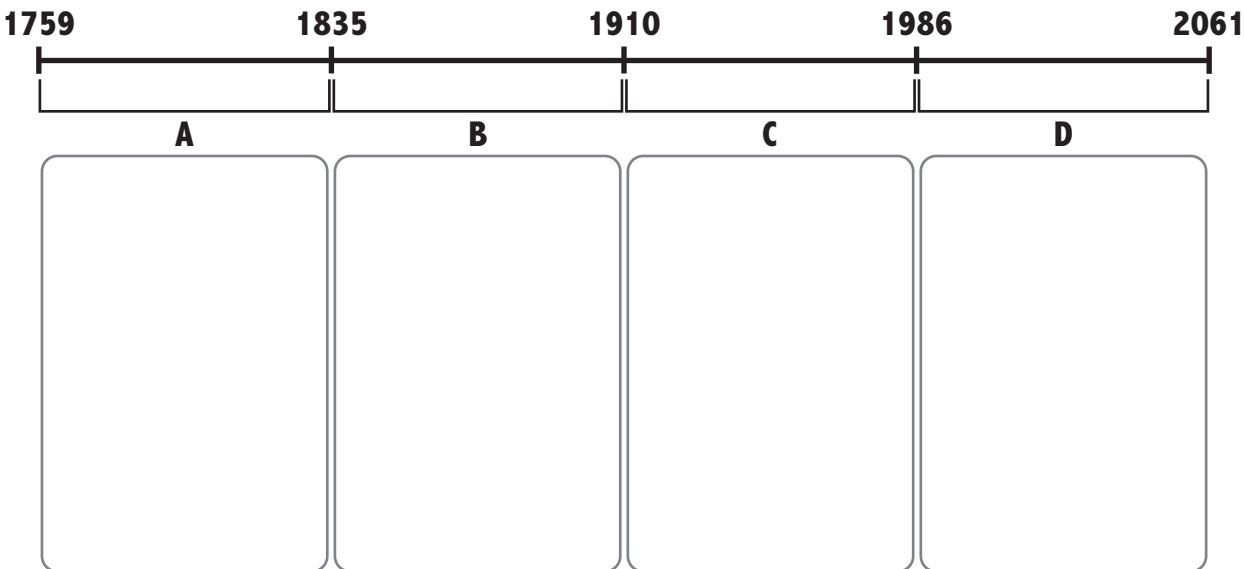
10. a title of a novel _____ Source #: _____

Coming In with the Comet *(cont.)*

Name: _____

Part 4: Refer back to the sources, and use complete sentences to answer these questions.

- 11.** Look at the timeline of years Halley’s Comet could be observed from Earth. Within each time period, many events happened. For each time period, write one major event from your nation’s history that took place between those years.



- 12.** What did Mark Twain mean when he said that he “came in” with Halley’s Comet and expects to “go out” with it? Did he “go out” with it? Would he have been pleased or disappointed with the timing of these events? Use information from the sources to explain your answers.

- 13.** How old will you be when Halley’s Comet can next be observed from Earth? Do you think you will want to see Halley’s Comet at that time? Why or why not?

What's in a Name?

Read each source below. Then complete the activities on pages 80–81.

Source 1

I used to think I was the only one in the New England area who spells my name K-I-M-I. I've never even read a book in which a character spelled her name that way. Then I met another Kimi. She moved here from Kentucky two years ago, and we became best friends.

Everyone calls us the "Kimi Twins" even though we don't look alike. I have long, straight, black hair. Kentucky Kimi has curly blond hair. My eyes are blue, and hers are green.

In fact, she and I are different in most ways. For example, my idea of a tasty breakfast is steak and eggs. Kimi would not touch that plate with a ten-foot pole. She's a vegetarian, so she does not eat meat. She mostly eats strange things like tofu and hummus. The other day she brought some fruit to school that I had never seen before. It was this brown, fuzzy, egg-shaped thing. When she cut it open, the insides were bright green with rows of tiny black seeds. I said, "You're going to be here all day trying to get those seeds out." But she just ate them! She called this exotic fruit a kiwi and offered me some. I said, "No, thank you. I'll stick with my ham sandwich."

Source 2

Delicious, Nutritious Kiwifruits!

3 for \$1.00



- once known as Chinese gooseberries
- brought to the United States in 1959 from New Zealand
- named after the kiwi, New Zealand's national bird
- great source of fiber and Vitamin C
- The seeds are edible!

Source 3

Nature's Amazing Oddballs

The world is full of amazingly interesting creatures. For today's article, I give you . . . **the Kiwi.**



Kiwis have long beaks.

- They use them to find worms that live under ground. Kiwis eat worms, insects, seeds, and fruits.
- A kiwi's nostrils are at the end of its beak. This is unlike all other birds, and it gives kiwis a stronger sense of smell than other birds.

Kiwi cannot fly. They belong to the same family as other flightless birds—like ostriches and emus—but they are much smaller.

Kiwis are the size of chickens, but their eggs are six times as big as chicken eggs.

Kiwis come from New Zealand. In fact, they are that country's national bird.

What's in a Name? (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
1. New Zealand's national bird is the kiwi.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Kiwifruits come from New Zealand.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. For their size, kiwi birds have large eggs.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. You can eat the seeds of a kiwifruit.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. Which statement is true?

- (A) The Kimi Twins were named after each other.
- (B) The kiwifruit was named after the kiwi bird.
- (C) The kiwi bird was named after the kiwifruit.
- (D) New England was named after New Zealand.

6. The word *exotic* is used in Source 1 to describe a kiwifruit. Which of these words is an antonym of *exotic*?

- (A) unfamiliar
- (B) strange
- (C) regular
- (D) alien

7. In which of these places would you most likely find Source 2?

- (A) online advertisement
- (B) online dictionary
- (C) online encyclopedia
- (D) online thesaurus

8. From the information given in Source 1, you can infer that tofu and hummus _____.

- (A) do not taste good
- (B) do not contain meat
- (C) are exotic to Kentucky Kimi
- (D) are exotic to the narrator

Part 3: Search "What's in a Name?" to find one example of each of the following. Then write the number of the source in which you located this information.

9. a possessive common noun _____ Source #: _____

10. a possessive proper noun _____ Source #: _____

