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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.

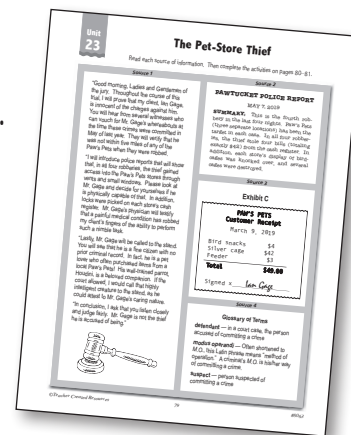
How to Use This Book

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

Standard RI.5.7 of the Common Core (from the **Integration of Knowledge and Ideas** section of the **Reading: Informational Text** strand) requires students to “draw on information from multiple print or digital sources, demonstrating 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.

Friggatriskaidekaphobia!*

Read each source below. Then complete the activities on pages 47–48.

Source 1



Source 2

Friday

1. the day between Thursday and Saturday
2. the last day of the workweek and first day of the weekend
3. the day named after Frigg, a Norse goddess

Source 3

What a disaster! My birthday was on Friday, and for the occasion, my parents had planned an extravagant party at our house. Mom bought me a beautiful gold dress to wear. We sent out shiny, golden invitations. Mom and Sis hung gold streamers and other decorations around our house. And then Friday came, and no one showed up.

First, Aunt Ana and Uncle Bob RSVP'd with a "no." Then Cousin Otto said he couldn't come. Next, it was Grandma Hannah who wrote, "I'm so sorry, Eve. I'll stop by on Saturday to see you." The worst was when my best friend, Elle, said her parents wouldn't let her go. She begged and pleaded, but they offered up some weak excuse like, "not on that day."

When I told Dad that, he figured it out. He said that all those people must be afraid to leave their houses on a Friday the 13th. He said some people have a phobia about that day. "Really?" I thought, "How silly!" I know that a phobia is an irrational fear, but I just don't understand it. The number "13" has always been one of my favorites, but maybe that's because of the year I was born in. As for Friday, isn't it just another day of the week?

Source 4

Glossary

golden birthday — when a person turns the age of his or her birth day (for example, when a person turns 10 years old on the 10th day of a month)

palindrome — a word, number, or phrase that reads the same backward as forward

* This word is pronounced *fri-guh-tris-kī-deck-uh-foe-bee-uh*.

Friggatriskaidekaphobia! (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. <i>Friday</i> is named after a Norse goddess.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Eve has a cousin named Otto.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. There is such a thing as a golden birthday.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The birthday party is at Eve's house.		<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. How many syllables are in the word *friggatriskaidekaphobia*?

(A) 7

(C) 9

(B) 8

(D) 10

6. What do all of the people's names in Source 3 have in common?

(A) They are all palindromes.

(C) They all begin with a vowel.

(B) They all contain one syllable.

(D) They all name members of Eve's family.

7. What is the main purpose of the asterisk at the end of the title "Friggatriskaidekaphobia!"?

(A) to show strong emotion

(B) to show that more information is to follow

(C) to show that this word will be defined below

(D) to show that it is the longest word in the English language

8. Many of the people in Eve's life seem to suffer from friggatriskaidekaphobia. What would be the most accurate definition of this word?

(A) a dislike of the number 13

(C) an irrational fear of the number 13

(B) a dislike of Friday the 13th

(D) an irrational fear of Friday the 13th

Part 3: Search "Friggatriskaidekaphobia!" to find one example of each of the following. Then write the number of the source in which you located this information.

9. number that is a palindrome _____

Source #: _____

10. abbreviation used as a verb _____

Source #: _____

Friggatriskaidekaphobia! *(cont.)*

Name: _____

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

11. On what date was Eve born? Write it here: _____

On the lines below, cite as much evidence as you can to show how you came to this conclusion.

12. Using what you know about the number of days in a month, what is the oldest possible age at which a person could have their golden birthday? Explain how you arrived at this answer.

13. Have you already had your golden birthday? Circle one: **Yes** **No**

- If so, how old were you, and what was the exact date on which it happened?

- If not, how old will you be, and what is the exact date on which it will happen?

The Pet-Store Thief

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

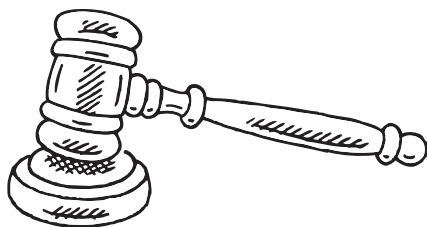
Source 1

“Good morning, Ladies and Gentlemen of the jury. Throughout the course of this trial, I will prove that my client, Ian Gage, is innocent of the charges against him. You will hear from several witnesses who can vouch for Mr. Gage’s whereabouts at the time these crimes were committed in May of last year. They will verify that he was not within five miles of any of the Paw’s Pets when they were robbed.

“I will introduce police reports that will show that, in all four robberies, the thief gained access into the Paw’s Pets stores through vents and small windows. Please look at Mr. Gage and decide for yourselves if he is physically capable of that. In addition, locks were picked on each store’s cash register. Mr. Gage’s physician will testify that a painful medical condition has robbed my client’s fingers of the ability to perform such a nimble task.

“Lastly, Mr. Gage will be called to the stand. You will see that he is a fine citizen with no prior criminal record. In fact, he is a pet lover who often purchased items from a local Paw’s Pets! His well-trained parrot, Houdini, is a beloved companion. If the court allowed, I would call that highly intelligent creature to the stand, as he could attest to Mr. Gage’s caring nature.

“In conclusion, I ask that you listen closely and judge fairly. Mr. Gage is not the thief he is accused of being.”



Source 2

PAWTUCKET POLICE REPORT

MAY 7, 2019

SUMMARY: This is the fourth robbery in the last four nights. Paw’s Pets (three separate locations) has been the target in each case. In all four robberies, the thief stole four bills (totaling exactly \$42) from the cash register. In addition, each store’s display of bird-cages was knocked over, and several cages were destroyed.

Source 3

Exhibit C

PAW’S PETS Customer Receipt

March 9, 2019

Bird snacks	\$4
Silver cage	\$42
Feeder	\$3
<hr/>	
Total	\$49.00

Signed x Ian Gage

Source 4

Glossary of Terms

defendant — in a court case, the person accused of committing a crime

modus operandi — Often shortened to *M.O.*, this Latin phrase means “method of operation.” A criminal’s *M.O.* is his/her way of committing a crime.

suspect — person suspected of committing a crime

The Pet-Store Thief *(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. Mr. Gage bought items at Paw's Pets.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Houdini is a parrot owned by Mr. Gage.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Paw's Pets was robbed four times.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Mr. Gage's first name is Ian.		<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. Judging by how it is used in Source 1, what is another word for *physician*?

- (A) judge
 (B) lawyer
 (C) doctor
 (D) defendant

6. From the information in Source 1, we know that Mr. Gage is a _____.

- (A) suspect
 (B) defendant
 (C) pet owner
 (D) *all of the above*

7. Provided the information we are given, which of these statements is not true?

- (A) One Paw's Pets store was robbed twice in four days.
 (B) Mr. Gage bought a bird feeder on March 9, 2019.
 (C) The total money stolen in the four robberies was \$168.
 (D) Mr. Gage's trial is taking place in the year 2019.

8. Which of the following is **not** part of the pet-store thief's *M.O.*?

- (A) taking \$50 from the register
 (B) entering through a vent
 (C) knocking over cages
 (D) picking the lock on the register

Part 3: Search "The Pet-Store Thief" to find one example of each of the following. Then write the number of the source in which you located this information.

9. two-word phrase meaning "very smart" _____ Source #: _____

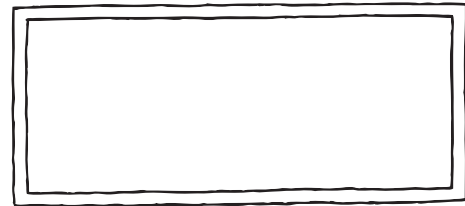
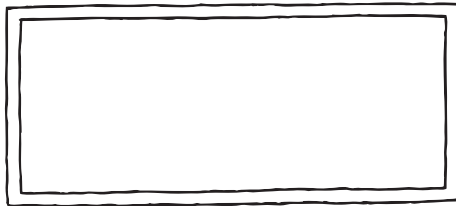
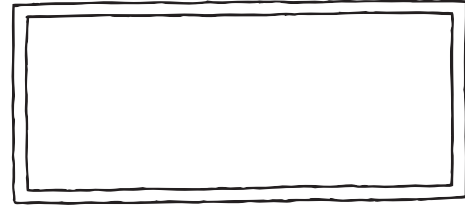
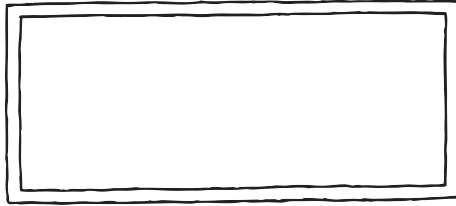
10. two-word phrase meaning "cherished friend" _____ Source #: _____

The Pet-Store Thief *(cont.)*

Name: _____

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

- 11.** In Source 2, we learn that the thief always steals from the cash register four bills equaling an exact amount. Which four bills would the thief have to steal in order to get this amount?



- 12.** In the space below, summarize the defense strategy of Mr. Gage's lawyer/attorney. Use your own words. Give a brief description of the important evidence the attorney will use to show that Mr. Gage did not commit the robberies.

- 13.** Based on the evidence given in Sources 1, 2, and 3, do you think Mr. Gage committed the crimes? If not, who might have done it? Give evidence and reasons to support your opinion.
