Contents

Literature Passages

Informational Text Passages

"To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."

—Common Core State Standards for English Language Arts, June 2010

25 Complex Text Passages to Meet the Common Core: Literature and Informational Texts—Grade 5 includes complex reading passages with companion comprehension question pages for teaching the two types of texts—Literature and Informational—covered in the Common Core State Standards (CCSS) for English Language Arts. The passages and lessons in this book address the rigorous expectations put forth by the CCSS "that students read increasingly complex texts through the grades." This book embraces nine of the ten CCSS College and Career Readiness Anchor Standards for Reading that inform solid instruction for literary and informational texts.

Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text; summarize key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact throughout a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Passage 1 — Troubled Times • page 26

Literature: Historical Fiction

▶ **Focus** In this story, students examine elements of plot, setting, and character as they read about a formative period in American history.

▶ **Teaching Tips**

Before Reading
- Provide background about the Revolutionary War. Link with social studies curriculum.

During Reading
- Have students highlight words or phrases the author uses to build tension and suspense.
- Help students identify and distinguish patriots/rebels from loyalists to the British crown.

After Reading
- Ask students to compare and contrast this story with other examples of historical fiction of the American Revolutionary period.

Common Core Connections

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.9, RL.5.10 ● RF.5.3, RF.5.4 ● W.5.9, W.5.10 ● L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

Quantitative: Lexile 880

Qualitative	1	2	3	4	5
Meaning		✳			
Structure		✳			
Language		✳			
Knowledge			✳		

Reader & Task

- Students may lack knowledge of the historical context in which this piece is set, and may need guidance to link the characters with their allegiances.
- Have students highlight details in the story that they could later confirm by research.

Passage 2 — Odysseus and Polyphemus • page 28

Literature: Myth

▶ **Focus** By reading the retelling of part of *The Odyssey*, students learn about a clever solution to a seemingly impossible problem, in which brain triumphs over brawn.

▶ **Teaching Tips**

Before Reading
- Tell students that this story comes from an epic Greek work that is over 3,000 years old (Homer's *The Odyssey*). Pronounce the names: Odysseus [oh-DIS-yus], Polyphemus [pol-ə-FEE-mus], Cyclops [SY-klops], Zeus [zus].

During Reading
- Encourage students to form mental images to aid comprehension and assist memory.

After Reading
- Have students summarize and retell this story.
- Extend by helping students learn how Odysseus and his men escaped from the cave.

Common Core Connections

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7, RL.5.9, RL.5.10 ● RF.5.3, RF.5.4 ● W.5.9, W.5.10 ● L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

Quantitative: Lexile 880

Qualitative	1	2	3	4	5
Meaning		✳			
Structure		✳			
Language			✳		
Knowledge			✳		

Reader & Task

- Most students will be motivated to read a heroic tale of men versus a threatening monster.
- Challenge students to read closely to identify the traits that make Odysseus a successful leader.

Passage 10   Two Into One • page 44

Informational Text: Linguistics Article

▶ **Focus**   Students integrate information from an assortment of text and graphical features to understand a linguistics concept.

▶ **Teaching Tips**

Before Reading
- Have students first scan the page to notice its many components.

During Reading
- Help students pronounce difficult words.
- Ask students to start a list of portmanteau words they find in the passage. Have them add to it over time.

After Reading
- Read the poem "Jabberwocky" aloud. Ask students to identify its portmanteau words, and then work together to try to determine how each was formed.

Common Core Connections

RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.10 ● RF.5.3, RF.5.4 ● W.5.9, W.5.10 ● L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

Quantitative: Lexile 880

Qualitative	1	2	3	4	5
Purpose		❋			
Structure				❋	
Language			❋		
Knowledge			❋		

Reader & Task

- ELL students may have difficulty with the concepts in this lesson. Others may be challenged by the visual variety on the page.
- Have students refer to and link the different sources of information in this article to summarize and explain portmanteau words.

Passage 11   They Fought Like Cornered Buffalo • page 46

Informational Text: History Essay

▶ **Focus**   Students gather details, draw conclusions, and determine author's purpose in this essay about a historically unique unit of American soldiers.

▶ **Teaching Tips**

Before Reading
- Preview some challenging terms: *hallowed ground*, *cavalry*, *infantry*, *reconstituted*, *desolate*, *stationed*, *western frontier*, *unenviable*, *subduing*, *poachers*, and *legacy*.

During Reading
- Have students fill in a graphic organizer with answers to the W questions: who, what, where, when, why.

After Reading
- Compile a list of questions students listed in their answers to question 5. Encourage interested students or groups to do further research to answer as many as they can.

Common Core Connections

RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, RI.5.10 ● RF.5.3, RF.5.4 ● W.5.9, W.5.10 ● L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Complexity Index

Quantitative: Lexile 890

Qualitative	1	2	3	4	5
Purpose			❋		
Structure			❋		
Language				❋	
Knowledge				❋	

Reader & Task

- Students may not only lack familiarity with Buffalo Soldiers, but may lack the maturity or insight to appreciate their historical significance.
- Have students discuss the significance of the Buffalo Soldiers' contributions. Guide them to consider the historical context and prevailing societal views.

Name _____ Date _____

Troubled Times

How did the rebellion affect the McCrea family?

1 The steady downpour began in the afternoon. But the relentless rain was
2 not the most dismal of the day's news in Rutland, at least not for the McCrea
3 family. For early that morning, after kissing Janey and little Ben, Daniel
4 hugged his worried wife and joined Colonel Seth Warner and his militia
5 men. They were on their way across the river to the fighting.
6   Times were hard on everyone. It was the autumn of 1777, and General
7 Burgoyne and his Indian allies were on the move, marching south from
8 Ticonderoga. All townspeople were scared, and not only of the invading
9 British army. Tense neighbors were at each other's throats; they couldn't
10 trust one another, as some were for the rebellion, like the McCreas, while
11 others were loyal to the crown.
12   After supper that night, the McCreas were huddled by the warmth of their
13 kitchen fire, quietly consumed by their thoughts. The rain had tapered off
14 and it was still outside, when, suddenly, the sound of clopping horse's hooves
15 outside broke the silence and seized their full attention. The sound stopped
16 abruptly but was then followed by the stomping of boot heels on their porch
17 and then a vigorous rapping on their door. It was Will Dunn, from over in
18 Hubbardton, and he was in a frenzy.
19   "Ellie, Ellie, take the children to your cellar! Hurry!" he barked. "There's
20 a raiding party of Redcoats not twenty miles from here and they've got
21 Iroquois for company. Do it now! I must go." With that, Will Dunn tipped
22 his soggy cap, hustled out, and galloped off to his next dire call. The McCrea
23 family hurriedly grabbed blankets, lifted the trap door, and dropped down
24 into the musty darkness.
25   They waited in breathless terror for
26 what seemed like hours when they heard
27 dogs barking and men shouting. Within
28 moments, the clamor of a rumbling
29 stampede had passed. But they soon heard
30 boot steps above, then nothing, and then
31 saw the alarming glow of a lantern shining
32 from the trap door. Mother, daughter,
33 and son were paralyzed with fear when a
34 familiar voice called down to them.
35   "It's me. The bridges are out so we've
36 had to come back," Daniel McCrea calmly
37 said as he leaned his craggy face near to
38 his family. "The British can't cross either.
39 Everyone's safe for now."

Name _____ Date _____
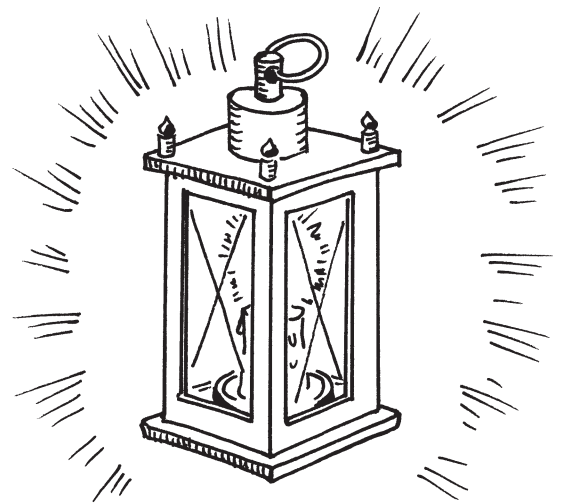
Troubled Times

▶ **Answer each question. Give evidence from the historical fiction.**

1 Which word could replace *dire* (line 22) without changing the meaning of the sentence?

○ A. local   ○ B. hurried   ○ C. urgent   ○ D. entertaining

How did you determine your response? _____

_____

_____

2 Which best describes who General Burgoyne was?

○ A. a rebel leader   ○ C. an Iroquois chief

○ B. a British officer   ○ D. a McCrea family friend

What evidence in the text helped you answer? _____

_____

_____

3 Who is Ellie? Explain how you know. _____

_____

_____

_____

4 What could explain why the bridges were out (line 35)? _____

_____

_____

5 How does the author build suspense in this story? _____

_____

_____

_____

_____

Name _____ Date _____

Odysseus and Polyphemus
Greek Myth (From *The Odyssey*)

How does Odysseus use his wits to solve a terrifying problem?

1   On a distant island, Odysseus and his soldiers discovered
2   an enormous cave with lambs, young goats, and great
3   wheels of cheese. The curious travelers ate while awaiting the
4   shepherd. They had skins of wine to exchange for hospitality.
5   Tinkling bells at dusk announced the returning shepherd
6   and his flock. Directing his animals into the cave was a
7   giant—a Cyclops with one monstrous eye in the center of his
8   forehead. Shocked at tiny strangers enjoying his cheese, he
9   roared, "Daring intruders, who are you?"
10   "We are Greeks soldiers returning from war," Odysseus
11 replied. "The laws of Zeus demand you to offer us kindness
12 and generosity."
13   Outraged, the Cyclops rolled a massive boulder to block the cave.
14 "I, Polyphemus, obey NO laws on MY island! You are uninvited pirates,
15 although possibly tasty." With that he snatched two startled men and
16 gobbled them down, slurping in loud satisfaction.
17   The stunned soldiers wailed, "O Zeus, spare us from this cruel destiny!"
18 But Polyphemus just yawned. Odysseus considered killing Polyphemus as he
19 slumbered, but realized that this would leave them entombed in the cave.
20 While the men mourned their lost companions, Odysseus devised a strategy.
21   At dawn, before leading his flock to pasture and obstructing the exit,
22 Polyphemus munched two men for breakfast. Then Odysseus and the
23 soldiers feverishly planned the details of their escape.
24   Polyphemus returned that night to a courteous welcome. "Charming
25 Cyclops, let us no longer be enemies," cooed Odysseus. "I offer you this gift
26 of ambrosial wine, superior to what the gods enjoy on Mount Olympus.
27 Please, drink your fill."
28   Sipping the wine, Polyphemus exclaimed, "Best I've ever had! Tell me your
29 name, little man."
30   "My friends and enemies address me as Nobody," stated Odysseus.
31   "Then Nobody you are and will eternally be after I eat you. But to respect
32 your offering, I'll save you for last," Polyphemus answered. He devoured two
33 more unlucky soldiers, guzzled the wine, and was soon snoring.
34   Quietly, Odysseus clutched a stick from the fire and plunged its red-hot
35 end into the monster's eye. The brute's agonized shrieks brought his Cyclops
36 neighbors at once. "What's wrong?" they yelled.
37   "Nobody has invaded my cave and Nobody has blinded me!" screamed
38 Polyphemus. Assuming that their friend was having a nightmare, the
39 Cyclops neighbors shrugged and left. …

Name _____ Date _____

Odysseus and Polyphemus

▶ **Answer each question. Give evidence from the myth.**

1 How did Odysseus and his soldiers learn that the shepherd was returning?

○ A. They smelled the animals.   ○ C. They felt the earth tremble.

○ B. They heard him whistling.   ○ D. They heard the sound of bells.

How did you determine your response? _____

_____

_____

2 Which best describes what the soldiers believed would be their *destiny* (line 17)?

○ A. They would be eaten alive.   ○ C. They would outsmart the Cyclops.

○ B. They would enjoy a lavish feast.   ○ D. Most of them would escape unharmed.

What evidence in the text helped you answer? _____

_____

_____

3 Describe a Cyclops. _____

_____

_____

4 Why did Odysseus act so welcoming of Polyphemus on the second night? Explain. _____

_____

_____

_____

5 What was so clever about the name Odysseus chose to tell Polyphemus? _____

_____

_____

_____

Name _____ Date _____

Two Into One

How do different text features work together to explain an idea?

1   *Portmanteau* (port-MAN-toe) is a French word for an old type of suitcase
2 with two distinct parts, used to keep items organized and separate. It opened
3 like a book, and some portmanteaus could stand up.
4   Linguists* apply the term *portmanteau* to any word
5 formed by blending parts of two separate words into one.
6 A portmanteau word folds together the meanings of both
7 words. Consider the word *smog*. Linguists trace it back to a
8 combination of *smoke* and *fog*. *Motel* came from the words
9 *motor* and *hotel*.
10   The best portmanteau words eventually
11 make their way into spoken and written
12 language. So how do you recognize this
13 type of word and grasp its meaning?
14 A writer who added many of them to
15 English and a nursery rhyme character
16 can assist you!
17   Best known for his classic *Alice's*
18 *Adventures in Wonderland* (1865),
19 author Lewis Carroll enjoyed word
20 play. His sequel to *Alice*, called *Through*
21 *the Looking-Glass* (1871), includes the
22 famous poem "Jabberwocky." After
23 reading it, Alice describes it as "very
24 pretty" but "*rather* hard to understand."
25 Part of the challenge of understanding
26 this nonsense poem is that Carroll
27 made up many portmanteau words,
28 such as *slithy* (SLY-thee). Humpty
29 Dumpty explains its meaning to
30 Alice like this:

> 31   Well, *slithy* means 'lithe' and
> 32 'slimy.' 'Lithe' is the same as
> 33 'active.' You see it's like a
> 34 portmanteau—there are two
> 35 meanings packed up into
> 36 one word.

* **linguist**
a person who
studies the history,
structures, and
meanings of
language

37 **Familiar Portmanteau Words**

38	*alphabet*	= alpha + beta
39	*blog*	= web + log
40	*brunch*	= breakfast + lunch
41	*caplet*	= capsule + tablet
42	*emoticon*	= ???? + ????
43	*Internet*	= interconnected + network
44	*Muppet*	= marionette + puppet

Name _____ Date _____

Two Into One

▶ **Answer each question. Give evidence from the article.**

1 A *sequel* (line 20) is a book that _____ another book about the same characters.

◯ A. copies   ◯ B. reviews   ◯ C. comes after   ◯ D. comes before

What evidence in the text helped you answer? _____

_____

_____

2 *Linguistics* is the study of _____.

◯ A. language   ◯ B. lines and angles   ◯ C. luggage   ◯ D. punctuation

What evidence in the text helped you answer? _____

_____

_____

3 Why is *portmanteau* a logical name for a word formed by parts of two other words?
Use the photograph and text to help you construct your answer.

_____

_____

4 Many people use *emoticons* when they write emails and text messages. Examples include ;-) for a
winking smile and :-D for a huge grin. Explain how you think this portmanteau word came about.

_____

_____

5 *Chortle* is another portmanteau word Lewis Carroll created. It is a gleeful way to laugh.
Carroll combined part of the word *snort* with part of another word. What do you think that
other word was? Explain. You may want to consult a thesaurus to help you.

_____

_____

_____

_____