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“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 4* 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 At Don's Diner • page 26

### Literature: Humorous Story

► **Focus** This story gives students the opportunity to explore point of view—in this case, that of a personified inanimate object. Students must also understand the use of multiple meanings to appreciate the humorous ending.

### ► Teaching Tips

#### Before Reading

- Talk about point of view in terms of observers who share details. Contrast first- and third-person narrators.

#### During Reading

- Ask readers to characterize the tone of the clock's observations (for example, *detached*, *objective*, *without emotion or judgment*).
- Encourage students to imagine themselves in the diner to visualize the setting, the characters, the details, and the narrator.

#### After Reading

- Introduce and define the term *deadpan* (someone who says something funny with a serious or blank expression). Invite volunteers to read the anecdote aloud using a deadpan delivery.

### Common Core Connections

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10 • RF.4.3, RF.4.4 • W.4.9, W.4.10  
• L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

### Complexity Index

#### Quantitative:

Lexile 740

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

### Reader & Task

- Students may find parts of this passage challenging: characters are referred to by description rather than name; some diner “lingo” may be unfamiliar.
- The humor of the anecdote rests on the question *Do you folks serve duck here?* As needed, help students articulate its two meanings to explain the silly ending.

## Passage 2 The Greedy Chief • page 28

### Literature: Legend

► **Focus** This Hawaiian legend of good versus evil offers students an opportunity to explore character, a problem-and-solution structure, and rich language.

### ► Teaching Tips

#### Before Reading

- Review the characteristics of a legend. Show Hawaii on a map to ensure students know that it is a group of islands in the Pacific Ocean.

#### During Reading

- Correctly pronounce for students the chief's name as *hah-lah-AY-ah* and the yellowfin tuna as *AH-hee*.
- Have students create a compare-and-contrast table for traits of the chief and the crews.
- Encourage students to pause and reread difficult passages to build understanding.

#### After Reading

- Invite students to compare this legend with other traditional stories they know. Guide them to summarize traits and behaviors of villains and of those who rise up against them.

### Common Core Connections

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10  
• RF.4.3, RF.4.4 • W.4.9, W.4.10  
• L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

### Complexity Index

#### Quantitative:

Lexile 760

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

### Reader & Task

- Some vivid verbs and colorful modifiers may challenge students. Encourage the use of a dictionary as well as context clues to determine meanings.
- Provide a graphic organizer students can use to diagram the plot, indicating the conflict, the action, and the resolution.

**Passage 10** Frogs on Logs • page 44

**Informational Text: Procedural/Recipe**

► **Focus** This simple recipe uses text elements (bulleted lists, numbered list, subheadings, illustrations) to enable readers to follow a sequence of steps successfully.

► **Teaching Tips**

**Before Reading**

- Tell students that they will read a procedural piece of writing called Frogs on Logs. Have them study the two illustrations, and then predict what the piece may be about.
- Invite students to share what they know about recipes: what they are, why people use them, and how they convey information.

**During Reading**

- Guide students to identify the distinctions among sections in the recipe.
- Have students connect the illustration near the bottom of the page with the written information in the text.

**After Reading**

- To help students better appreciate why a recipe is broken down into parts and sequential steps, guide small groups to make Frogs on Logs to share. (Check for food allergies ahead of time.) Ask: *How would the outcome change if the steps were not in order?*
- Challenge students to come up with a no-cook snack recipe and write an informational text that explains how to make it using the Frogs on Logs recipe as a model.

**Common Core Connections**

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10 • RF.4.3, RF.4.4 • W.4.9, W.4.10  
• L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

**Complexity Index**

**Quantitative:**  
Lexile 740

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

**Reader & Task**

- Students who have never helped prepare food may be unfamiliar with the conventions of following a recipe.
- Relate following a recipe to similar experiences students may have had, such as following the directions for playing a game or conducting a science experiment.

**Passage 11** "Citizen" of the World • page 46

**Informational Text: Magazine Article**

► **Focus** In this passage, written in the style of a magazine article, students encounter social studies terms and concepts, and navigate subheadings—nonfiction text features that help organize the text.

► **Teaching Tips**

**Before Reading**

- Talk with students about how the structure and tone of a magazine article differ from those of other kinds of informational writing.
- Provide a world map students can use to locate the places mentioned.

**During Reading**

- The opening paragraph is written as a riddle to entice readers. Encourage students to circle text evidence that helps answer it.
- Have students explain how the boldfaced subheadings can guide their reading.
- This passage contains words with suffixes (for example, *originally*, *flightless*, *broilers*). Suggest that students highlight them for analysis after reading.

**After Reading**

- Invite students to research the significance of other animals in cultures throughout history (for example, cats, cows, horses), and choose one to write an informational article about.

**Common Core Connections**

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10 • RF.4.3, RF.4.4 • W.4.9, W.4.10  
• L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

**Complexity Index**

**Quantitative:**  
Lexile 750

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

**Reader & Task**

- Some social studies concepts and vocabulary may challenge students.
- Encourage students to summarize the main points of the piece using the subheadings as a guide.

## At Don's Diner

### What details make this story funny?

1 I am a clock. I hang on the wall behind the counter, above the cash  
2 register. I'm an old timepiece, maybe a tad dusty around my edges.  
3 But there's little that goes on in Don's Diner that escapes my notice.

4 Right now, my big hand is just past the six, and my little hand is  
5 nearing the eight. And here, right on time, are Red Hat and Checkered  
6 Jacket. They settle into their usual seats at the counter, and Red Hat  
7 says what he always says. "Morning, Don, I'll have the usual." Don  
8 nods, wiping his hands on a towel. He smiles at Checkered Jacket as he  
9 sets two steaming cups of coffee before these two regulars.

10 "What'll it be for you this A.M., Pete? Oatmeal's good today."

11 "Nah," Checkered Jacket replies. "I'd rather have two looking at me,  
12 wheat toast, and cheese grits."

13 And so it went for the usual parade of customers this morning. They  
14 ordered their food, Don wiped his hands, coffee got poured. But later,  
15 when both my hands are gathered around 12, a fellow in overalls  
16 walks in. He perches himself on a corner stool. "Hey," he calls to Don.  
17 "Do you folks serve duck here?"

18 Don, remembering the tasty  
19 duck sausage on the lunch  
20 menu, nods his head. Getting the  
21 answer he's hoping for, Overalls  
22 swivels on his stool and whistles  
23 toward the diner's entrance. The  
24 door swings open and in waddles  
25 a plump duck. It proceeds to flap  
26 up onto the stool beside him. "Hi  
27 there!" the duck greets Don. "I'll  
28 have some dry cereal and a side  
29 salad, please."

30 Like I said, little goes on here  
31 that escapes my notice.



# At Don's Diner

▶ Answer each question. Give evidence from the story.

1 Who is Pete, and how would you describe his outfit? \_\_\_\_\_

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2 What routines does the clock notice at the diner? \_\_\_\_\_

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3 What makes this a humorous story? \_\_\_\_\_

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4 Which is the best meaning of *two looking at me* (line 11)?

- A. the two hands of the clock                       C. two eggs, sunnyside up  
 B. a pair of customers                                       D. two kinds of pie

Tell how you chose your answer. \_\_\_\_\_

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5 Which statement best explains the joke at the end of the story?

- A. Ducks order lunch at diners.                       C. Overalls has a pet duck that can talk.  
 B. Diners serve all kinds of customers.                       D. *Serve duck* has an unexpected meaning.

What evidence in the text helped you choose your answer? \_\_\_\_\_

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# The Greedy Chief

## Legend From Hawaii

In what ways does Chief Hala'ea live up to his description?

1 Long ago, Chief Hala'ea ruled the Big Island. He was selfish and unfair  
2 to his people. Each day at dawn, the local fishing crews would sail to sea,  
3 work demanding hours filling their nets, and return at dusk with their  
4 catch. But as they returned, Hala'ea paddled out to greet them. He never  
5 brought a warm welcome, only a cruel demand: "Give me all your fish!  
6 Your catch is mine!"

7 Weary crews had no choice but to obey. Then Hala'ea would host an  
8 unruly feast solely for his friends and family. The gluttonous chief wasted  
9 more food than twice as many guests could eat. Yet the fishermen and  
10 their families always lacked enough for a decent meal.

11 Hala'ea's insensitive ways fueled silent resentment. Eventually the  
12 workers could no longer permit the chief to seize all their fish. So they  
13 held a secret meeting, where they hatched a plot to bring about a  
14 change. When the sun rose the next day, the fishermen quietly reviewed  
15 their plan. They prepared their canoes, readied their nets, and paddled  
16 to sea. The yellowfin tuna, or ahi, were in season. Each canoe collected a  
17 bountiful catch.

18 As usual, while heading back to the Big Island, they saw Hala'ea  
19 paddling to meet them. As usual he demanded, "Give me all your ahi!  
20 Your catch is mine!"

21 The crew in each canoe obeyed. They sailed alongside the chief's  
22 canoe, surrounding it. Soon everyone began to toss the fresh ahi into  
23 Hala'ea's canoe. The greedy chief cackled with glee as the sparkling fish  
24 piled up. After each crew unloaded its ahi, it paddled quickly to shore.

25 In the frenzy, Hala'ea didn't  
26 notice that his canoe was getting  
27 weighted down. Soon the vessel  
28 could no longer stay afloat. By  
29 the time Hala'ea realized that he  
30 and the ahi were sinking, it was  
31 too late. He bellowed for help, but  
32 his cries were lost in the waves.



# The Greedy Chief

▶ Answer each question. Give evidence from the legend.

1 How did Chief Hala'ea greet the returning crews? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 What does it mean that the fishing crews worked *demanding hours* (line 3)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Why was the fishermen's plan to get back at the chief so fitting and effective? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 The expression *hatched a plot* (line 13) means \_\_\_\_\_.

- A. came up with a good strategy
- B. collected fish eggs
- C. told secrets
- D. fished as a team

Tell how you chose your answer. \_\_\_\_\_

\_\_\_\_\_

5 Which statement best explains the meaning of "his cries were lost in the waves" (line 32)?

- A. He lost his ahi catch to the sea.
- B. He yelled so much that he lost his voice.
- C. The sound of the waves covered his cries for help.
- D. He couldn't find his way because the waves were so big.

What evidence in the text helps you answer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

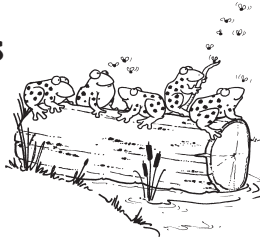


# Frogs on Logs

How is the information in the recipe organized to be helpful?

## 1 **Frogs on Logs**

2 Snack to serve 4–6



3 This snack may not be a dessert, but making it is a piece of cake!  
4 It involves no cooking or baking, and very few ingredients. And  
5 don't worry—no frogs are harmed or eaten, and not one tree must  
6 be cut down. Yet the tasty results will whet your appetite and  
7 make you smile.

### 8 **Ingredients**

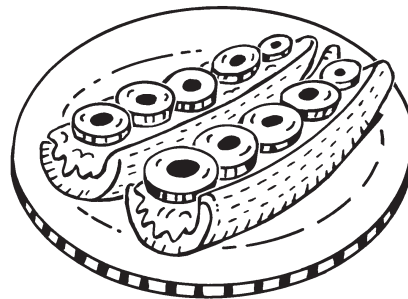
- 9 ● 4 stalks celery
- 10 ●  $\frac{1}{3}$  cup cream cheese
- 11 ● 16 pimiento-stuffed green olives

### 12 **Utensils**

- 13 ● dishtowel or paper towel
- 14 ● cutting board
- 15 ● cutting knife (adult use only)
- 16 ● spreading knife
- 17 ● serving plate

### 18 **Directions**

- 19 1. Wash and dry the celery stalks.
- 20 2. Fill each stalk with cream cheese.
- 21 3. Cut each filled stalk into two or  
22 three "logs."
- 23 4. Slice the olives into disks.
- 24 5. Top each log with olive "frogs."



# Frogs on Logs

▶ Answer each question. Give evidence from the recipe.

1 Why does the recipe call for two different kinds of knives? \_\_\_\_\_

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2 Why are some words in **bold** type? How does this help a reader? \_\_\_\_\_

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3 Why are the directions numbered, but the ingredients and utensils are not? \_\_\_\_\_

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4 Which of the following are *utensils* (line 12)?

- A. celery       B. eggs       C. strainers       D. tablecloths

Tell how you chose your answer. \_\_\_\_\_

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5 Which means the same as *a piece of cake* (line 3)?

- A. baked dessert       C. good treat for a party  
 B. very simple to do       D. part of the whole thing

What evidence in the text helped you choose your answer? \_\_\_\_\_

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