



Common
Core Aligned

CLOSE READING

Passages and Activities

Literature

45 Original Fiction
Reading
Passages

5 Passages for
EACH 3rd Grade
CCSS Literature
Standard

2 Pages of Close
Reading and
Text Dependent
Responses per
Passage



What is in here?

45 original or adapted 3rd grade level reading passages. Each passage falls within the Lexile Level of 450-790, which is within the Common Core State Standards expectation for 3rd grade. The Lexile Level is marked at the top of each passage and passages are sorted in order from simplest to most complex.

Standards **RL.3.1 - RL.3.7** EACH have **5** passages and activities specifically dedicated to that standard. Standard **RL.3.9** is extra special (you know, the one where you compare two versions of the same story) because it has a total of **10** passages so that your students can compare away!

Each passage has **2** pages of carefully written and consistent close reading tasks and text dependent questions. The first page of tasks are specifically aligned to the standard identified at the top of the page. The first page also consistently includes tasks for standard **RL.3.10** (By the end of the year, read and comprehend informational literature...in the grades 2-3 complexity band proficiency...).

The second page of activities is a *spiral* of other 3rd Grade RL standards. This is perfect for holding those kids accountable for everything they have already learned! No skill slipping on your watch!

Sneak Peak...

Page 1

Questions specifically focused on a certain standard ...

Lexile Level

Let's Bide!

John and Sara are friends. They have been together after school every day since they were five. John likes to play soccer and go to the park. Sara likes to read books and go to the library. They are both good at their hobbies. Sara likes to read books and go to the library. They are both good at their hobbies. Sara likes to read books and go to the library. They are both good at their hobbies.

Page 2

Spiral of all common core standards

... and comprehension questions aimed at standard RL.3.10

All standards clearly marked

There are five activities just like this for each 3rd Grade Common Core Standard

Table of Contents

- RL.3.1Pages 5-19
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2Pages 20-34
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3Pages 35-49
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.4Pages 50-64
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5Pages 65-79
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6Pages 80-94
Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7Pages 95-109
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9Pages 110-134
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

The Birthday Surprise

A Sierra liked to go shopping with her mom. She liked to help her mom buy food for the family. Sierra also liked to visit the mall with her mom. One day Sierra saw her mom looking at a pretty scarf. It was a nice bright blue scarf. Sierra loved it and she could tell her mom loved it too. However, her mom did not buy the scarf.

B Sierra knew that her mom really did think the blue scarf was pretty. She also knew that her mom's birthday was in three months. This year, Sierra wanted to buy a gift for her mom. She wanted to use her own money, so she planned to buy this scarf for her.

C Over the next few weeks, Sierra did extra chores around the house. She worked hard to earn more money. When she was given her allowance, she saved half of the money.

D Finally, Sierra knew her mom's birthday was in one day. She had saved enough money to buy the scarf for her mom! Sierra asked her dad to take her to the store. She knew exactly which scarf her mom had liked and she proudly handed the cashier her money. She even had some money left over.

E When it was time for her mom's birthday party, Sierra was very excited. She wanted her mom to open her gift right away. Sierra laughed as she watched her mom open the present. Her mom slowly lifted the blue scarf out of the box. That was when Sierra yelled, "Surprise!" Her mom was so happy. She loved the scarf very much. Even more, she loved that Sierra had worked so hard. She knew Sierra saved money in order to buy the gift. This made it a very special gift from her daughter.

RL.3.3

1. Describe Sierra's character.

page 1 is questions dedicated to a specific standard

Color the _____ that gives you a clue about Sierra's personality.

Describe how Sierra's _____ caused her mother to feel happy.

4.  Color the text that tells how Sierra's mother responded or felt when Sierra gave her the gift.

students must interact with the text

RL.3.10

5. Write one word to summarize the following paragraphs:

_____ D. _____

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences | Cite the Text | Correct Punctuation

Reminders for complete responses

RL.3.1

8. Write three questions where the answer could be found in the text. Then find the answer to your question and color it.

1. _____

Color the answer to your question



2. _____

Color the answer to your question



3. _____

Color the answer to your question



↑
page 2 is a spiral review of other standards

RL.3.5

9. Circle the BEGINNING of the story.

10. Describe how the author introduces the beginning of the story:

11. Describe what happens in the middle of the story:

12. Circle the ENDING of the story.

13. Describe how the author concludes the story:

↑
standards clearly marked

The Picky Eater

A

It was eight in the morning and Danny had to get out of bed. Today was not going to be like yesterday. He pulled his blankets over his head. He could hear his mother walking up the stairs and standing outside his door.

B

She knocked on the door three times. Danny pulled his covers down, got out of bed, and opened the door. She was holding a laundry basket full of his clean clothes. "Thank you," he said, grabbing the basket. His mother went back downstairs. He sat down on the bed and set the basket next to him. His bed springs creaked when he sat down. He picked out a pair of blue jeans, a white t-shirt, and a pair of red socks. His backpack was sitting on the chair next to his bed.

C

"Stomp, stomp, stomp" went his feet as he trudged downstairs and plopped down at the kitchen table. The sun was shining through the window over the sink. It made the kitchen look yellow.



Illustrated by Grace Anderson www.red-pom.com

D

"What do you want for breakfast?" his mother asked with a smile.

E

"I don't want to go to school today," said Danny. He did not answer her question.

Continued on
Next Page

Pg 1 of 2

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F "Just try to be positive. You will make new friends. Your new school is going to be great. What would you like for breakfast?" asked his mother again.

G Most kids only have one favorite food. Danny had two. "I would like some chicken nuggets and chocolate pudding for breakfast, please."

H Any other day, his mother would have said no. Today she felt bad for him. She did not want him to be nervous for his first day. She made him chicken nuggets and chocolate pudding for breakfast.

I It was getting close to nine o'clock. It was time for Danny to go to his first day at his new school. He put on his backpack. His mother kissed him goodbye and he started walking the six blocks to school.

J He entered the school through the side door, which passed by the lunch room. The menu for the week was posted. Danny smiled. Chicken nuggets and chocolate pudding for lunch. "This school might not be so bad after all," he thought.

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RL.3.7

1. Look at the illustration in the story.
How does the illustration show the **MOOD** of the story? Describe the details in the illustration that help you understand the **MOOD**.

2. What does the illustration tell you about the **CHARACTERS** in the story? Describe the details in the illustration that help you see what the **CHARACTERS** are like.

3. What does the illustration tell you about the **SETTING** of the story? Describe the details in the illustration that help you understand the **SETTING**.

RL.3.0

4. Underline three important words in the text.

5. Summarize this story.

Complete Sentences	Cite the Text	Correct Punctuation
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Note: preview does not print with the same quality as the purchased product

RL.3.1

6. Write three questions where the answer could be found in the text. Then find the answer to your question and color it.

1. _____

Color the answer to your question



2. _____

Color the answer to your question



3. _____

Color the answer to your question



RL.3.4

7. The first paragraph has an example of NON-LITERAL language. It says "Stomp, stomp, stomp" went his feet as he trudded downstairs and plopped down at the kitchen table." Describe what you think this means. (If you are unsure, use the context clues to help.)

RL.3.5

8. Circle the BEGINNING of the story.

9. Describe how the author introduces the beginning of the story:

10. Describe what happens in the middle of the story:

11. Circle the ENDING of the story.

12. Describe how the author concludes the story:

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away. Just send an **email** to:
TeachingAndTapas@gmail.com



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