

Teacher Key

Literary Reading Passage: The Food Fair Challenge

Lexile Range: 700L-800L

Grade 3 CCSS Lexile® Range: 520L-820L

CA Common Core: RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Topic(s): 5 food groups; choosing healthy foods; application of MyPlate as a guide for making a healthy meal; eating habits	Grade 3	
The Food Fair Challenge - Questions	Skill	CA Common Core Standards
<p>1. Write 3 details from the story that describe what Josh needed to <u>know</u> and to meet the food fair challenge. Write 3 details from the story that describe what Josh needed to <u>do</u> to meet the food fair challenge.</p> <p>Know: know food group foods and their colors; know how the MyPlate guide works; know food groups in the food he tasted</p> <p>Do: Make a healthy meal; match the foods in the foods he tasted to the MyPlate guide; choose at least 3 new foods</p>	understanding of the text	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<p>2. Josh was a picky eater before he became a more adventurous eater. Explain the change that he made. <i>When he was a picky eater he didn't want to try any new foods. When he became a more adventurous eater he was willing to try new foods.</i> What support did Josh have that helped him make the change? <i>Mom, Dad, and Mikey always offered him different choices from the 5 food groups. They were patient and said these encouraging words." Try it." "It's yummy."</i></p>	character behaviors	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<p>3. When Josh said he was "stuck in a rut," what did he mean? <i>He didn't want to make a change and try new food. He just wanted to eat the same food he always had.</i></p>	literal/nonliteral	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<p>4. How did the picture and key for MyPlate help Josh meet the Food Fair Challenge? <i>They helped remind Josh of the 5 food groups needed to make a healthy meal.</i></p>	support from images	RL.3.7 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).
<p>5. Underline the statement that describes the <u>main message</u> in the story. Provide 3 details to support your choice.</p> <p>a. There are a lot of different food choices at a food fair.</p> <p>b. Kids need to know about foods in each of the five food groups.</p> <p>c. The MyPlate guide can help kids put together a healthy meal.</p> <p>d. Picky eaters can become adventurous eaters.</p> <p>Answer C: Relevant details include: MyPlate used to meet the food challenge; MyPlate on the recipe booklet; Mom said that she and Josh would use MyPlate as a guide; MyPlate image; food groups are on MyPlate; the challenge was to build a healthy meal, images reinforce 5 food groups</p>	central message	RL.3.2 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.