

Teacher Key

Literary Reading Passage: Mystery of the Missing Food

Lexile® Range: 600L-700L

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): Farm to table; food sources; food system; consumers and producers; cause and effect; factors that affect our food supply; problem solving; connections	Grade 3	
Mystery of the Missing Food - Questions	Skill	CA Common Core Standards
1. Explain how the supply of milk in Olivia’s store depends on hay from a hay farm. Milk is produced by cows. When cows eat good hay from a hay farm, they produce a lot of milk. Hay helps keep the supply of milk coming to Olivia’s store.	demonstrate understanding of a 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.
2. Think about Emma and what you learned about her in the story. Provide evidence that supports each of the following character traits or feelings for Emma. a. helpful Emma helped Olivia solve the missing food mystery. b. smart Emma figured out that we depend on the farmers/ranchers and weather for our food. c. curious Emma wanted to know why farmers/ranchers didn’t deliver food to Olivia’s market. d. thoughtful Emma thought about what they learned from the farmers/ranchers. e. organized Emma helped make a list of what they learned from visiting the farmers/ranchers. f. excited Emma was the first to raise her hand in morning meeting. She was so excited, she could hardly stay in her seat.	character traits; character actions	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.
3. When Emma said, “our heads were spinning,” what did she mean? When you turn around fast, your head spins and makes you feel dizzy. Olivia, Emma, and Robby had learned a lot. There were so many thoughts swirling in their heads they almost felt a little dizzy. They were a little overwhelmed.	meaning of figurative language	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4. Compare the two images of a corn farm in the story. a. Which picture supports the reason for the missing food? Reason for the missing food: a drought Picture: “Corn Farm in a Drought” b. What supporting details do you see in the picture? hard, dry and cracked ground, small plants c. Provide 3 supporting details from the text. Text: Plants don’t grow well in a drought. Not as much food can be produced. Soil is too hard and dry. There is not enough water for the plants to grow.	text-linked 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).
5. a. Circle the paragraph that best explains the <u>main message</u> of the story. b. Write the first sentence of the paragraph. a.The paragraph is the last one in Emma’s story. b. “As it turns out, we are all connected!”	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.