

# 10 Reading Passages & Response Pages

## AUTHOR'S PURPOSE

★ Easy to Follow  
4 Step Reading  
Process



### INDEPENDENT PRACTICE: AUTHOR'S PURPOSE

#### Step 1: Read the Passage

##### Dragons: Flames

When you hear the word dragon, what comes to mind? Do you think it will flap its wings or slither through the sky? Since dragons can look and act however you imagine. However, for centuries, there are legends about two very different kinds of dragon.

In both cultures, dragons are powerful, serpentine creatures that speak to humans. If you came face-to-face with a dragon, what world it came from.

Dragons from Chinese mythology have bodies like a snake, antlers, a camel head, and eagle claws. One animal's head and their snake-like bodies glide through the clouds and the seas.

European dragons look like giant lizards with a lion's head and spikes on their backs. Unlike most Chinese dragons, European dragons are hiding alone in a cave or castle.

The biggest difference between these two dragons is their personality. European dragons are fierce and greedy, and is why in many stories, knights slay them to save a princess.

A visit from a Chinese dragon, on the other hand, is magical and heavenly, a symbol of great fortune. In fact, mythology says that Chinese people believe in dragons.

#### Step 2: Think About the Passage

##### THINK ABOUT:

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their writing?

Add a post-it note or jot down directly in this box.

#### Step 3: Organize Your Thinking

Read the text. Think about how the author's purpose is connected to the text structure. Use the space below to jot down your thinking about the text.

What is the author's purpose in writing the text?

What text structure did they use?

Chinese Dragons

European Dragons

#### Step 4: Respond to the Text

1. Describe the dragons in Chinese legends.
2. Describe the dragons in European legends.
3. Which dragon are you more interested in reading about?

# 4 STEP READING PROCESS

Each passages and response questions follow the same 4 Step Process.

## Step 1: Read the Passage

Students can read the short reading passage.

## Step 2: Think About the Passage

Students can use sticky notes or the blank squares to jot down their thoughts or questions about the text.

## Step 3: Organize Your Thinking

Students can organize their thinking around the focus skill with the graphic organizer template.

## Step 4: Respond to the Text

Students can answer 3 comprehension questions about the text.

**INDEPENDENT PRACTICE**  
**AUTHOR'S PURPOSE**

**Step 1: Read the Passage**

The

What animal makes the best pet?  
Some people think puppies or kittens are the best. But many are mistaken. Puppies are cute... until they go to the bathroom outside and train it. You have seen them wiggle their eye tentacles. Kittens are snuggly... until they go to the bathroom in their tank, and it takes them a very, very long time. They might meow for attention, scratch at you at night, too, but they are calm, quiet cats. Snails slowly glide around their tank. Puppies and kittens need attention. They like to chew on chew toys, or they might chew on your feet. Snails can climb on or curl up in, or they may scratch you with their claws! Snails just need a small, clean tank. You can take them out and hold them. They don't leave scratches or bite marks either.

**Step 2: Think About the Passage**

**THINK ABOUT:**

- Why did the author write this text?
- What does the author want you to understand after reading this text?

Add a post-it note directly in this space.

**Step 3: Organize Your Thinking**

Think about what you read. What is the author's opinion on what you agree or disagree with the author? Think about your point of view.

**Let's Talk About Pet**

**Author's Point of View:**

**Read**

**What is the strongest piece of evidence included to support their point of view?**

**Step 4: Respond to the Text**

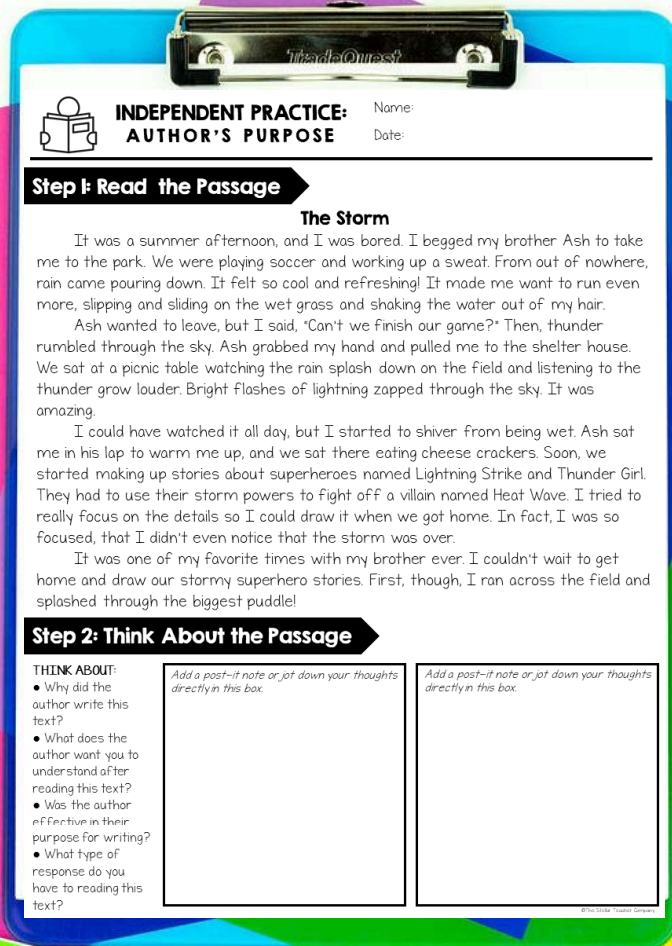
1. What reasons does the author include for why you should avoid...
2. What reasons does the author include for why snails would make...
3. After reading this text, do you agree or disagree with the author?

# AUTHOR'S PURPOSE FOCUS

Each text is written with a focus on the author's purpose in the story. Students will be able to read the texts and then spend time practicing the skills and strategies that will help them understand and describe the author's purpose in the story.

## Passages Focus On:

- Authors Can Write To Describe
- Authors Can Write To Inform
- Authors Can Write To Persuade
- Authors Can Write To Answer A Question
- Author's Point Of View Influences Their Writing
- Readers Can Have A Different Opinion Than The Author
- Author's Purpose And Text Structure
- Author's Personal Experiences Influence Their Writing



**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**The Storm**

It was a summer afternoon, and I was bored. I begged my brother Ash to take me to the park. We were playing soccer and working up a sweat. From out of nowhere, rain came pouring down. It felt so cool and refreshing! It made me want to run even more, slipping and sliding on the wet grass and shaking the water out of my hair.

Ash wanted to leave, but I said, "Can't we finish our game?" Then, thunder rumbled through the sky. Ash grabbed my hand and pulled me to the shelter house. We sat at a picnic table watching the rain splash down on the field and listening to the thunder grow louder. Bright flashes of lightning zapped through the sky. It was amazing.

I could have watched it all day, but I started to shiver from being wet. Ash sat me in his lap to warm me up, and we sat there eating cheese crackers. Soon, we started making up stories about superheroes named Lightning Strike and Thunder Girl. They had to use their storm powers to fight off a villain named Heat Wave. I tried to really focus on the details so I could draw it when we got home. In fact, I was so focused, that I didn't even notice that the storm was over.

It was one of my favorite times with my brother ever. I couldn't wait to get home and draw our stormy superhero stories. First, though, I ran across the field and splashed through the biggest puddle!

**Step 2: Think About the Passage**

**THINK ABOUT:**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author efficient in their purpose for writing?
- What type of response do you have to reading this text?

Add a post-it note or jot down your thoughts directly in this box.

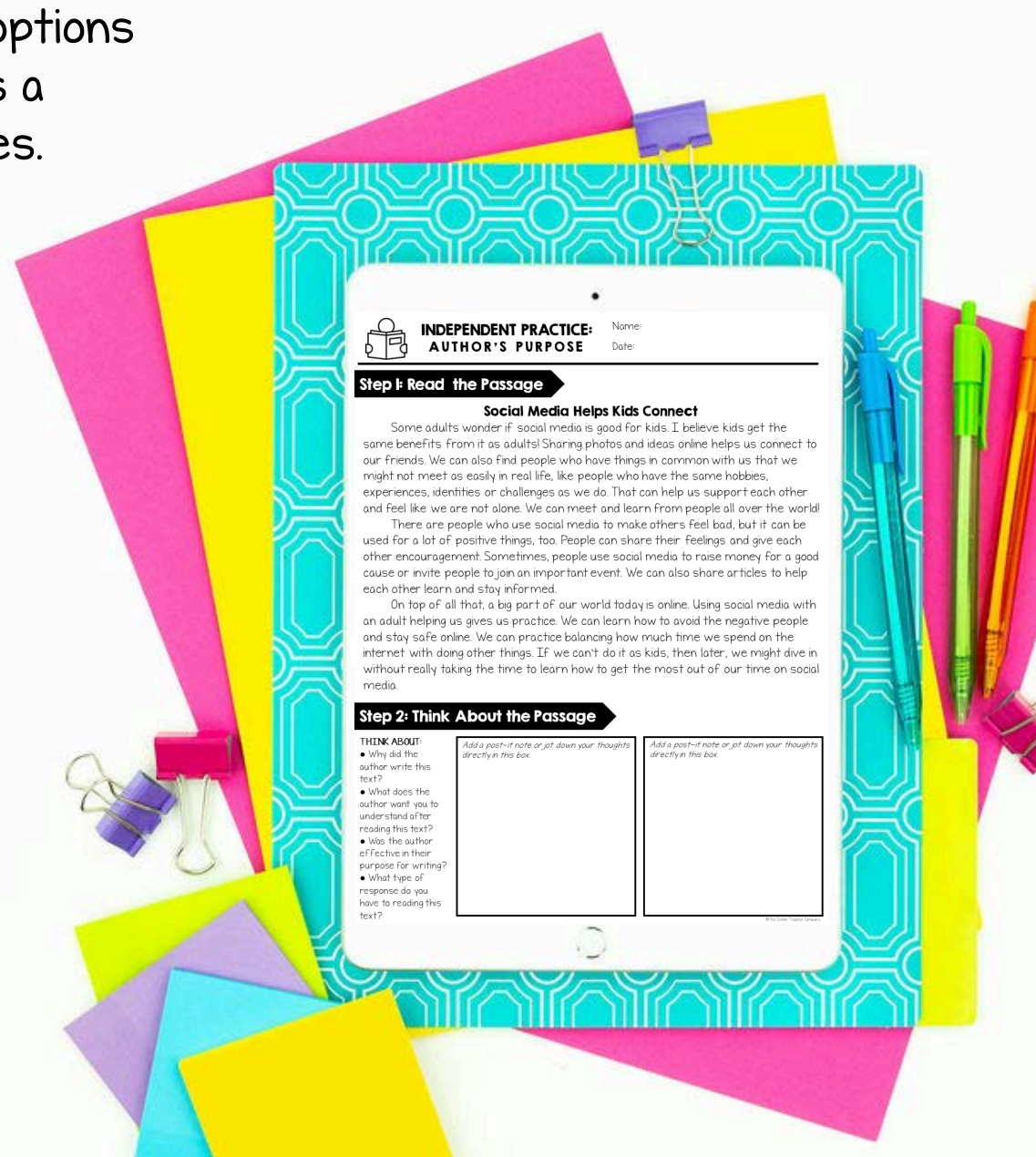
Add a post-it note or jot down your thoughts directly in this box.

# Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



# STUDENT & TEACHER FRIENDLY

These passages are easy for students and teachers to use. There are so many different ways you can use these passages in your classroom.

## So Many Classroom Uses:

- Homework
- Independent Practice
- Assessment
- Strategy Lessons
- Small Group Instruction
- Test Prep/Review
- Model
- Partner Practice

**Step 3: Organize Your Thinking**

Think about the text. What do you think the author's purpose is? Support your thinking about author's purpose.

**What is the author's purpose in writing this text?**

**Find three pieces of text**

**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Pizza-palooza: A Restaurant Review**

When you walk in the door of Pizza-palooza, you will be hit with two things: the loud bustle of the crowd, and the doughy scent of pizzas baking. A frantic host might glance up while you shout your name. Then, you will wait for half an hour in the doorway, dodging people coming and going. You will notice Pizza-palooza stickers covering the walls, tables, and floors, as if a toddler had been put in charge of the decorations.

You will finally be seated at a hard, cramped wooden booth. Soon, though, you can line up for the buffet. The salad is colorful and fresh with crisp lettuce, ripe tomatoes, corn, and soft avocado. The breadsticks are warm and buttery, but they fill you up fast. Save room for the pizza, with unique toppings of every kind.

If you like spice, the "Fire-Drill Pizza" will scorch your tongue with hot sauce drizzled over jalapeno peppers. Lemon goat cheese and roasted grapefruit slices top the "Pucker Pizza." Your mouth will tingle with its tart flavors. For salt-lovers, the "Twisted Pizza" is baked on a soft pretzel crust. The creamy texture of the cheese is broken up with crunchy bits of bacon. And of course, the chocolate crust of the "Sweet-Tooth Pizza" with cheesecake spread and cherry slices is as gooey and sugary as expected.

As you sit and eat your slices, you will forget about the roar of the crowd and the uncomfortable setting. Instead, you will probably start planning your next trip to the buffet line.

**Step 2: Think About the Passage**

**THINK ABOUT:**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their purpose for writing?
- What type of response do you have to reading this text?

Add a post-it note or jot down your thoughts directly in this box.

Add a post-it note or jot down your thoughts directly in this box.

**Step 4: Respond to the**

According to the author, what two things make this restaurant?

What are some of the food available at this restaurant?

Based on how the author describes the restaurant, why or why not?

# A LOOK INSIDE...

**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**The Storm**

It was so hot, but my little brother Eli begged me to take him to the park. I said I would take him if he promised to come home when I asked him to. I should have known better.

Just as we were wrapping up our soccer game, it started pouring rain. Our clothes were soaked. I wanted to get home and dry off. "Let's go, Eli," I said, but he didn't listen. He just kept running around like he didn't mind at all. Then, it thundered. I jumped. I hate storms, and I grabbed Eli and pulled him into the shelter house.

I have to admit, it was funny watching Eli jump and shout "Whoa!" every time lightning flashed. The thunder made me tremble, though. I didn't want Eli to see that I was scared, so I distracted him with cheese crackers. The thunder was getting louder, and the lightning looked closer every time. It felt like the storm was never going to end. To make the time go faster, I started making up stories. Ash got really into them, and finally, the rain started to let up.

I let out a sigh of relief. I couldn't wait to change into some dry clothes and relax on the sofa. Eli was being sweet, so I was going to offer him a piggyback ride when he took off running across the field. He splashed right into the biggest puddle of mud. Next time he asks me to take him to the park, I think I'll suggest a board game instead.

**Step 2: Think About the Passage**

**THINK ABOUT!**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their purpose for writing?
- What type of response do you have to reading this text?

*Add a post-it note or jot down your thoughts directly in this box.*

**Step 3: Organize Your Thinking**

Think about how the narrator tells the story. Consider how their personal experience influences the tone of their writing. Use the space below to jot down your thoughts.

**What is Ash's (the narrator) point of view on the following?**

Going to the Park	Thunderstorms
Use text evidence.	Use text evidence.

**How does his POV influence the tone of his story?**

Think about how he writes his story... Explain how his personal experience impacts his writing.

**Step 4: Respond to the Text**

- What type of activities do you think Ash typically enjoys? Explain.
- Why do you think Eli tried to hide the fact that he was scared of the storm?
- Think about Eli and Ash's relationship. How would you describe Ash as a big brother?

**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**The Best Pet**

What animal makes the best pet? Easy. A snail!

Some people think puppies or kittens make the best pets. I say they are mistaken. Puppies are cute... until they make a mess. It is a lot of work to teach a puppy to go to the bathroom outside and train it not to chew your socks. Snails are cute, too. Have you seen them wiggle their eye tentacles? And they hardly make any mess at all. They go to the bathroom in their tank, and if they tried to chew your socks, it would take them a very, very long time.

Kittens are snuggly... until they keep you awake. Many cats are active at night, and they might meow for attention, scratch at the door, or climb on you. Snails are active at night, too, but they are calm, quiet creatures. They probably won't disturb you as they slowly glide around their tank.

Puppies and kittens need attention and space. Puppies need walks every day and chew toys, or they might chew on you when their teeth grow in. Kittens need places to climb on or curl up in, or they might end up on your kitchen counters. And watch out for their claws!

Snails just need a small, clean tank and fresh fruits or vegetables each night. You can take them out and hold them, or you can watch them through the glass. They won't leave scratches or bite marks either... just a little slime trail. What's not to love?

**Step 2: Think About the Passage**

**THINK ABOUT!**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their purpose for writing?
- What type of response do you have to reading this text?

*Add a post-it note or jot down your thoughts directly in this box.*

**Step 3: Organize Your Thinking**

Think about what you read. What is the author's opinion on what makes the best pet? Do you agree or disagree with the author? Think about your point of view compared to the author's.

**Let's Talk About Pets:**

Author's Point of View:	Reader's Point of View:

**What is the strongest piece of evidence the author included to support their point of view?**

**Step 4: Respond to the Text**

- What reasons does the author include for why you should avoid getting puppies as pets?
- What reasons does the author include for why snails would make good pets?
- After reading this text, do you agree or disagree with the author? Explain.

**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Visit Park Bliss This Summer**

This summer, it's time to leave your living room behind. Whether you are seeking stomach-flipping thrills or a relaxing family getaway, you will find what you're looking for at Park Bliss.

For thrill-seekers, Park Bliss is packed with rollercoasters that will make your heart race! Get dizzy on the Rotator, with seven full loops and a corkscrew of twists. Brace yourself to blast off from a complete standstill to 90 miles per hour on the Static Shock. And don't plan to stand in line all day. With our electronic sign-up system, you'll have time to try all 22 of our hair-raising rides!

For a relaxing day of fun in the sun, visit Bliss Beach. Float along our lazy river, splash down the slides, or sunbathe in the sand. Not far away, you'll find our colorful putt-putt course, volleyball and basketball courts, and shady bike paths.

And brand new this year, you can be one of the first to summit Mt. Bliss! Test your strength and agility on our ultra-rope-climbing course or sit back and enjoy the view on a cable car ride to the top.

Our smallest adventurers can visit Betty Bliss for over one dozen fun rides. At Park Bliss, there is something for your entire family.

You can also find mouth-watering meals at the Bliss-taurant and sweet treats at the Bliss Creamery. Need more time to experience the bliss? Our luxury suites at the Bliss Hotel will make sure that your visit is comfortable from start to finish.

Why wait? Go to our website to book your bliss today!

**Step 2: Think About the Passage**

**THINK ABOUT!**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their purpose for writing?
- What type of response do you have to reading this text?

*Add a post-it note or jot down your thoughts directly in this box.*

**Step 3: Organize Your Thinking**

Think about the text. What do you think the author's purpose is? Find three pieces of evidence to support your thinking about author's purpose.

**What is the author's purpose in writing this text?**

**Find three pieces of text evidence to support your thinking.**

**Step 4: Respond to the Text**

- Why is Park Bliss a great place to visit for thrill-seekers?
- What are three things you could do at Beach Bliss?
- Was the author successful in persuading you to take a trip to Park Bliss? Explain.

**INDEPENDENT PRACTICE: AUTHOR'S PURPOSE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Social Media Helps Kids Connect**

Some adults wonder if social media is good for kids. I believe kids get the same benefits. From it as adults! Sharing photos and ideas online helps us connect to our friends. We can also find people who have things in common with us that we might not meet as easily in real life, like people who have the same hobbies, experiences, identities or challenges as we do. That can help us support each other and feel like we are not alone. We can meet and learn from people all over the world!

There are people who use social media to make others feel bad, but it can be used for a lot of positive things, too. People can share their feelings and give each other encouragement. Sometimes, people use social media to raise money for a good cause or invite people to join an important event. We can also share articles to help each other learn and stay informed.

On top of all that, a big part of our world today is online. Using social media with an adult helping us gives us practice. We can learn how to avoid the negative people and stay safe online. We can practice balancing how much time we spend on the internet with doing other things. If we can't do it as kids, then later, we might dive in without really taking the time to learn how to get the most out of our time on social media.

**Step 2: Think About the Passage**

**THINK ABOUT!**

- Why did the author write this text?
- What does the author want you to understand after reading this text?
- Was the author effective in their purpose for writing?
- What type of response do you have to reading this text?

*Add a post-it note or jot down your thoughts directly in this box.*

**Step 3: Organize Your Thinking**

Think about the text. How does the author feel about social media? How can you tell? Think about how their personal opinion influenced their writing. Jot down your thoughts in the space below.

How does the author feel about social media?	How does the author's opinion influence their writing?
Use text evidence to support your thinking.	Use text evidence to support your thinking.

**Step 4: Respond to the Text**

- According to the author, what are some of the benefits of social media?
- What is the strongest argument the author uses to support the use of social media?
- Did the author share anything that makes you change your opinion about social media? Explain.



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