

12 Reading Passages & Response Pages

UNDERSTANDING CHARACTERS

★ Easy to Follow
4 Step Reading
Process



INDEPENDENT PRACTICE: Understanding Characters

Step 1: Read the Passage

3 Year Old A

Aubrey is 3 years old and always has a sparkle hold up 3 chubby fingers and say, "Free!" Aubrey has freckles. Her hair billows around her in a cloud of br eclectic, distinctive mostly because her favorite col wearing at least one item of black clothing.

Aubrey's parents are Trevor and Jessica. Th preschool and daycare. There she is engrossed in loves. Smooth pebbles are for Pawpaw and intere songs and dances to share with her dad and is a mommy. The first thing out of her mouth regar for you!"

Like all 3-year-olds, Aubrey has her mor they pass, she is back to her sunny self. Her fo her parents around "folding" clean laundry and reach the sink.

Aubrey is very much a stereotypical litt for hours at a time. At the same time, she i Aubrey can identify each piece of equipment "shiny hat." Only time will tell who Aubrey gr waiting to see what will come next.

Step 2: Think About the Pas

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking? Feeling?
- How would you describe their personality?
- How do they change throughout

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

Step 3: Organize Your Thinking

Use the text to jot down clues about Dylan's feelings, actions, speech, and thoughts and use those clues to make inferences about his personality traits.

Dylan's Feelings

Dylan's Actions

Dylan's Personality Traits

Dylan's Speech

Dylan's Thoughts

Step 4: Respond to the Text

1. What does the author of the passage mean by Drew "looking green" after Dylan went indoor sky diving?
2. Why did Drew call her brother "Danger Dylan"?
3. Can you personally relate

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 Understanding Character

Step 1: Read the Passage

3 Year

Aubrey is 3 years old and always has a hold up 3 chubby fingers and say, "Free!" Aubrey has freckles. Her hair billows around her in a cloud. She is eclectic, distinctive mostly because her favorite color is black. She is wearing at least one item of black clothing.

Aubrey's parents are Trevor and Jenna. She goes to preschool and daycare. There she is engaged in play. She loves. Smooth pebbles are for Pawpaw and she likes to sing songs and dances to share with her daddy. She says "mommy. The first thing out of her mouth is for you!"

Like all 3-year-olds, Aubrey has a lot of things they pass, she is back to her sunny self. She says to her parents around "folding" clean laundry. She says "reach the sink."

Aubrey is very much a stereotypical girl. She is for hours at a time. At the same time, she can identify each piece of evidence. She says "shiny hat." Only time will tell who Aubrey is waiting to see what will come next.

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
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Use the text to jot down clues about Dylan's feelings, and use those clues to make inferences about his personality.

Dylan's Feelings

Dylan's Personality Traits

Dylan's Speech

Step 4: Respond to the Text

1. What does the author of the passage mean by Drew "looking great" sky diving?
2. Why did Drew call her brother "Danger Dylan"?
3. Can you personally relate more to Dylan or Drew in this passage?

CHARACTER FOCUS

Each text is written with a focus on the characters 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 characters in the story.

Passages Focus On:

- Internal/External Traits
- Positive & Negative Traits
- Character Analysis (3 passages)
- Feelings Change
- Character Motivation (3 passages)
- Comparing Characters

INDEPENDENT PRACTICE: Understanding Characters Name: _____ Date: _____

Step 1: Read the Passage

Math Challenge Accepted

George opened his eyes to a dark room and groaned. It was too early! He took a moment to wake up, then remembered why he was getting up so early. Tutoring. This made him feel kind of excited, so he hopped out of bed and picked out some clothes.

George is what you might call a success. He's smart, athletic, and kind, exhibiting many valuable qualities that the adults in his life like to brand as "leadership skills." Imagine his surprise when 6th grade started, and he just could not keep up with the math! Suddenly all of the rules he had known for numbers his whole life had been thrown out the window and there are now negative numbers, irrational numbers, and ratios clogging up his mental space. Many 6th graders would feel embarrassed by a struggle like this, but not George. Taking it as a personal challenge, George went to his teacher and parents for help.

George's teacher was glad to be aware of his struggles with math but didn't have much help to offer given her crowded classroom and schedule. George's parents immediately suggested getting a tutor to reteach the 6th grade content, and demystify the connection between what was, in his mind, "old math" and "new math."

George loved a good challenge, and truly believed that if there were people in this world who understood this math, by golly he could, too! He quickly came to admire his tutor, a 7th grader named Gretchen. The two of them met at school at 7:00 am, three days a week. It was a grueling schedule, but Gretchen was getting paid pretty good money to tutor George. George was just tackling this obstacle in his life like he tackled every challenge or hardship. When people complimented him on his work ethic, George just responded humbly, "Problems don't go away if you ignore them."

This morning George and Gretchen will be working on ordering rational numbers on a number line, and George is irrationally excited to conquer this challenge.

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking? Feeling?
- How would you describe their personality?
- How do they change throughout the story?
- What does the author want you to know about this character?

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

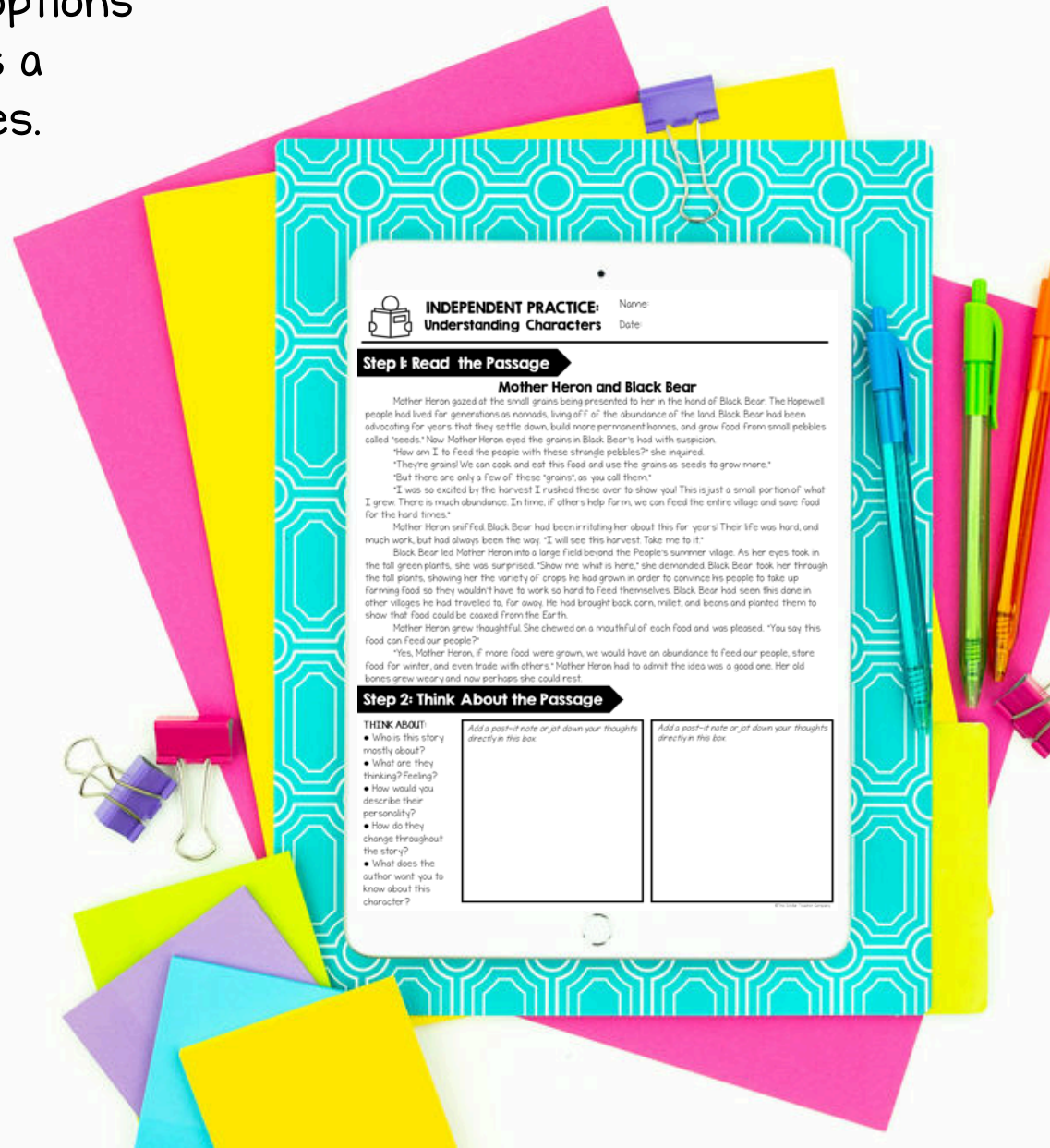
Add a post-it note or jot down your thoughts directly in this box.

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

What are the words, phrases, or clues external and internal traits. Make a list



INDEPENDENT PRACTICE: Understanding Characters

Name: _____

Date: _____

External Traits

Step 1: Read the Passage

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Step 4: Respond to the

How does Aubrey show her

In the middle of the passage when discussing how Aubrey

In what ways is Aubrey p

A LOOK INSIDE...

INDEPENDENT PRACTICE: Understanding Characters Name: _____ Date: _____

Step 1: Read the Passage

3 Year Old Aubrey

Aubrey is 3 years old and always has a sparkle in her eyes. If you ask her her age, she will hold up 3 chubby fingers and say, "Three! Aubrey has milky white skin that sets off startling freckles. Her hair billows around her in a cloud of bright orange ringlets. Her style could be called eclectic, distinctive mostly because her favorite color is black. Aubrey will always, always be wearing at least one item of black clothing.

Aubrey's parents are Trevor and Jessica. They both work so Aubrey spends her days at preschool and daycare. There she is engrossed in making things and collecting items for those she loves. Smooth pebbles are for Pawpaw and interesting leaves are for Nana. Aubrey learns new songs and dances to share with her dad and is an expert in fingerprinting colorful pictures for mommy. The first thing out of her mouth regardless of who picks her up is, "Look what I have for you!"

Like all 3-year-olds, Aubrey has her moments of stormy moods and tantrums. But when they pass, she is back to her sunny self. Her favorite phrase at home is, "I help!" Aubrey follows her parents around "folding" clean laundry and helping wash the dishes while standing on a stool to reach the sink.

Aubrey is very much a stereotypical little girl in some ways, playing with dolls and coloring for hours at a time. At the same time, she is very active and interested in sports and vehicles. Aubrey confidently each piece of equipment at any construction site and longs to one day wear a "jockey hat." Only time will tell who Aubrey grows to be, but for now everyone around her enjoys watching to see what will come next.

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking/feeling?
- How would you describe their personality?
- How do they change throughout the story?
- What does the author want you to know about this character?

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Step 3: Organize Your Thinking

What are the words, phrases, or clues the author includes to describe Audrey's external and internal traits. Make a list of them below.

External Traits	Internal Traits

Step 4: Respond to the Text

- How does Aubrey show her love for the people in her family?
- In the middle of the passage, why does the author put the word "folding" in quotation marks when discussing how Aubrey helps around the house?
- In what ways is Aubrey perhaps an unorthodox 3-year-old?

INDEPENDENT PRACTICE: Understanding Characters Name: _____ Date: _____

Step 1: Read the Passage

Cooper's Poor Decision

Cooper's family didn't have much money, but they always say they are rich in love. Cooper was certainly not the only 5th grader going through difficult times, but he was just beginning to mature into the awareness of how the amount of money his family made actually made him different than his classmates.

Cooper was well-liked and his heart was mostly happy. He like to be generous with his time and belongings but hadn't yet adjusted to not having much in the "belongings" department. Cooper had been raised with a good work ethic and strong moral code, but had recently started wanting things he just couldn't have.

Walking through the local toy store, Cooper eyed a shiny packet of trading cards. He knew his mom wouldn't buy them, but suddenly felt that he needed them quite badly. Looking around quickly, Cooper slipped a pack of the cards off the shelf and into his pocket. His heart pounded with anxiety over what he had just done, but nothing happened. Still, when he got home, he just stared at the trading cards before putting them in a box under his bed. How would he explain a new pack of trading cards?

The next time he went to the toy store with his mom, he was frantically by a new action figure that had come out based on a super-hero movie. Feeling bolder this time, Cooper slipped the action figure into his pocket. This time, he felt a hand on his shoulder and heard a voice say, "Excuse me, young man." Cooper's heart sank into his belly as he turned around to face the voice, who turned out to be a man wearing the man unlined at Cooper's mom.

His mom turned to him and followed up with, "Cooper, did you take something from this store?" Cooper pulled the action figure out of his pocket. "Oh, Cooper, I'm so disappointed." Cooper felt his heart break as he fully considered what he had done.

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking/feeling?
- How would you describe their personality?
- How do they change throughout the story?
- What does the author want you to know about this character?

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

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Step 3: Organize Your Thinking

Use the text to jot down clues about Dylan's feelings, actions, speech, and thoughts and use those clues to make inferences about his personality traits.

Dylan's Feelings	Dylan's Actions

Dylan's Personality Traits

--	--

Dylan's Speech **Dylan's Thoughts**

Step 4: Respond to the Text

- What does the author of the passage mean by Drew "looking green" after Dylan went indoor sky diving?
- Why did Drew call her brother "Danger Dylan"?
- Can you personally relate more to Dylan or Drew in this passage?

INDEPENDENT PRACTICE: Understanding Characters Name: _____ Date: _____

Step 1: Read the Passage

Mother Heron and Black Bear

Mother Heron passed all the small grains being presented to her in the hand of Black Bear. The Hopewell people had lived for generations at nomads, living off of the abundance of the land. Black Bear had been advocating for years that they settle down, build more permanent homes, and grow food from small pebbles called "seeds." Now Mother Heron eyed the grains in Black Bear's hand with suspicion.

"How am I to feed the people with these strange pebbles?" she inquired.

"The tiny grains I can cook and eat. This food and use the grains as seeds to grow more."

"But there are only a few of these 'grains' as you call them."

"I was so excited by the harvest I rushed these over to show you. This is just a small portion of what I grew. There is much abundance. In time, if other help forms, we can feed the entire village and save food for the hard times."

Mother Heron said Black Bear had been assisting her about this for years! Their life was hard and much work, but had always been the way. "I will see this harvest. Take me to it."

Black Bear led Mother Heron into a large field beyond the People's summer village. As her eyes took in the tall green plants, she was surprised. "Show me what is here," she demanded. Black Bear took her through the tall plants, showing her the variety of crops he had grown in order to convince his people to take up farming food so they wouldn't have to work so hard to feed themselves. Black Bear had seen this done in other villages he had traveled to, far away. He had brought back corn, millet, and beans and planted them to show that food could be coaxed from the Earth.

Mother Heron grew thoughtful. She chewed on a mouthful of each food and was pleased. "You say this food can feed our people?"

"Yes, Mother Heron, if more foods were grown, we would have an abundance to feed our people, store food for winter, and even trade with others." Mother Heron had to admit the idea was a good one. Her old bones grew wiser and now perhaps she could rest.

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking/feeling?
- How would you describe their personality?
- How do they change throughout the story?
- What does the author want you to know about this character?

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Step 3: Organize Your Thinking

Think about what is motivating George to work so hard. Explain what you think her motivation is and explain what text evidence supports your thinking.

What motivates the MAIN character?

What text evidence supports your opinion?

Step 4: Respond to the Text

- How is George unique from other 6th graders having learning challenges?
- Why is it important to George that he conquer his confusion in math? How will this help him in the future?
- Where did George find support to help him address his struggles?

INDEPENDENT PRACTICE: Understanding Characters Name: _____ Date: _____

Step 1: Read the Passage

A Long Day

Ashley Jenkins walked in the door from a long day of work to a dark house. "Heather!" She called to her daughter. "Is here now?" Heather called back. Ashley walked into the living room, where the only light came from the glow of the television. "What is going on here?" she asked.

"Not much, mom, how was your day?" Heather replied.

Turning on the light, Ashley said, "My day was fine, but I was hoping to come home to a clean house and maybe some dinner long started." The overhead light in the room displayed evidence of a long day being watched on TV. There were dirty dishes and food wrappers everywhere.

Heather wanted, "Awww, mom, lay off! I enjoyed having a lazy day today. I'm on vacation."

"Heather, you're on a break from school. Even when you're on vacation, there are things that need to get done during the day. You can't expect me to work all day and clean up after you at night!"

Heather shuffled to her room, "whatever, mom. I'm not some servant who has to work all day. What's for dinner?" Ashley stood there, stunned. "I can't believe you just asked me that! The living room is a mess. Your room is a mess. The kitchen is destroyed. I don't even have anywhere to cook dinner. You know what, I'm going out to eat. You can have some dinner when you clean up this mess." Ashley turned on her heel and walked back out the front door.

Heather was a little surprised. Her room had never lost it like that. And she had NEVER not made her dinner. "Oh well," she thought, picking up her video game controller. "I'll just wait till she gets back with food."

Ashley never came home with food. When she returned later, she didn't have anything for Heather. "What did you get me to eat?" Heather asked. "I took myself out to eat like I said. And I'm sure once you clean up the kitchen you will be able to figure out something for dinner." She simply stated, "And if you're nice about it, I might even help."

Step 2: Think About the Passage

THINK ABOUT:

- Who is this story mostly about?
- What are they thinking/feeling?
- How would you describe their personality?
- How do they change throughout the story?
- What does the author want you to know about this character?

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Step 3: Organize Your Thinking

Think about what the text tells you about Ashley and Heather. Use the chart below to compare the two characters.

	ASHLEY	HEATHER
TRAITS		
FEELINGS		
PERSPECTIVE		

Step 4: Respond to the Text

- Should kids who are home on a school break help their parents?
- Why is Ashley so frustrated by her daughter?
- What would you say to Heather about her attitude?

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