

# 10 Reading Passages & Response Pages

## PLOT & STORY EVENTS

★ Easy to Follow  
4 Step Reading  
Process



### INDEPENDENT PRACTICE: Understanding Plot

#### Step 1: Read the Passage

##### To Sing or To

Arlo loved computers. He also loved singing. He was like most? Arlo was in the coding club and the choir. Then, one day, he did.

Arlo groaned as he read the flyers. The school was both next Saturday. The more he tried to choose between, it got worse. His music teacher asked him to be the coach told him she was excited to showcase his performance at the principal. "Could one be moved to a different school?" "Sorry, Arlo," said Principal Lamont. "The tech competition is the only day the auditorium is free for the competition."

That night, Arlo practiced coding on his computer and himself singing. "Hey!" he said. "Maybe I can do both."

At the tech competition, judges gathered for his performance. In the auditorium, Arlo stepped up. His voice rose from the sound system, singing. It was also Arlo's. At the same time, Arlo could hear the to mix the sounds together. Now he sang and coded. When he finished, the auditorium roared with applause and took a bow.

#### Step 2: Think About the Passage

##### THINK ABOUT:

- What is the problem in the story?
- How do the characters try to solve the problem?
- What is the most exciting part of the story?

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

#### Step 3: Organize Your Thinking

##### WHAT IS ARLO'S PROBLEM?



##### HOW DID ARLO TRY TO SOLVE HIS PROBLEM?



##### WHAT WAS THE ACTUAL SOLUTION TO HIS PROBLEM?



#### Step 4: Respond to the Text

1. What was Arlo's problem?
2. How did he end up solving his problem?
3. Have you ever had to make a choice between two things you love and why?

# 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.

The collage features three overlapping documents. The top document is a reading passage titled "INDEPENDENT PRACTICE Understanding Plot" with a book icon. It contains a story about Wendrell and a girl. The middle document is a graphic organizer with a mountain-shaped plot structure, including boxes for "RISING ACTION" and "EXPOSITION", and a "CLIMAX" label. The bottom document is a response sheet with three numbered questions.

**INDEPENDENT PRACTICE**  
Understanding Plot

**Step 1: Read the Passage**

A Mc  
Wendrell was always misplacing things. He owned: his wizard staff. He stroked his beard found. Then, out the window, he saw a girl run dog trotted up. Then, the girl lifted a large s Wendrell dashed outside. He quickly re if she knew she held a magical staff. But h "Wait!" Wendrell called. "That's my st have a collection."  
"Can I see?" she asked. The dog wa "It's a new collection," said Wendre The girl asked, "Why don't you take "It... was my great grandfather's." The girl squinted at him. "I thoug Wendrell could see that he was e "The truth is, that stick is magic." The girl did not run off or try o "Can you show me?" Wendrell smiled and took his st float. Then, he made a pile of sticks back any time," said Wendrell. Then,

**Step 2: Think About the**

THINK ABOUT:  
• What is the problem in the story?  
• How do the characters try to solve the problem?  
• What is the most important part of the

Add a post-it directly in this

**Step 3: Organize Your Thinking**

RISING ACTION  
RISING ACTION  
EXPOSITION  
CLIMAX  
RES

**Step 4: Respond to the Text**

1. Why didn't Wendrell want to tell the girl the stick was actually a
2. Think about how the girl responded to Wendrell each time he told her. Describe the girl's character?
3. What lessons do you think Wendrell learned?

# PLOT & STORY EVENT FOCUS

Each text is written with a focus on the plot and key events 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 events in the story.

## Passages Focus On:

- Problem & Solution (x2)
- Story Elements
- Flashback
- Internal Conflict
- Story Mountain
- Foreshadowing
- Elements of Plot
- Unresolved Ending
- Implied Solution

**INDEPENDENT PRACTICE: Understanding Plot** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**School Stuffie Day**

Lek had a stuffed elephant in his backpack for show and tell. His grandfather sent it from Thailand when Lek was born. While he waited for his turn, Claire shared a stuffed bunny.

"You brought a stuffed animal?" yelled Piper. "What a baby, I bet you still sleep with it, too." Mr. Jones asked Piper to take a break, but Piper didn't seem to mind.

Claire seemed to mind a lot. She put her bunny away, and when she came back, her cheeks looked shiny with tears.

When it was Lek's turn, he passed. He did not want to get called a baby, too.

At lunch, Lek took his lunch bag out carefully. He did not want Piper to see the bunny in his backpack. He saw Claire do the same. He wondered how many other kids would be afraid to share their childhood treasures now. While he ate, he came up with an idea. He whispered it to Mr. Jones, and his teacher gave him a thumbs up.

During recess, Lek stayed inside and made posters. "School Stuffie Day!" they said. "Bring your favorite stuffed animal Friday." Claire's eyes lit up when she saw the poster. Lek noticed that Piper's didn't. He wondered why.

Friday, everyone brought stuffed animals to class. Lek brought two. When no one was looking, he handed his teddy to Piper. When she took it, he whispered, "You can keep it for as long as you want." All day, the class shared memories, graphed the different types of animals, and wrote stories about them. Even Piper.

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the problem in the story?
- How do the characters try to solve the problem?
- What is the most exciting part of the story?
- How is the problem resolved?
- Why did the author include \_\_\_\_\_ (pick a key event and explain).

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

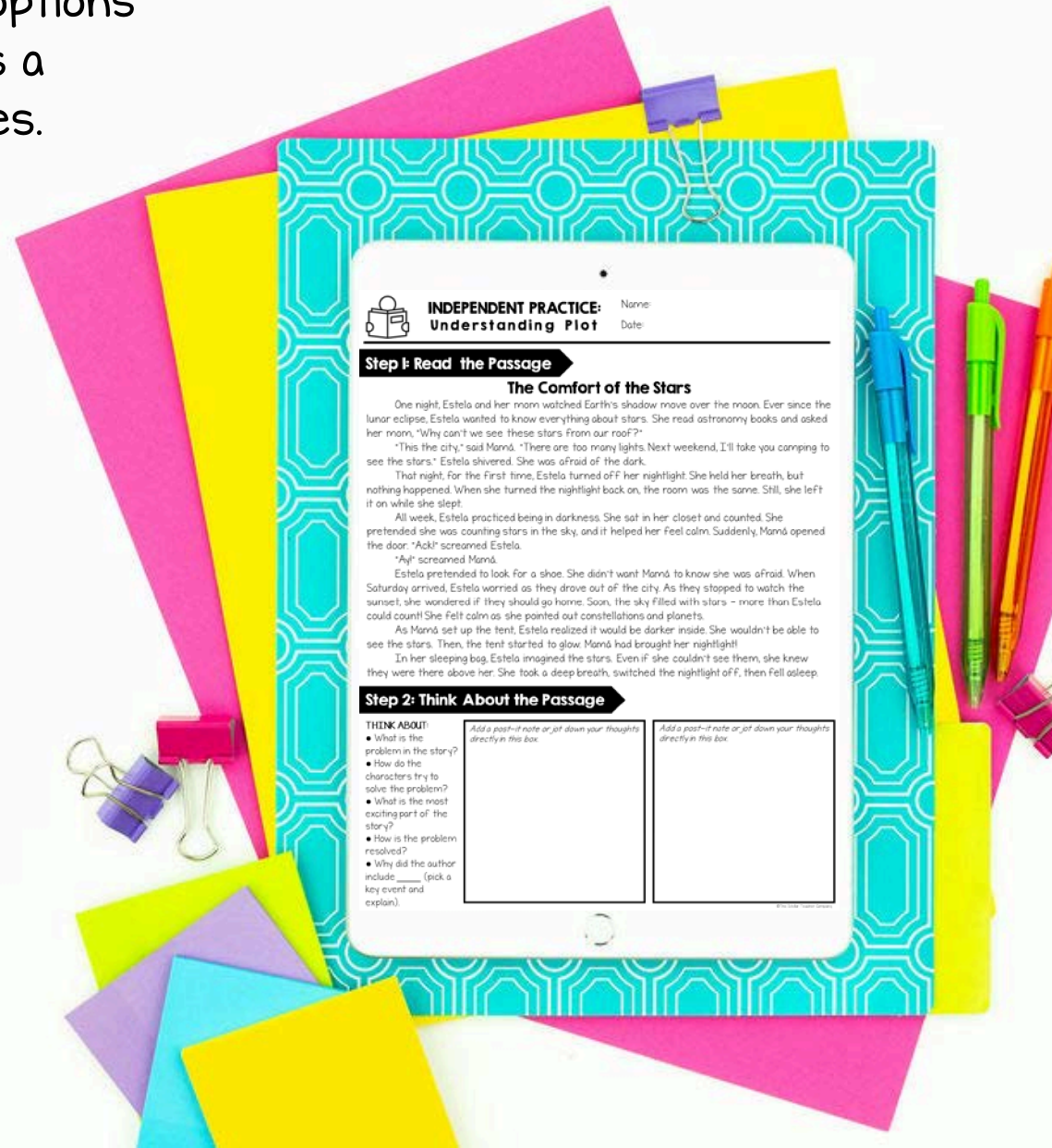
*Add a post-it note or jot down your thoughts directly in this box.*

# 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.

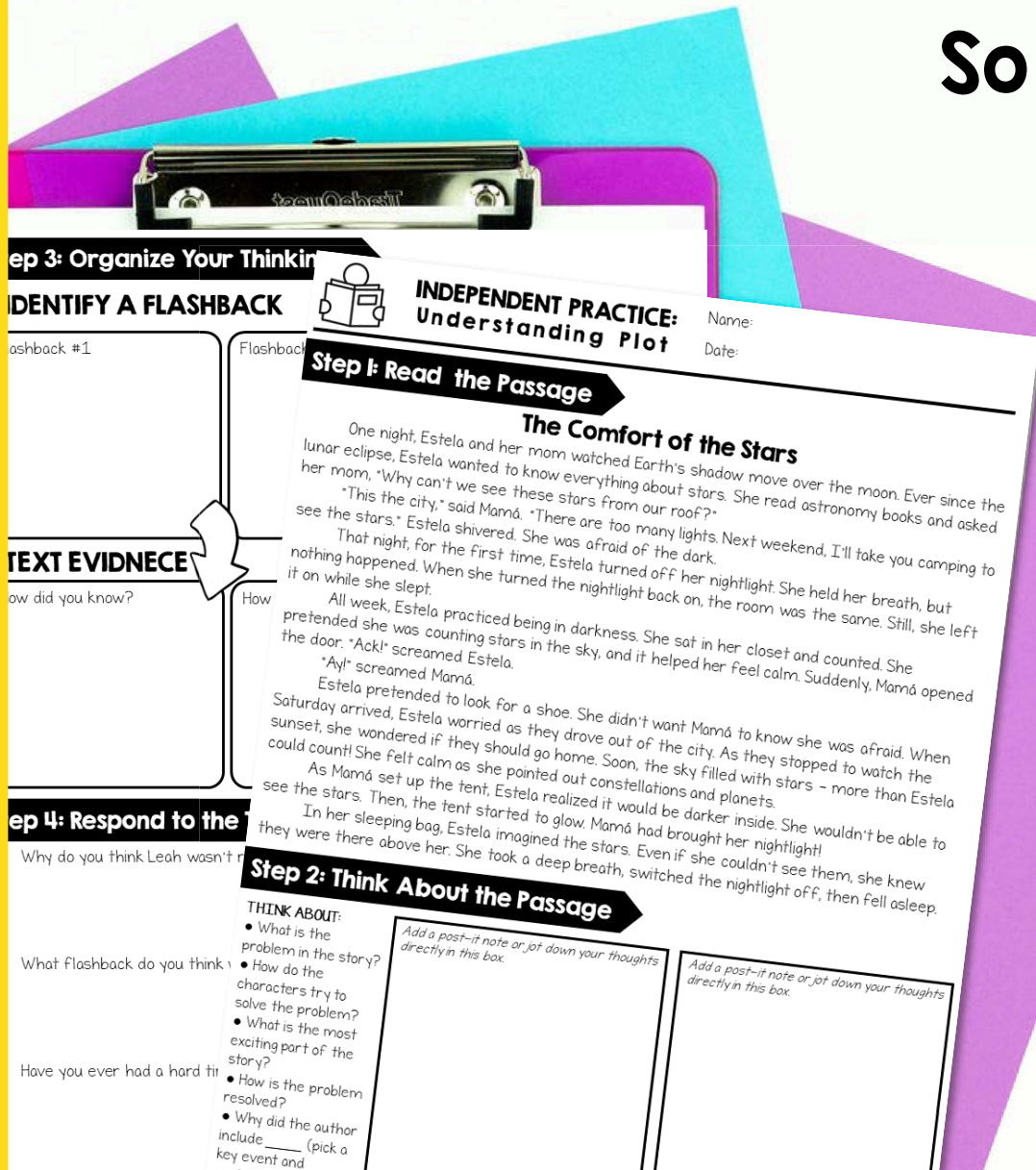


# STUDENT & TEACHER FRIENDLY

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



# A LOOK INSIDE...

**INDEPENDENT PRACTICE: Understanding Plot** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**To Sing or To Code?**

Arlo loved computers. He also loved singing, he hated when people asked, "What do you like most?" Arlo was in the coding club and the choir, and he didn't see why he had to pick. Then, one day, he did.

Arlo groaned as he read the flyers. The school concert and the tech competition were both next Saturday. The more he tried to choose one, the more he wanted to do both. After school, it got worse. His music teacher asked him to sing a solo at the concert. Then, his coding coach told him she was excited to showcase his project at the tech competition. Arlo went to the principal. "Could one be moved to a different day?" he asked.

"Sorry, Arlo," said Principal Lambert. "The tech competition is for the whole city. And Saturday is the only day the auditorium is free for the concert."

That night, Arlo practiced coding on his family laptop. As he typed and clicked, he caught himself singing. "Hey!" he said. "Maybe I can do both at the same time."

At the tech competition, judges gathered around Arlo's screen to watch his live performance. In the auditorium, Arlo stepped up for his solo. First, he hit play on the laptop. His voice rose from the sound system, singing the low notes. A second voice sang high notes. It was also Arlo's. At the same time, Arlo could be heard beatboxing. He had used the computer to mix the sounds together. Now he sang along, belting out the melody on stage. When he finished, the auditorium roared with applause. So did the computer lab. Arlo grinned and took a bow.

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the problem in the story?
- How do the characters try to solve the problem?
- What is the most exciting part of the story?
- How is the problem resolved?
- Why did the author include \_\_\_\_\_ (pick a key event and explain).

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**Step 3: Organize Your Thinking**

**WHAT IS ARLO'S PROBLEM?**

**HOW DID ARLO TRY TO SOLVE HIS PROBLEM?**

**WHAT WAS THE ACTUAL SOLUTION TO HIS PROBLEM?**

**Step 4: Respond to the Text**

- What was Arlo's problem?
- How did he end up solving his problem?
- Have you ever had to make a choice between two things you love? What choice did you make and why?

**INDEPENDENT PRACTICE: Understanding Plot** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Hermit and Dermott Share a Shell**

Hermit and Dermott were crabs, and they were best friends. They did everything together. In fact, they liked spending time together so much that they decided to share a shell.

"This is great!" said Hermit. "We can eat every meal together and go everywhere together!"

"I'll never get tired of being by your side," said Dermott. Then, he closed his eyes for a nap. Hermit was hungry, so he scuttled toward a seaworm, dragging Dermott. "Hey!" he shouted. "I was sleeping."

Hermit said, "I thought we could explore."

Dermott loved exploring. "Sure, let's go to shore."

Hermit said, "I'd rather explore the sea."

"You always get your way!" shouted Dermott, and he started walking toward the beach. Hermit dug his feet into the sand. They each pulled and pulled in different directions, and they didn't move at all. Finally, they pulled so hard that the shell popped off their backs and floated to sea. "I've had enough of you!" shouted Hermit, and he swam away.

Dermott felt relieved. He went to the beach and explored on his own. Soon, though, he started to miss his friend. He found a shiny bead in the sand and thought, "Hermit would love this." He picked it up and carried it in his claw.

Just then, Hermit crawled out of the water. In his claw was a colorful piece of coral. "I thought you would like this," he said.

Dermott handed his bead to Hermit. "Let's always be friends," he said. "Even if we are not always by each other's side."

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the problem in the story?
- How do the characters try to solve the problem?
- What is the most exciting part of the story?
- How is the problem resolved?
- Why did the author include \_\_\_\_\_ (pick a key event and explain).

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**Step 3: Organize Your Thinking**

<b>C</b>	Describe the main characters.
<b>S</b>	Describe the setting.
<b>P</b>	Explain what the problem is.
<b>S</b>	Explain how the problem gets solved.
<b>T</b>	What is the theme of the story?

**Step 4: Respond to the Text**

- Why did Hermit and Dermott decide to share a shell?
- What lesson do you think they learned from trying to share a shell?
- Which crab do you think was the better friend? Explain your thinking.

**INDEPENDENT PRACTICE: Understanding Plot** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**A Magic Stick**

Wendrell was always misplacing things. Now, he couldn't find the most important thing he owned: his wizard staff! He stroked his beard and searched his lab, but it was nowhere to be found. Then, out the window, he saw a girl run by. "Here, boy!" she called. Wendrell watched as a dog trotted up. Then, the girl lifted a large stick to throw. It was his staff!

Wendrell dashed outside. He quickly removed his pointed hat, worried of what she might do if she knew she held a magical staff. But how would he get it back?

"Wait! Wendrell called. "That's my stick." The girl waited for him to explain, so he added, "I have a collection."

"Can I see?" she asked. The dog was jumping, trying to grab the staff.

"It's a new collection," said Wendrell, sweating. "That's the first stick. Please give it back."

The girl asked, "Why don't you take that stick over there? Were you playing Fetch with this one?"

"It was my great grandfathers," said Wendrell.

The girl signaled to him. "I thought it was a new collection."

Wendrell could see that he was getting trapped in his lies. He put his hat back on and said, "The truth is, that stick is magic."

The girl did not run off or try casting spells, so Wendrell had feared. Instead, she gasped. "Can you show me?"

Wendrell smiled and took his staff. He pointed it at the girl and her dog, and they began to float. Then, he made a pile of sticks appear. The girl laughed as they played Flying Fetch. "Come back any time," said Wendrell. Then, he tucked his staff safely in his broom closet.

**Step 2: Think About the Passage**

**THINK ABOUT:**

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**Step 3: Organize Your Thinking**

**Step 4: Respond to the Text**

- Why didn't Wendrell want to tell the girl the stick was actually a magical staff?
- Think about how the girl responded to Wendrell each time he told a lie. How would you describe the girl's character?
- What lessons do you think Wendrell learned?

**INDEPENDENT PRACTICE: Understanding Plot** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**The Hardest Part of Saying Goodbye**

Leah helped her mom load the last boxes into the moving van. She wasn't ready to leave. She went back to say goodbye to each room. Standing in the kitchen, she remembered losing her first tooth.

Grandma Agnes was babysitting while her parents were on a trip. She made Leah's favorite noodle dish. When Leah felt a crunch, she cried, "My tooth!" She wanted to show her parents, so Grandma helped her rinse the tooth and find the perfect box to save it in. Only Leah forgot where she put it. She found it a year later in a bathroom drawer.

Leah sighed and walked into the living room.

"Let's set a world record for the tallest block tower!" her little brother had said. When just one block was left to reach the ceiling and Leah and Sam were fighting over who should add it. Their dad lifted them both, one on each shoulder, and they placed the last block together.

It was hardest for Leah to say goodbye to her bedroom. She thought about bedtime stories and lullabies. She remembered once when she had a fever.

"Can I have my bunny?" Leah asked, lying in bed. Then, she kept asking her mom piled stuffed animals around her one by one until she was nearly buried. Even though Leah felt hot, she refused to move a single animal from the bed.

Her dad put his arm around her now. "I know you'll miss the house, but you get to take the memories with you." Leah imagined putting the memories in a box, like her tooth, to find later. Then, she wondered what kind of memories they would make in their new home.

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the problem in the story?
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**Step 3: Organize Your Thinking**

**IDENTIFY A FLASHBACK**

Flashback #1	Flashback #2	Flashback #3
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**TEXT EVIDENCE**

How did you know?	How did you know?	How did you know?
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**Step 4: Respond to the Text**

- Why do you think Leah wasn't ready to move and leave her house?
- What flashback do you think was most sentimental for Leah? Why?
- Have you ever had a hard time saying goodbye to something or someone? Explain.



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