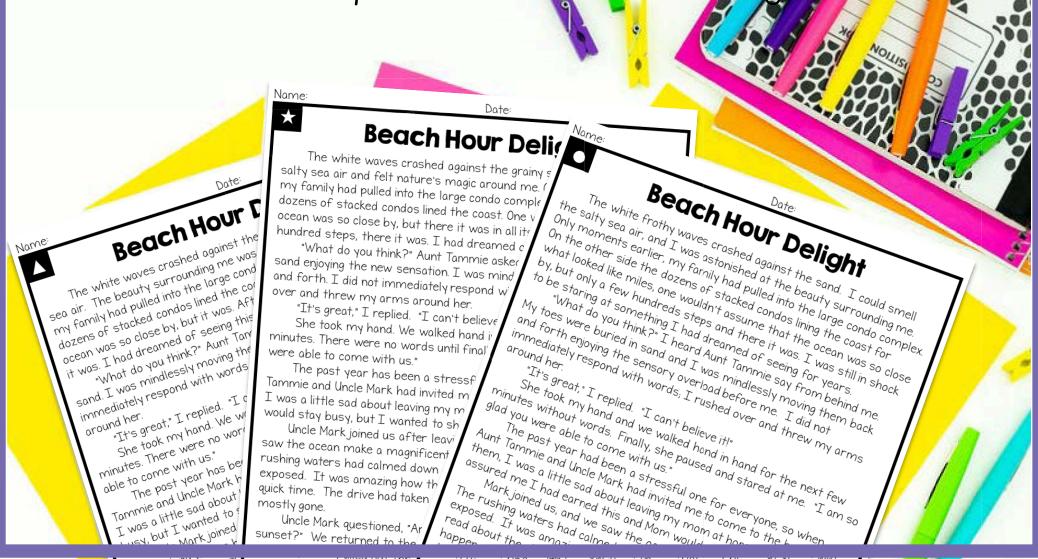
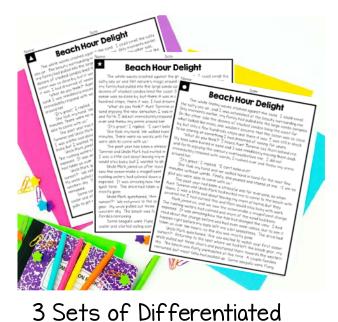
Differentiated Reading Passages POINT OF VIEW

Same Story, 3 Different Reading Levels



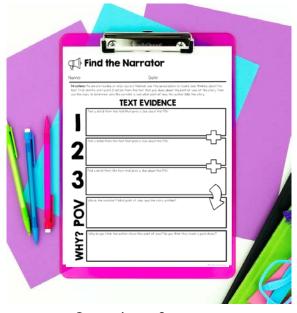
WHAT'S INCLUDED?

This resources includes differentiated reading passages, skill—based graphic organizers, and comprehension passages based on the passages. The passages and response pages will help your students identify and understand point of view.



Reading Passages

Each set includes the same story written at three different levels for a total of 9 passages.



Graphic Organizer

Each story has a graphic organizer students can use in response to that story, OR, it can be used with any text to practice the same skill.



Reading Response Questions

Each story also includes a set of reading response questions that could be answered using any level of passages, so it doesn't matter if your students are reading level A, B, or C, the answer to the questions will still be the same

Digital versions are included for all templates.

EASY TO DIFFERENTIATE

Each story is written at three different levels. You can select the level that is best for your entire class, or you can let students choose the level they want to read. This makes discussing the same text whole group so much easier.



Each text is written at 3 different levels to make it easy to differentiate.

- ▲ Level A: 420L 610L
- ★ Level B: 6:10L 810L
- Level C: 810L 1100L

Digital versions are included for all passages and response pages.

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.







A LOOK INSIDE... STORY

Passage A - Level 420L - 610L

She wiped at her eyes. He couldn't tell if she was crying. "You didn't. Not really," she replied.

He wanted to say he didn't understand then. He wanted to say that it made no sense why she would run away if it wasn't something he had said. But he knew that would not be nice.

Date:

There were n that all

Severo

for the

The white waves crashed against the sand. I could smell the salty

sea air. The beauty surrounding me was magical. Only moments earlier, my family had pulled into the large condo complex. On the other side, dozens of stacked condos lined the coast. One wouldn't assume that the ocean was so close by, but it was. After only a few hundred steps, there it was. I had dreamed of seeing this for years.

Beach Hour Delight

"What do you think?" Aunt Tammie asked. My toes were buried in sand. I was mindlessly moving them back and forth. I did not immediately respond with words. I rushed over and threw my arms

"It's great," I replied. "I can't believe it!"

She took my hand. We walked hand in hand for the next few minutes. There were no words. Finally, she said, "I am so glad you were able to come with us."

The past year has been a stressful one for everyone. When Aunt Tammie and Uncle Mark had invited me to come to the beach with them, I was a little sad about leaving my mom at home. I knew she would stay busy, but I wanted to share this with her.

Uncle Mark joined us. We saw the ocean make a magnificent change The rushing waters had calmed down More of the so

Beach Hour Delight

Directions Read the passage Beach Hour Delight. Answer the following questions using details from the text.

1. How does the narrator feel about he beach? Use evidence from the text to support your

2. How does the narrator describe the setting? Use evidence from the text to support your

3. Would the story be different if Aunt Tammie was the narrator? How would it be

4. Does the narrator's perspective on the beach change after she tries to grab to crab?

exposed. It was amazing had taken us over ten hou Uncle Mark questions

sunset?" We returned to My uncle pulled out three western sky. The beach remained.

Some seagulls were cooler and started eating gulls to get interested in Passage B - Level 610L-810L

situation, so he walked over to her. She was sitting cross legged on the ground. Her strawberry blonde hair was in pigtails. He liked the way her hair looked. It reminded him of his little sister.

He took a deep breath. "I am really sorry, Josie. I didn't mean to

replied.

wanted t away if it

Not s sat down silence shared a but typica

weeks late You were when he

Beach Hour Delight

The white waves croshed against the grains sand. I could smell the salty sea air and felt nature's magic around me. Only moments earlier, my family had pulled into the large condo complex. On the other side, dozens of stacked condos lined the coast. One wouldn't assume that the ocean was so close by, but there it was in all its glory. After only a few hundred steps, there it was. I had dreamed of seeing this for years.

"What do you think?" Aunt Tammie asked. My toes were buried in sand enjoying the new sensation. I was mindlessly moving them back and forth. I did not immediately respond with words, instead I rushed over and threw my arms around her.

"It's great," I replied. "I can't believe it!"

She took my hand. We walked hand in hand for the next few minutes. There were no words until finally, she said, "I am so glad you were able to come with us."

The past year has been a stressful one for everyone. When Aunt Tammie and Uncle Mark had invited me to come to the beach with them I was a little sad about leaving my mom at home. Sure, I knew she would stay busy, but I wanted to share this moment with her.

Uncle Mark joined us after leaving the beach gear in a safe spot. We the ocean make a magnificent change with the changing tides. The

waters had calmed down and more of the sand had been It was amazing how the tide had changed the view in sucl ne. The drive had taken us over ten hours, so the day was

le Mark questioned, "Are you excited to watch your first oce We returned to the spot where we had parked our beach uncle pulled out three chairs and positioned them towards sky. The beach was fairly empty at this time with only a co

ne seagulls were flying above us. I removed a snack from t nd started eating some Cheetos still in disbelief at the beau

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

Passage C - Level 810L - 110L

the ground. Her strawberry blonde hair was in pigtails. He liked the way her hair looked. It reminded him of his little sister.

He took a deep breath. "I am really sorry, Josie. I didn't mean to

replied.

wanted away if it

sat down silence shared a but typic

weeks late You were when he

Find the Narrator

Directions: As you are reading, or once you are finished, use this space below to record your thinking about the

ext. First identify and record 3 details from the text that give clues about the point of view of the story. The

TEXT EVIDENCE

Beach Hour Delight

The white frothy waves crashed against the sand. I could smell the salty sea air, and I was astonished at the beauty surrounding me. Only moments earlier, my family had pulled into the large condo complex On the other side the dozens of stacked condos lining the coast for what looked like miles, one wouldn't assume that the ocean was so close by, but only a few hundreds steps and there it was. I was still in shock to be staring at something I had dreamed of seeing for years.

"What do you think?" I heard Aunt Tommie say from behind me. My toes were buried in sand and I was mindlessly moving them back and forth enjoying the sensory overload before me. I did not immediately respond with words. I rushed over and threw my arms

"It's great," I replied. "I can't believe it!"

She took my hand and we walked hand in hand for the next few minutes without words. Finally, she paused and stared at me. "I am so glad you were able to come with us."

The past year had been a stressful one for everyone, so when Aunt Tammie and Uncle Mark had invited me to come to the beach with them, I was a little sad about leaving my mom at home, but they assured me I had earned this and Mom would stay busy with work.

magnificent change and had been ed the view. I had videos, but to see it ess. The drive had

tch your first ocean the beach gear, my towards the western A couple families aulls were flying

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A LOOK INSIDE... STORY #2

Passage A - Level 420L - 610L

Taking a deep breath, I washed my hands and walked back to class. The teacher noticed I seemed a bit off.

"Do you want to call your mom?" asked Mrs. Vance. I didn't. I wasn't sure how to explain my problem.

During the final seconds of class, the secretary walked in I could see her and Mrs. Vance eyeing me. Did they know? They called me over

Double the Fun

Maria waved goodbye. She walked closer to the neat brick home.

This was her first time bobysitting. The teenager felt excited and

to babysit her twins for a couple of hours on Friday night.

and Trina appeared at the door.

covering their faces. This

Her fear was very real. S

and then left. Standing t

she should do first. She

going to have some fun t

Hearing two different re

"Kids, say hi to Maria.

Tring explained some

*Play with my truck

Chloe said, "Swing!"

babysitting certification classes at her school, so she was ready.

nervous. She pushed the doorbell. The twins' mom come to the door.

Earlier that week, her mam had told her a co-worker needed someone

Nonetheless, she was second guessing her choice. What if she couldn't

through her racing mind. Her parents' silver minivan drove out of sight,

"Hi, Maria. Chloe and Cole are so excited to meet you. Come inside."

Looking around the inside of the home made her feel a hit more

Chloe and Cole came running into the room. Chocolate chips wer

Double the Fun

the text to support your thinking.

Directions Read the passage Double the Fun Answer the Following questions using details from the text. When

1 How does Maria feel about babysitting at the beginning of the story? How do you know?

2. At what point did Maria's Feelings about babysitting change? How do you know?

3. What point of view is this story written in? How do you know? Identify evidence from

4. How would the story have been different if it was written in first person from Maria's

Point of View? Write at least two ways the story might have been different.

get the kids to stop crying? What if she lost one of them? What if

she broke something? All of these thoughts and more were pouring

The aroma of freshly baked cookies filled the air. She removed her

some cookies. The kids will be happy to share those with you."

comfortable. Toys and other items were scattered around.

apron and hung it up. The twins' mom stated, 'We just finished baking

Wanting to earn some money, Maria said yes. Maria had taken some

today. explain. before

right be quesse me. Th

I knew sad not Passage B - Level 610L-810L

Was it the money someone was going to use to pay their dance tuition Had they intended to use it for groceries later that day?

Taking a deep breath, I washed my hands and walked back to dance class. The teacher naticed T seemed a hit off and asked if T wanted to call my mom. I didn't. I wasn't sure how to explain my dilemma.

During the final seconds of class, the secretary walked in I could see

over to the something \star eyes judgin today, I f

that was r and them she had ju

some mo her purse I gue because t security o Tears too long. I my mom i because] much not

Double the Fun

Maria waved goodbye as she distanced herself from the car and approached the neatly adorned brick home. This was her first time babysitting. A combination of excitement and anxiety, she pushed the doorbell and waited for the twins' man to answer. Farlier that week. her mom had told her a co-worker needed someone to babysit her twins for a couple of hours on Friday night.

Eager to earn some money, Maria had said yes. She had been preparing for this moment for a while now. Her school had offered some babysitting certification classes, and she had completed those in hopes of one day being able to do just this, nonetheless, she was second quessing her choice. What if she couldn't get the kids to stop crying? What if she lost one of them? What if she broke something? All of these thoughts and more were going through her racing mind. Her parents' silver minivan drove out of sight, and Trina appeared at the

"Hi. Maria. Chloe and Cole are so excited to meet you. Come inside. Stepping inside, the aroma of freshly baked cookies filled the air. Removing the apron covering her clothing, the twins' mom stated, "We just finished baking some cookies. The kids will be happy to share those

> looked around. The inside of the home made her feel a bit imfortable. The organization and tidiness she had seen on th was not duplicated inside. Toys and other random items were

> be and Cole came rushing into the room. Chocolate chips we their faces. This made Maria question her choice even mor was very real, since she knew that sugar and kids often do

ls, say hi to Maria." Both kids waved and smiled big smiles

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

Passage C - Level 810L - 110L

Was it the money someone was going to use to pay their dance tuition Had they intended to use it for processes later that days

Taking a deep breath, I exhaled, washed my hands, walked back to dance class, and tried to focus. The teacher noticed I seemed a bit off and asked if wonted to call my mam. I didn't. I wasn't sure how to explain my

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Whose Point of View

NEW POV: SHOW AN EVENT

Double the Fun

Maria nervously waved goodbye as she distanced herself from her parents' car and approached the neatly adorned brick home on the corner of First and Second Streets. This was her first time babysitting, so she had a combination of excitement and anxiety as she mentally prepared herself for the next couple of hours. She pushed the doorbell and waited for the twins' mom to answer. Earlier that week, her mom had told her that a co-worker needed someone to babysither twins for a couple of hours on Friday night.

Eager to earn some money, Maria had enthusiastically said yes. She had been physically preparing for this moment for a while now, when her school had offered some babysitting certification classes, she had completed those with aspirations of one day being able to do just this; nonetheless, she was second guessing her choice about if she was ready. What if she couldn't get the kids to stop crying? What if she lost one of them? What if she broke something? All of these thoughts and more were pouring through her mind like a racehorse. Her parents' silver minivan sped away, and Trina appeared at the door smiling cheerfully and Maria knew there was no turning back now.

"Hi. Maria. Chloe and Cole are so excited to meet you. Come inside!" stepping inside, the fragrant aroma of freshly baked cookies filled the

flower covered aprox ust finished haking e with you" tions. The inside of ven that the de was not replicated d around making her

h chacalate chips choice to babysit

Directions Think about the point of view the author chose to write this story in. Think about how the story WHAT POINT OF VIEW IS THE TEXT WRITTEN IN? HOW DO YOU KNOW NEW POV: SHOW AN EVENT FROM MARIA'S POINT OF VIEW

NEW POV: SHOW AN EVENT FROM COLE'S POINT OF VIEW



A LOOK INSIDE... STORY #3

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Passage A - Level 420L - 610L

Look at this little one," the his grandfather said. He picked up what appeared to be the runt of the litter. He handed it to Pablo "He is so little." "Yep. He will need a lot of extra core." Pablo had tears in his eyes. There were nine little piglets all

Λ **Creative Differences** taking c Henry and Isaac stood in the science lab. They stared at the

materials they had been given. The science teacher's instructions were clear. She said to create a balloon powered car. Excited to put his love for design to the test. Henry began working. He grabbed some cardboard, a pair of scissors, and a pencil.

Isaac looked at him. 'What are you doing?' "I think this will work well," said Henry.

"No way!" stated Isaac. "The cardboard will be too light." Henry picked up some of the wood. He tossed it into the air. *Really? Look at this! This is more like popsicle sticks.*

Isaac frowned and then went back to his design. He did not want to further upset his friend, but he wanted to win the contest. The teacher had said the fastest car would receive ten bonus points on the upcoming test. After a lower score than he would have liked on the previous exam, he needed those bonus points.

Isaac stepped away from the table they were working at. He walked around the room. It seemed most pairs were making great progress. His teacher approached him. "What's wrong, Isaac?

Isaac shrugged. "Creative differences, I suppose." Mrs. Colver laughed of

try to work it out." Isaac walked back the cardboard and was s second piece that looks t

He woke

young

"Pablo.

much, b

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eves a

together?* Henry nodded. He kept cu Moments later, the let's add some of the w

it some weight. "It's not going to wo

Creative Differences

Directions Read the passage Creative Differences. Answer the following questions using details from the text. 1. What problem do Henry and Isaac have at the beginning of the story? Describe their

2 What does Is	asc mean when he says "Cred	ative Differences*?	Explain your thinking
3. What point of text to support	view is this story written in? your thinking	How do you know?	Identify evidence from the
	i describe Henry? How would he narrator? Be sure to exp		out about building the car be

Passage B - Level 610L-810L

"Look at this little one," the his grandfather said. He picked up what appeared to be the runt of the litter. He handed it to Pablo. "Yep. He will need a lot of extra core." Pablo had tears in his eyes. There were nine little piglets all wandering around without anyone to care for them. "I can do it:

> \star **Creative Differences**

Henry and Isaac stood in the science lab staring at the materials they had been given. The science teacher's instructions were clear, but concise: Create a balloon powered car. The supplies included a variety of materials: some cardboard, some wooden sticks, straws, pipe cleaners, paper clips, and so on. Excited to put his love for design to the test, Henry grabbed some cardboard, a pair of scissors, and a pencil. He was going to draw out the design and then begin cutting it out.

Isaac peered at Henry with inquisitive eyes. "What are you doing?"

"I think this will work well," commented Henry. "No way!" declared Isaac. "The cardboard will be too light. We need to try to use the pieces of wood."

Henry picked up some of the wood and tossed it into the air. *Really? Look at this! It is not really even wood. This is more like popsicle sticks." Isaac smirked and then went back to his design. Henry did not want to further upset his friend, but he wanted to win the contest. The teacher had said the fastest car would receive ten bonus points on the upcoming test. After a lower score than he would have liked on the previous exam, he needed those bonus points.

ac stepped away from the table they were working at. He around the room trying to get a sense of what his classmate ing for their design. It seemed most pairs were working more cohesively than he and Henry. His teacher approach

hat's wrong, Isaac?" ac shrugged. "Creative differences, I suppose."

Colyer laughed and said, "Well, it's one design per pair, so le

ac walked back to Henry. Henry had sketched a beautiful ca lboard and was starting to cut it out. "What if we made a iece that looks the same and then we can glue the two pie Henry nodded while he kept cutting.

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

Passage C - Level 810L - 110L

behind the house. The young boy learned that the piglets' mom had passed away, so they were required around the clock feedings. "Look at this little one," his grandpa declared. He swooped up what appeared to be the runt of the litter and placed it in Pablo's hands. "He is so little." Pablo quietly exclaimed. "Yep. He will need a lot of extra care if he is

Name: Pable **Creative Differences** help take o His o

> Henry and Isaac positioned themselves to initiate work in the science lab; staring at the materials they had been given they knew this was going to be a difficult task. The science teacher's instructions were clear, but concise as she stated: Create a balloon powered car. The mound of supplies included a variety of random materials; same cardboard, some wooden sticks, random straws, colorful pipe cleaners, several paper clips, and so on. Excited to put his love for design to the test, Henry immediately grabbed some pliable cordboard, a pair of scissors, and his drafting pencil. He was going to sketch out the design and then begin cutting it out.

Isaac peered at Henry with inquisitive eyes, "What are you doing?" *I think this will work well," commented Henry as he kept drawing the design his brain envisioned.

"No way! That's too simple!" declared Isaac. "The cardboard will be too light. We need to try to use the pieces of wood."

Henry picked up some of the wood and tossed it into the air. "Really? Look at this! It is not really even wood. This is more like popsicle sticks." Isaac smirked and then selfishly went back to his design. Henry did not want to further upset his friend, but he wanted to The teacher had said the fastest car would receive ten

9	Different	Perspectives	
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Directions Read the passage. Think about how Henry and Isaac approach the science project differently. Using

eacher approached an per pair, so let's le, but the boys ould be easily resolved

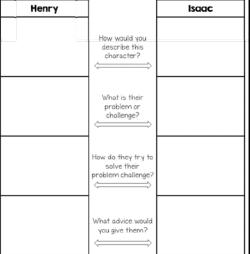
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