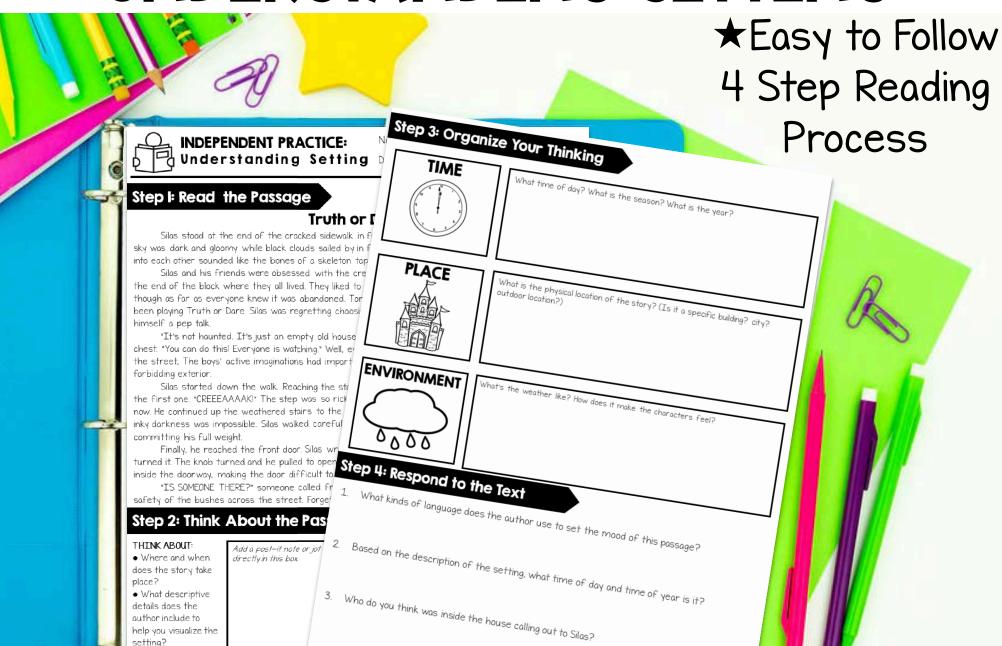
5 Reading Passages & Response Pages UNDERSTANDING SETTING



4 STEP READING PROCESS

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

Step I: 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.



Step I: Read the Passage Getting to

Young Bear gulped as he regarded the s to the meadow," he said to his dad, a bit of w *The meadow is a magical place, with c stream full of the best trout." Daddy Bear h wait to share its abundance with his son. *Cc Daddy Bear ambled up the steep trail ease. Young Bear tried to keep up, feeling like After what seemed like forever, the pair r Sparking sunlight filtered through th flowers bobbed in the breeze. Butterflies going on their way. Young Bear could hear "Wow!" he exclaimed, panting a little "I told you, son, I came here as a

The way is hard, but sometimes the ha "The way here is hard, so many "The way here is that is and bratill, and bratill perfect. We can eat our fill, and bratill perfect. We can eat our fill perfect. balance of nature," Daddy Bear answe "Come on, dad, let's go fishing!"

gentle breeze ruffle his fur.

Step 2: Think About the

Add a post-it

directly in this

THINK ABOUT:

- Where and when does the story take
- What descriptive details does the author include to

Step 3: Organize Your Thinking

TEXT CLUE

TEXT CLUE used to describe the setting. Specific words or phrases the author used to describe the setting.

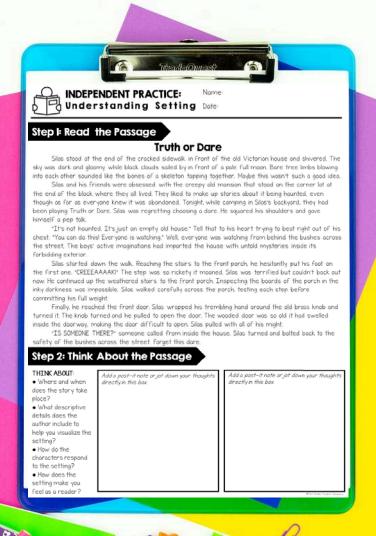
HOW I VISUALIZE THE SET

ay is hard, but sometimes they in Step 4: Respond to the Text

- How does the author describe the trail and the meadow? How a
- How do you think the meadow would be different if the path to g

SETTING FOCUS

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



Passages Focus On:

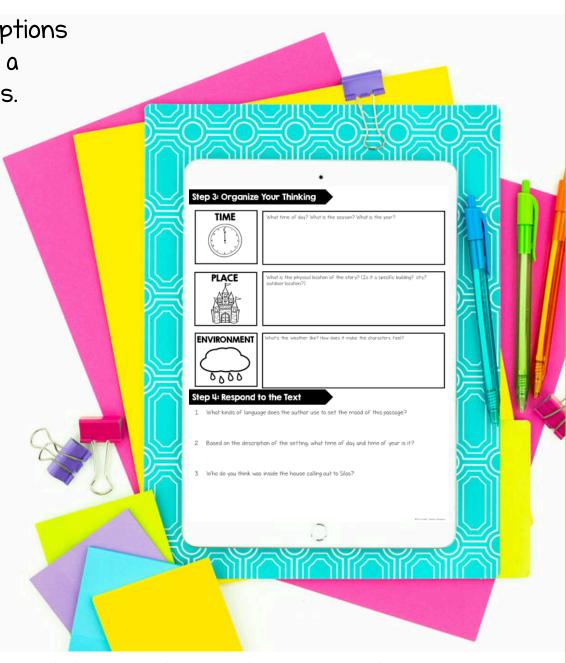
- Story Setting
- Visualize the Setting
 - Impact of Setting on
 - Characters/Events
- Settings Change
 - Setting Impacts Mood

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.

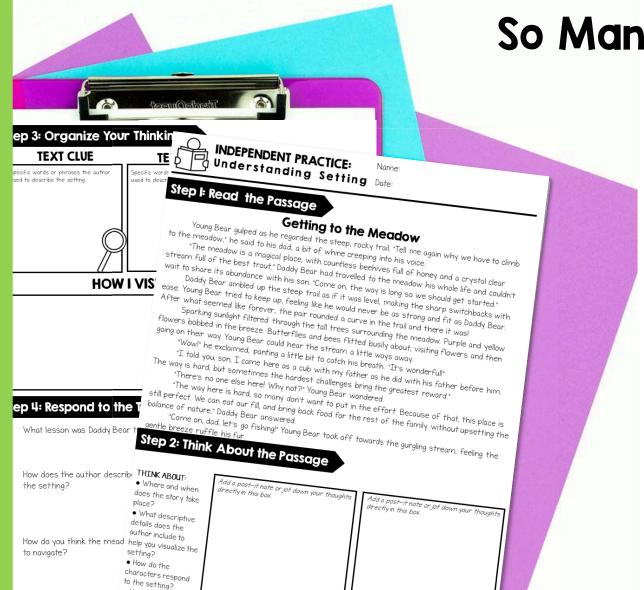






STUDENT & TEACHER FRIENDLY

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



 How does the setting make you

- So Many Classroom Uses:
 - Independent Practice

Homework

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

A LOOK INSIDE...



INDEPENDENT PRACTICE:

Understanding Setting Date

Step |: Read the Passage

Truth or Dare

y was dark and gloomy while black alouds sailed by in Front of a pole Full moon. Bare tree limbs blowing

"It's not hounted. It's just an empty old house." Tell that to his heart trying to best right out of his hest "fau can do this Eurypae is wathing". Well, everypae was wathing from behind the busines he street. The boys' active imaginations had imported the house with untald mysteries inside its

he first one. "CREEEAAAAK!" The step was so rickety it mooned. Slas was terrified but couldn't back ou now. He continued up the weathered stains to the Front perch. Inspecting the boards of the perch in the rky darkness was impossible. Sibs walked carefully across the parch, testing each step before

rined it. The knob turned and he pulled to open the door. The wooded door was so old it had swelled

- What descriptive uthor include to
- How do the

ach other sounded like the bones of a skeleton topping together Maybe this worn't such a good ide. Slas and his friends were obsessed with the creepy old mannion that stood on the corner lot at

he end of the block where they all lived. They liked to make up stories about it being hounted, even hough as far as everyone knew it was abandoned. Tonight, while camping in Slasss backyard, they had seen ploving Truth or Dare. Slas was regretting choosing a dare. He squared his shoulders and gave

Forbidding exterior

mitting his full weight.

aide the doorway, making the door difficult to open. Silas pulled with all of his might.

"IS SOMEONE THERE?" someone called from inside the house. Silas turned and balted back to the

Step 2: Think About the Passage

THINK ABOUT es the story take

- haracters respond

m'

ENVIRONMENT

Step 4: Respond to the Text

Step 3: Organize Your Thinking

- What kinds of language does the author use to set the mood of this passage?
- Based on the description of the setting, what time of day and time of year is it?
- 3. Who do you think was inside the house calling out to Silas?

INDEPENDENT PRACTICE: Norm
Understanding Setting Date INDEPENDENT PRACTICE: Name Step I: Read the Passage Getting to the Meadow

Young Bear gulped as he regarded the steep, rocky trail. 'Tell me gasin why we have to dimb the meadow," he said to his dad, a bit of whine creeping into his voice. *The meadow is a magical place, with countless beehives full of honey and a crystal clea

earn full of the best trout." Doddy Bear had travelled to the meadow his whole life and couldn't woil to share its obundance with his son. "Came on, the way is long so we should get started."

Daddy Bear ambled up the steep troil as if it was level, making the shorp switchbacks with case. Young Bear tried to keep up, feeling like he would never be as strong and fit as Daddy Bear.

After what seemed like forever, the pair rounded a curve in the trail and there it was Sparking sunlight filtered through the toll trees surrounding the meadow. Purple and yellow vers babbed in the breeze. Butterfiles and bees filted kusily about, visiting flowers and then going on their way. Young Bear could hear the stream a little ways away. "Wow!" he exclaimed, panting a little bit to catch his breath. "It's wonderfull"

"I told you, son, I came here as a cub with my father as he did with his father before him The way is hard, but sometimes the hardest challenges bring the greatest reward." *There's no one else here! Why not?" Young Bear wondered

'The way here is hard, so many don't want to put in the effort. Because of that, this place is still perfect. We can eat our fill, and bring back food for the rest of the family without upsetting the

"Come on, dad, let's go fishing!" Young Bear took off towards the gurgling stream, feeling the

Step 2: Think About the Passage

THINK ABOUT ioes the story take

 What descriptive author include to help vou visualize th setting? • How do the

characters respond

Step 3: Organize Your Thinking TEXT CLUE TEXT CLUE HOW I VISUALIZE THE SETTING

Step 4: Respond to the Text

- 1. What lesson was Daddy Rear trying to teach his son?
- 2. How does the author describe the trail and the meadow? How does this help you visualize the setting?
- 3. How do you think the meadow would be different if the path to get there wasn't so difficult

INDEPENDENT PRACTICE: Understanding Setting Date

Step |: Read the Passage

Navigating the City

I'm from a small town in upstate New York. It's summer break form school, so my parents hipped me off to my ount and cousin in New York City. It's not my first time here, but every time my cousin and I are trying to get to the Central Part Zoo from her apartment in Queens.

'Tell me again what we need to do!' I say as we jostle into other pedestrians on the crowded idewalk. Tall concrete skyscrapers crowd us all blocking out the sun.

We're going to take the subway to the edge of the island and take the ferry across the rive to Monhattaril You're going to love it!" she gushed.

We are only now old enough for our parents to allow us to go places without them. I had been ridina bikes with my friends in my town since I was about 8 years old, but this city is a whole other experience. A young kid could easily get hopelessly lost. A hot air hits my face as we pass an entrance to the subway tunnels. Hoards of people

She laughed, "No, that's the wrong line. That train goes to Brooklyn, which would make our trip h longer." I admire her worldly confidence. It's amazing that a 12 year old can ravigate this

chaptic trip by herself and say sa. whole life! I don't even remember learning the subway lines, but they are imprinted in my memory like a map. This trip isn't even a big deal But if I came to visit you, I would be totally lost."

"Good point, You'll have to come visit next summer!" Then I can play expert for a day!

Step 2: Think About the Passage

Where and when

· What descriptive uthor include to help you visualize th

haracters respond o the setting?

Step 3: Organize Your Thinking

Story Setting

Impact on the Characters

Impact on the Events

Step 4: Respond to the Text

- Why do you think kids in a big city might have more Freedom to go places themselves than kids in a different environment?
- How would you feel trying to navigate a busy urban city? Would the experience be fun or

INDEPENDENT PRACTICE: Understanding Setting Date

Step I: Read the Passage

A Picnic at the Beach

heir minds. While the southern California coast is warm and sunny, with wide white beaches, the northern coast is completely different. Beaches north of San Francisco are usually rocky, the ocean cold and dangerous. But that doesn't stop anyone within 50 miles fram going there as often as possible.

Marco's family pulled into the parking lat at School House Beach. They were excited because it was sunny day and they had packed a pioric Opening the car door, Marco was hit with a strong wind. Pulling up his hood, he said, "Buckle up everyone! It's going to be windy!"

Everyone grabbed what they could carry and picked their way down the treacherous po beach. At the bottom of the path, Mrs. Esteban looked around, "We have the place to ourselves! Where

area for the day. Tawels and blankets made a compet for the racky beach and comp chairs would allow one to just take in the day. Marco sat down in one of the chairs. It was still windy, but the warmth from the rare visit from the sun made it feel perfect. Taking off his shoes, he buried his toes in the sand.

"The waves are restless today," he mentioned to his dad. Mr. Esteban laughed, "I've lived here m

whole life and the deepest I've ever gone into the water is up to my ankles! It doesn't seem to matte Everyone collapsed like dominaes on the chairs and blankets. Listening to the ocean pound and guils scream as they rode the wind surrents, the family enjoyed the warm sun above and the warm racks below them. Marco kept his hoodie up, put on his sunglasses, and sighed Nathing beat the rugged

Step 2: Think About the Passage

Where and when oes the story tok What descriptive

help you visualize th haracters respond to the setting?

Step 3: Organize Your Thinking

How does the author describe the setting?

How does the setting make me feel as a reader? Explain.

Step 4: Respond to the Text

- What does the author mean by "people have an inaccurate picture of coastal beaches in California*?
- 2. Describe how the setting impacts Marco and his Family.
- Is there a sterective people might have about where you live that is not accurate?







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