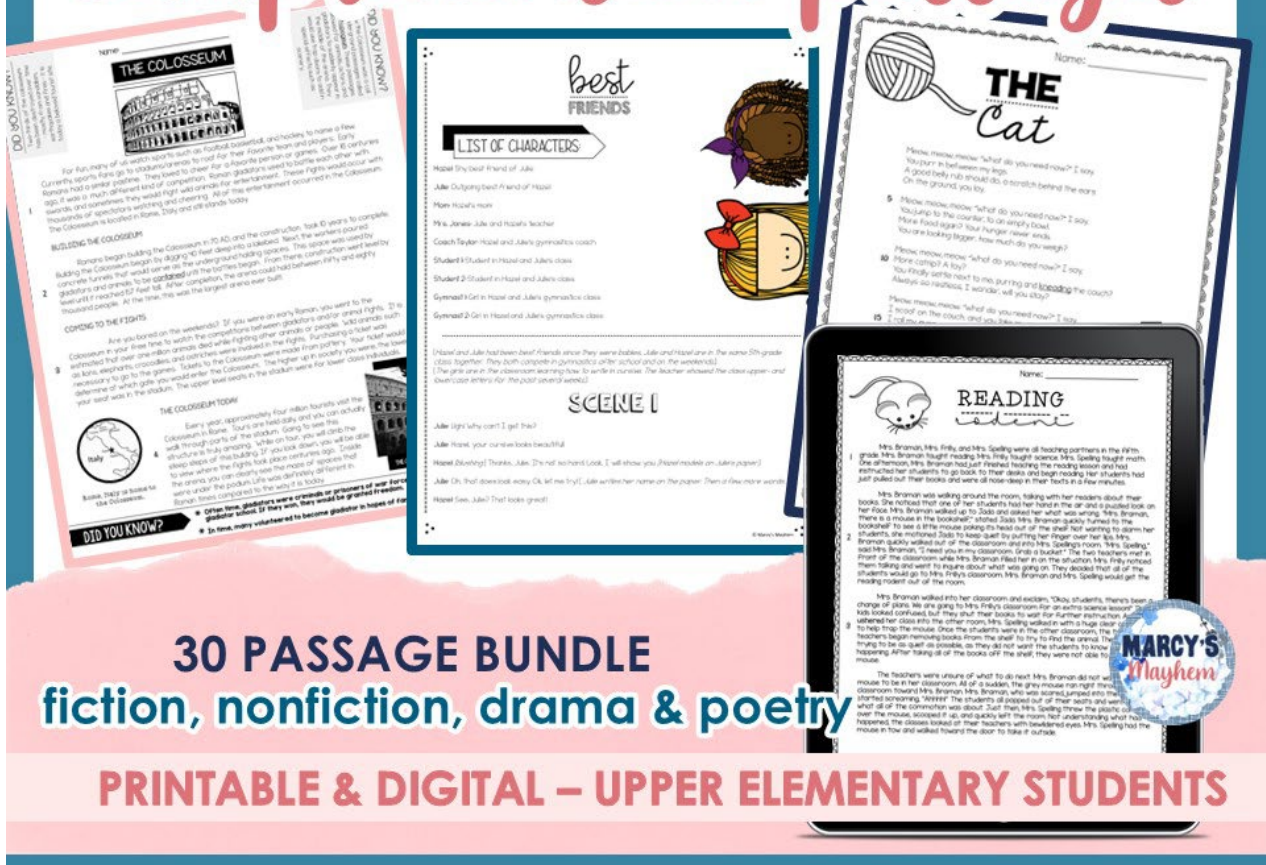


READING

comprehension passages



30 PASSAGE BUNDLE
fiction, nonfiction, drama & poetry
PRINTABLE & DIGITAL – UPPER ELEMENTARY STUDENTS

This Bundle Includes:

- ✓ Fun and engaging for students to read
- ✓ Teach a wide range of reading skills
- ✓ Challenge reading to use text evidence
- ✓ Has multiple reading genres

Also inside:


- 30 passages (fiction, nonfiction, drama & poetry)
- FREE Reading strategies posters
- FREE Reading Bookmarks & pennants
- Printable & digital versions (Google Forms)
- Multiple choice & short answer questions (printable version), same questions
- Writing reflection pages after each passage.

Flexible and Adaptable: The bundle is both printable and digital (Google Forms). It can be used in the classroom for small groups, tutoring, homework, early finishers, online learning, homeschooling, and summer school.

DID YOU KNOW?
Two sides of the Colosseum have been excavated and are now open to the public. The earthshakes and fires in the 19th century destroyed the rest of the structure.

Name: _____

THE COLOSSEUM



For fun, many of us watch sports such as football, basketball, and hockey, to name a few. Currently, sports fans go to stadiums/arenas to root for their favorite team and players. Early Romans had a similar pastime. They loved to cheer for a favorite person or games. Over 16 centuries ago, it was a much different kind of competition. Roman gladiators used to battle each other with swords, and sometimes they would fight wild animals for entertainment. These fights would occur with thousands of spectators watching and cheering. All of this entertainment occurred in the Colosseum. The Colosseum is located in Rome, Italy and still stands today.


BUILDING THE COLOSSEUM

1. Building concrete
2. gladiators level until
3. thousands of spectators

DID YOU KNOW?
Below the Colosseum was a coliseum of underground passages called hypogea. The gladiators and animals were housed in these passages and gladiators would appear in a special arena to fight in front of the spectators.

Name: _____

THE TWO TOWERS



Annie took a deep breath as she boarded the airplane. She had been nervous about the flight, but she knew that her grandmother needed her to come. Annie saw if any of the other passengers looked frightened or if it was just her. She carefully placed her bag in the overhead compartment, sat in her seat, and buckled up. After what seemed like just a few minutes, the pilot came on and told the passengers to take off. Annie felt like everything would be ok on the flight, but she

best FRIENDS

LIST OF CHARACTERS:

- Hazel: Shy best friend of Julie
- Julie: Outgoing best friend of Hazel
- Mom: Hazel's mom
- Mrs. Jones: Julie and Hazel's teacher
- Coach Taylor: Hazel and Julie's gymnastics coach
- Student 1: Student in Hazel and Julie's class
- Student 2: Student in Hazel and Julie's class
- Gymnast 1: Girl in Hazel and Julie's gymnastics class
- Gymnast 2: Girl in Hazel and Julie's gymnastics class

[Hazel and Julie had been best friends since they were babies. Julie and Hazel are in the same 5th-grade class together. They both compete in gymnastics after school and on the weekends.]
[The girls are in the classroom learning how to write in cursive. The teacher showed the class upper- and lower-case letters for the past several weeks.]

SCENE 1

Julie: Ugh! Why can't I get this?

Julie: Hazel, your cursive looks beautiful!

Hazel: *[blushing]* Thanks, Julie. It's not so hard. Look, I will show you. *[Hazel models on Julie's paper.]*

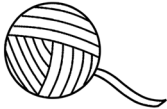
Julie: Oh, that does look easy. Ok, let me try! *[Julie writes her name on the paper. Then a few more words.]*

Hazel: See, Julie? That looks great!

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Name: _____

THE Cat



Meow, meow, meow. "What do you need now?" I purr in between my legs. A good belly rub should do, a scratch behind the ear. On the ground, you lay.

5 Meow, meow, meow. "What do you need now?" You jump to the counter, to an empty bowl. "More food again?" Your hunger never ends. You are looking bigger, how much do you weigh?

10 Meow, meow, meow. "What do you need now?" You finally settle next to me, purring and kneading. Always so restless, I wonder, will you stay?

Meow, meow, meow. "What do you need now?" I scoot on the couch, and you take my space.

15 I roll my eyes. I bet you are going to sleep all day!

Meow, meow, meow. "What do you need now?" It is time for me to sleep. My bedtime is here. I pull back the sheets and get cozy.

20 I turn off the lights without any delay.


Meow, meow, meow. "What do you need now?" What now, I scream!! Oh my, not right now! Go away, I pray!

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Name: _____

READING

rodent



Mrs. Braman, Mrs. Frilly, and Mrs. Spelling were all teaching partners in the fifth grade. Mrs. Braman taught reading, Mrs. Frilly taught science, Mrs. Spelling taught math. One afternoon, Mrs. Braman had just finished teaching the reading lesson and had instructed her students to go back to their desks and begin reading. Her students had just pulled out their books and were all nose-deep in their texts in a few minutes.

Mrs. Braman was walking around the room, talking with her readers about their books. She noticed that one of her students had her hand in the air and a puzzled look on her face. Mrs. Braman walked up to Jada and asked her what was wrong. "Mrs. Braman, there is a mouse in the bookshelf," started Jada. Mrs. Braman quickly turned to the bookshelf to see a little mouse poking its head out of the shelf. Not wanting to alarm her students, she motioned Jada to keep quiet by putting her finger over her lips. Mrs. Braman quickly walked out of the classroom and into Mrs. Spelling's room. "Mrs. Spelling, I need you in my classroom and into Mrs. Spelling's room. Mrs. Spelling, front of the classroom while Mrs. Braman filled her in on the situation. Mrs. Frilly met in them talking and went to inquire about what was going on. The two teachers met in students would go to Mrs. Braman's classroom. Mrs. Braman and Mrs. Spelling noticed reading rodent out of the room.

Mrs. Braman walked into her classroom and exclaimed, "Okay, students, there's been a change of plans. We are going to Mrs. Frilly's classroom for an extra science lesson!" The kids looked confused, but they shut their books to wait for further instruction. The ushered her class into the other room, Mrs. Spelling walked in with a huge clear container to help trap the mouse. Once the students were in the other classroom, the two teachers began removing books from the shelf to try to find the animal. They were trying to be as quiet as possible, as they did not want the students to know what was happening. After taking all of the books off the shelf, they were not able to locate the mouse.

The teachers were unsure of what to do next. Mrs. Braman did not want the mouse to be in her classroom. All of a sudden, the grey mouse ran right through the classroom toward Mrs. Braman. Mrs. Braman, who was scared, jumped into the air and started screaming, "Ahhh!" The students all popped out of their seats and went to see what all of the commotion was about. Just then, Mrs. Spelling threw the plastic container over the mouse, scooped it up, and quickly left the room. Not understanding what had happened, the class looked at their teachers with bewildered eyes. Mrs. Spelling had the mouse in tow and walked toward the door to take it outside.

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- 10 Fiction Reading Comprehension passages,
- 6 Nonfiction Reading Comprehension passages,
- 5 Drama Reading Comprehension passages, and
- 9 Poetry Reading Comprehension passages.

Each resource has a Google Forms digital link for easy sharing with your students.

Teachers also receive instant grades, making taking assessments a breeze.

✓ Teachers can easily integrate these passages into their existing lesson plans.

Reading Strategies: The FREE reading strategies posters, bookmarks, and a sticky note template help reinforce key reading techniques. These tools aid students in developing critical reading skills and improving their comprehension.



READING STRATEGIES POSTERS, BOOKMARK & POST-IT NOTE TEMPLATE

This resource is specifically designed to support and guide students as they tackle their reading assignments, ensuring they have the tools they need to succeed.

- Reading Strategies Posters- Hang the posters in the classroom for students to use as a reference while they read.
- Reading strategies bookmarks — Students can keep these bookmarks with them while they read to remind themselves of strategies to use while reading.
- Sticky Note template — Print out the individual steps of reading strategies. The students can check whether they have completed each step.

Question Sets: Each passage includes 5-7 multiple-choice and short-answer questions; the short answer is the same question in a different format. Writing reflection pages follow each reading passage!

Read the definition entry for this word.

Pillar /noun/
1. A firm upright support for a structure
2. An ornamental column
3. An upstanding member or part
4. A solid rock of coal or rock

1. Which of these meanings best match the way pillar was used in the third paragraph?

2. What does the author mean by the sentence below?
Victoria had knots in her stomach and was very anxious the whole weekend.

3. Which sentence shows that Victoria did not make the cut?

A. When she saw the list posted on Mrs. Everly's door, she walked slowly to the door.
B. She saw five names on the note, and she stood staring at the paper for what seemed like hours.
C. As she felt her heart sink, Victoria walked slowly out of the ballet studio and went straight home.
D. Victoria made a decision the following week, maybe she needed a new dream.

4. What can the reader assume about the lesson Mrs. Everly taught Victoria?

5. What kind of teacher do you think Victoria became in her dance studio? answer:

Read the definition entry for this word.

Pillar /noun/
1. A firm upright support for a structure
2. An ornamental column
3. An upstanding member or part
4. A solid rock of coal or rock

1. Which of these meanings best match the way pillar was used in the third paragraph?

A. Definition 1
B. Definition 2
C. Definition 3
D. Definition 4

2. What does the author mean by the sentence below?
Victoria had knots in her stomach and was very anxious the whole weekend.

A. Victoria was getting a stomach bug.
B. Victoria was elated about waiting for the list.
C. Victoria was nervous about the unknown.
D. Victoria was confident that she would be on the list.

3. Which sentence shows that Victoria did not make the cut?

A. When she saw the list posted on Mrs. Everly's door, she walked slowly to the door.
B. She saw five names on the note, and she stood staring at the paper for what seemed like hours.
C. As she felt her heart sink, Victoria walked slowly out of the ballet studio and went straight home.
D. Victoria made a decision the following week, maybe she needed a new dream.

4. What can the reader assume about the lesson Mrs. Everly taught Victoria?

A. Victoria learned that she needed to change her behavior to become a successful at her dream.
B. Victoria learned the importance of staying true to yourself.
C. Victoria learned that ballet was not as great as she had originally thought.
D. Victoria learned that dreams do not come true.

5. What kind of teacher do you think Victoria became in her dance studio?

A. Demonstrative
B. Compassionate
C. Authoritative
D. Impersonal

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✓ The answer key is provided

✓ Multiple choice- Great to practice for test prep or use to teach the process of elimination.

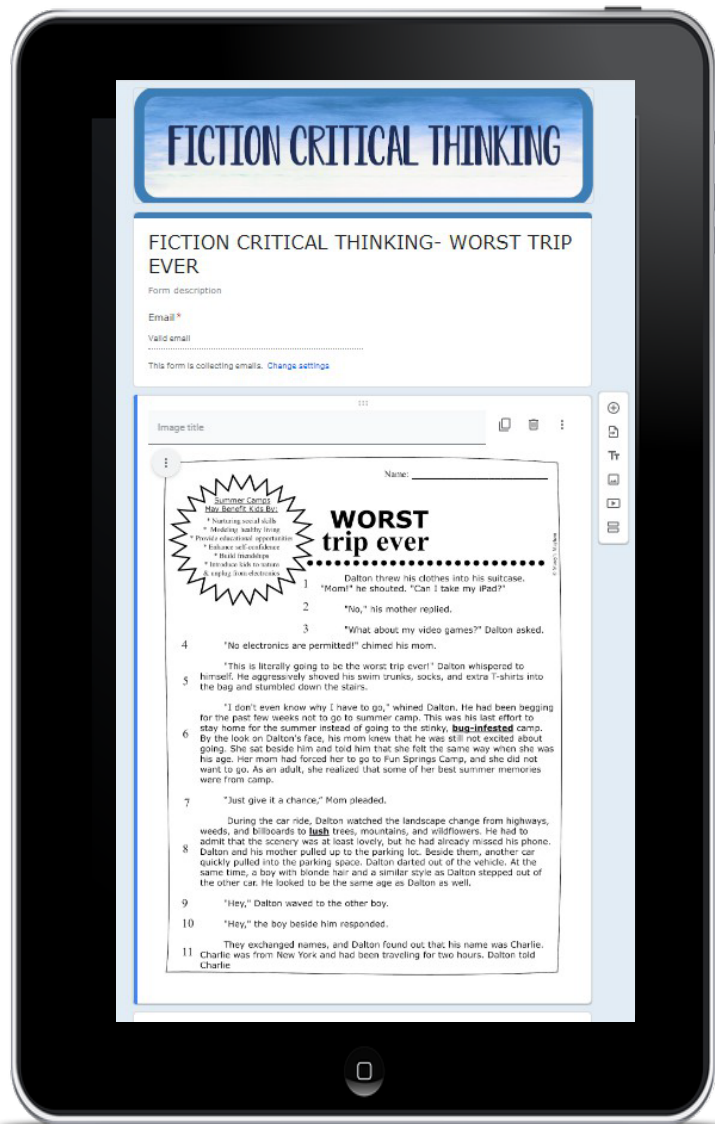
✓ Short answer- This version is an excellent way to gauge how much a student might comprehend or use for a high-level learner.

✓ Use any of the passages to collect data for student progress.

✓ The writing reflection pages can be used as a writing grade to check comprehension. Quickly give the writing reflection page to early-finishing students. Put the passages in a center or use them as an extra grade.

NO PREP WORK RESOURCE! (Sample above 👉)
Teach kids to use Text Evidence and challenge your readers.

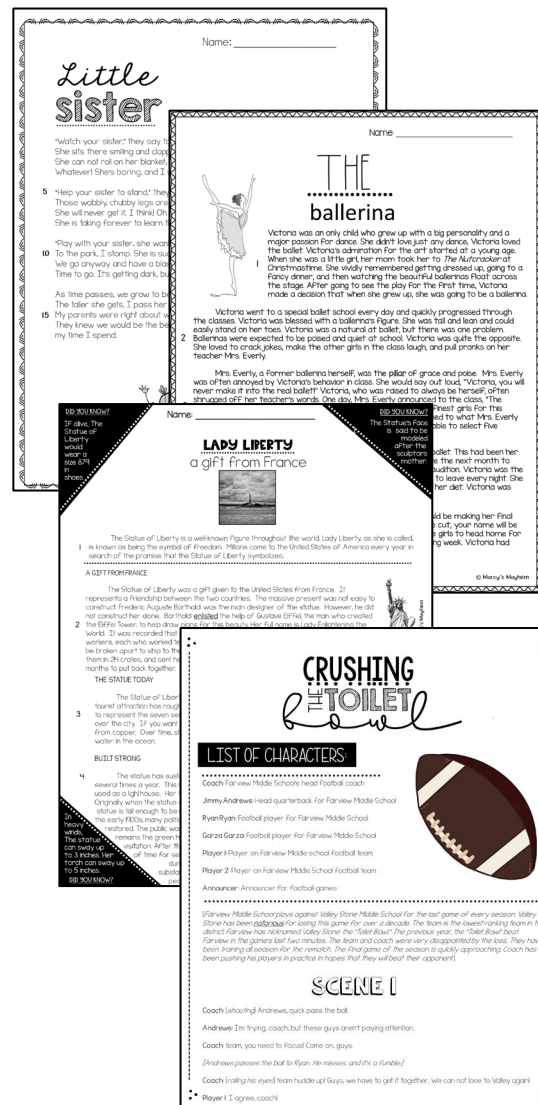
Engaging and Age-Appropriate: The passages are designed specifically for 3rd to 5th graders, ensuring that the content is both engaging and developmentally appropriate. Students will enjoy reading the passages while building their comprehension abilities.



The Digital version USES GOOGLE FORMS – The teacher promptly receives an instant grade.

The digital version saves valuable time and is multiple-choice only.

Each passage has its own link. To simplify your assignments, you can assign one of the passages at a time.



EACH of THESE IMPORTANT READING SKILLS ARE INSIDE:

Drawing Conclusions
Vocabulary
Point of View
Making Inferences
Main Message
Theme
Text Evidence
Figurative Language

& MORE!

Use to help students find text evidence when they read. Use the extended constructed reply sheets shown below.



- Includes editable pages
 - Sticky Note template and printable examples to help kids practice finding text evidence when they read.
 - Text Evidence examples for students to practice with
- Building this reading skill can help with reading comprehension.

Editable ECR (Extended Constructed Response): This feature allows teachers to customize the response sheets to better fit their students' needs. It provides a structured way for students to document their text evidence, enhancing their analytical and writing skills.

Name: _____

ECR- Extended Constructed Reply

TEXT EVIDENCE 1

TEXT EVIDENCE 2

DIRECTIONS FOR USE:

1. Print the Sticky Note Template (next page).

STICKY NOTE TEMPLATE

TEXT EVIDENCE 1

TEXT EVIDENCE 2

USING TEXT EVIDENCE PROVE IT!


Write the first part of the sentence starters below for the conclusion in your ECR.

When you find proof DIRECTLY stated in the text.

- _____ according to the text...
- _____ or stated....
- _____ that I read....
- _____ the text
- _____ it
- _____ my

When you find proof NOT directly stated in the text.

- I inferred that....
- For example....
- From reading _____ I know that....
- After I read _____, I concluded that.....
- I think _____ because...
- I know _____ because....



STICKY NOTE TEMPLATE

Name: _____

ECR- Extended Constructed Reply Sticky Notes

Layer your sticky notes below.

Find proof of text evidence to support your answer.

Where in the text did you find a reason to support your question?

Explain why this reason can support your question.

CONCLUSION: _____

Write a conclusion stating why your answer is correct using the text evidence above.

Help with reading comprehension understanding.

For additional reading comprehension bundles,
Click on the resources below:

- [Reading Comprehension Passages 4th & 5th- Inference, Vocabulary, & Silly Stories](#)
- [Reading Comprehension Passages 4th & 5th BIG BUNDLE](#)
(over 60 passages & growing)

