

4th & 5th GRADE

# FICTION

## Reading Comprehension Passages

**Perfect for TEST PREP, INDEPENDENT WORK, SMALL GROUP, HOMEWORK & HOMESCHOOL**

**10 Printable & Digital Passages**

Use these one-page, realistic fiction reading comprehension passages and questions with multiple-choice to see if your third-grade, fourth-grade, and fifth-grade students comprehend what they are reading with this no-prep activity.

## What's included?

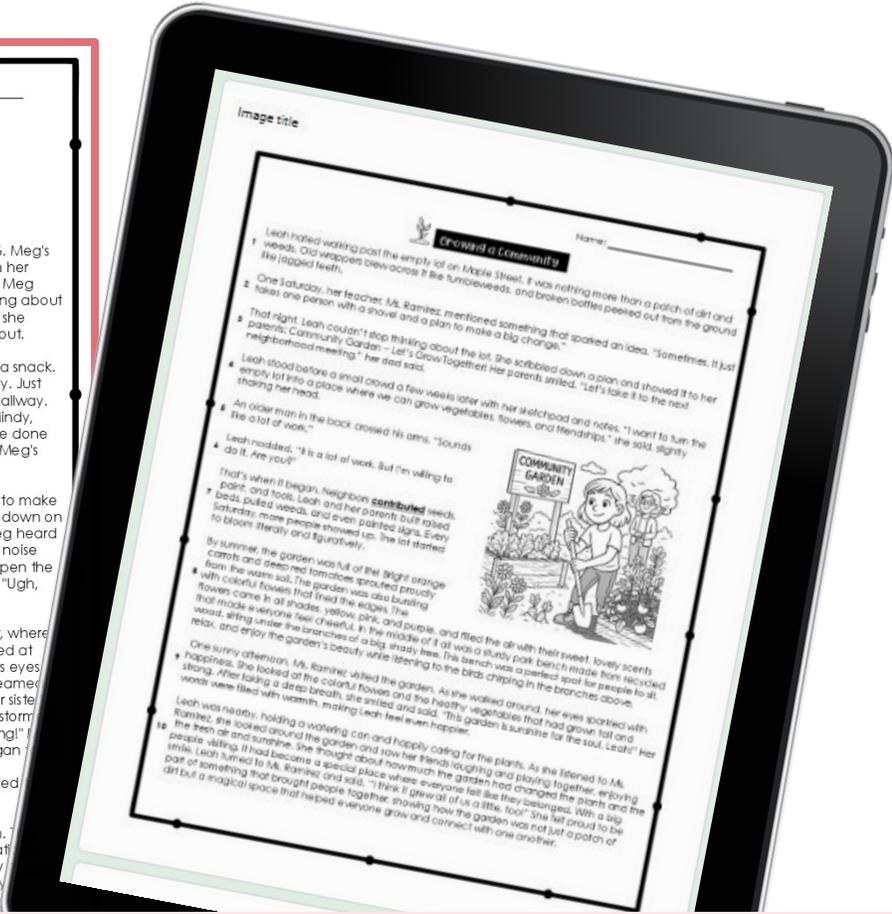
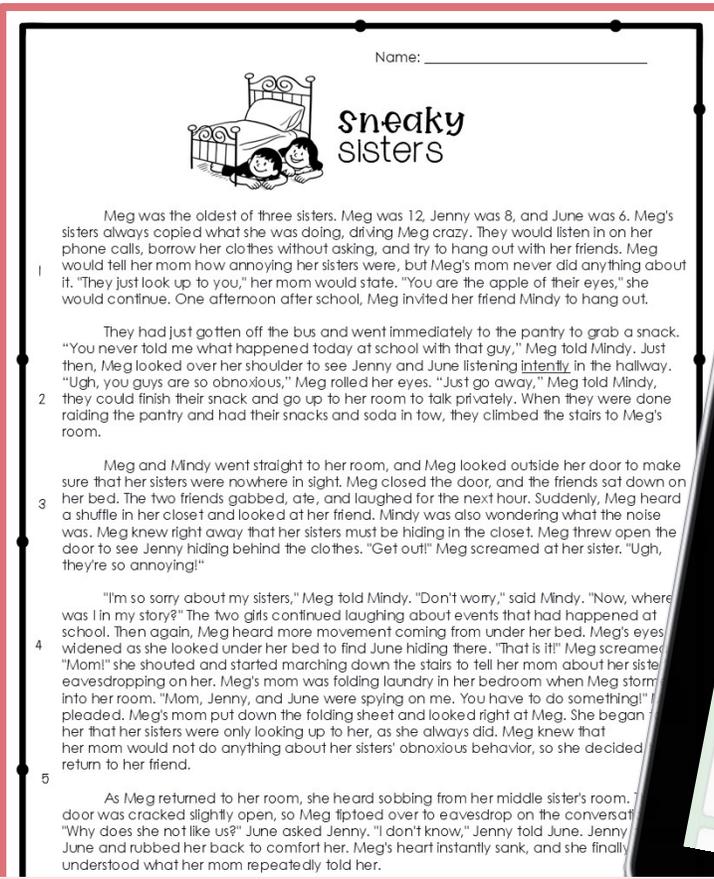
- 10 Reading Comprehension Passages
- Multiple-choice and short-answer options are available.
- Writing Reflection Pages follow every passage.
- Critical thinking style questions
- Answer key for easy grading.

Teacher-Friendly Features:

- ✓ Answer key included for quick grading
- ✓ Easy to differentiate and scaffold
- ✓ Reflection pages encourage deeper thinking and writing connections

DIGITAL & SELF-GRADING VERSION INCLUDED

Each passage is relatable, age-appropriate, and built around real-life situations students can connect with.



SIMPLE LAYOUT & PRINT RICH FUN TOPICS FOR KIDS TO READ!

# 5 comprehension questions in each passage

This printable and digital activities packet can also be used for the classroom, tutoring, summer practice, homeschool, intervention sheets, and more!

Engaging themes like friendship, identity, responsibility, and personal growth.

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 matches the way the 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 strolled to the door.  
B. She saw five names on the note and 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 succeed at her dream.  
B. Victoria learned the importance of staying true to yourself.  
C. Victoria learned ballet was not as great as she initially 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

Read the definition entry for this word.

**Pillar /noun/**

1. A firm upright support for a structure
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4. A solid rock of coal or rock

1. Which of these meanings best matches the way the 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. Circle, underline, or highlight a sentence that shows that Victoria did not make the cut.

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?

**Reflection Page** Name: \_\_\_\_\_

Write about a time when something turned out differently than you thought it would.

What would you have done at the end of the story if you were Victoria? Explain why.

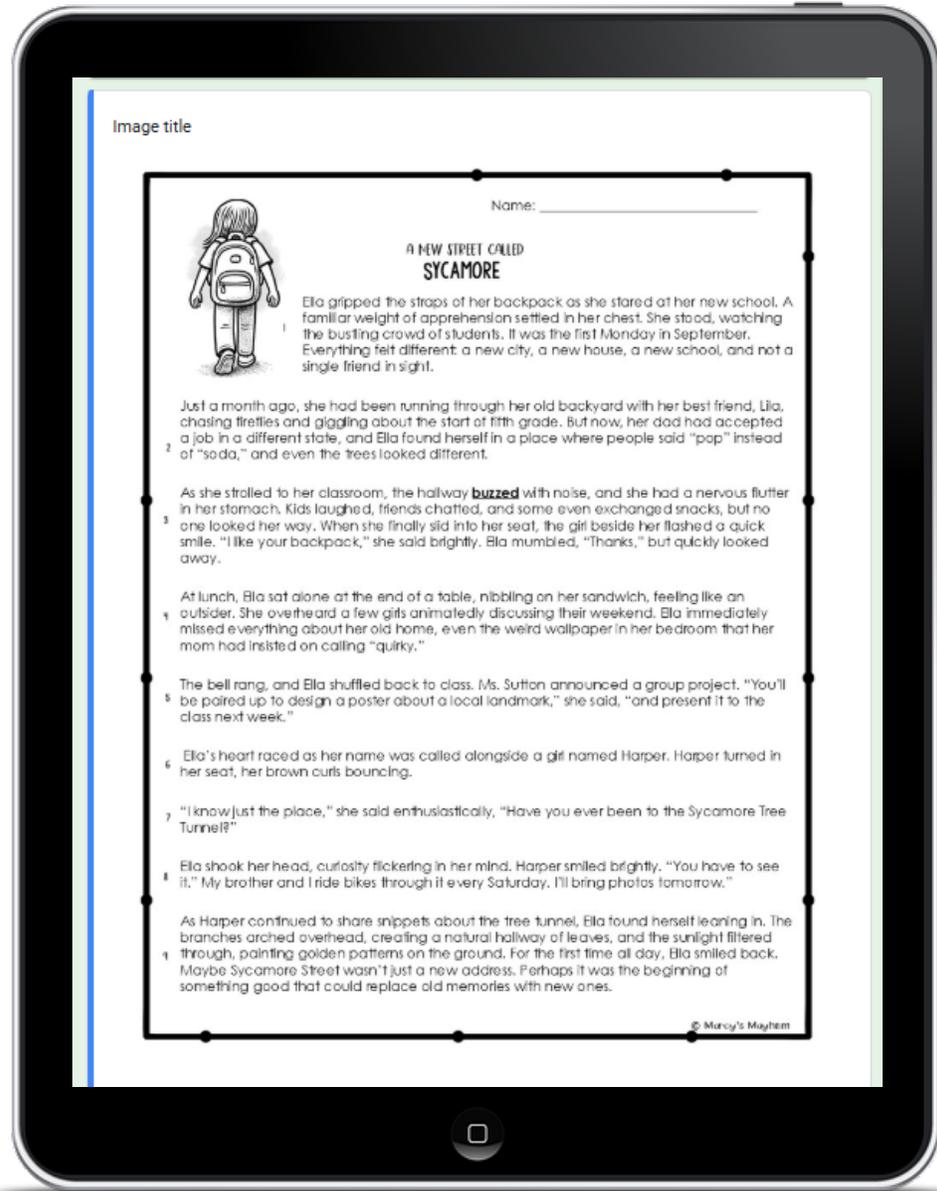
## 10 PRINTABLE PASSAGES

Multiple Choice or Short Answer options for a printable option, PLUS writing reflection pages.

# DIGITAL READING PASSAGES ARE SELF-GRADING AND MULTIPLE-CHOICE ONLY

The digital version uses Google Forms.

The link is shared in the download; you can share the link with students to complete the assignment.



# PRACTICE THESE SKILLS:

Author's Purpose

Vocabulary Using

Context Clues

Main Message

Figurative Language

Point of view

Identify the Theme

Text Evidence

Character Analysis

Inference &

Making Predictions

Name: \_\_\_\_\_



### sneaky sisters

Meg was the oldest of three sisters. Meg was 12, Jenny was 8, and June was 6. Meg's sisters always copied what she was doing, driving Meg crazy. They would listen in on her phone calls, borrow her clothes without asking, and try to hang out with her friends. Meg would tell her mom how annoying her sisters were, but Meg's mom never did anything about it. "They just look up to you," her mom would state. "You are the apple of their eyes," she would continue. One afternoon after school, Meg invited her friend Mindy to hang out.

They had just gotten off the bus and went immediately to the pantry to grab a snack. "You never told me what happened today at school with that guy," Meg told Mindy. Just then, Meg looked over her shoulder to see Jenny and June listening **intently** in the hallway. "Ugh, you guys are so obnoxious," Meg rolled her eyes. "Just go away," Meg told Mindy, they could finish their snack and go up to her room to talk privately. When they were done raiding the pantry and had their snacks and soda in tow, they climbed the stairs to Meg's room.

Meg and Mindy went straight to her room, and Meg looked outside her door to make sure that her sisters were nowhere in sight. Meg closed the door, and the friends sat down on her bed. The two friends gabbed, ate, and laughed for the next hour. Suddenly, Meg heard a shuffle in her closet and looked at her friend. Mindy was also wondering what the noise was. Meg knew right away that her sisters must be hiding in the closet. Meg threw open the door to see Jenny hiding behind the clothes. "Get out!" Meg screamed at her sister. "Ugh, they're so annoying!"

"I'm so sorry about my sisters," Meg told Mindy. "Don't worry," said Mindy. "Now, where was I in my story?" The two girls continued laughing about events that had happened at school. Then again, Meg heard more movement coming from under her bed. Meg's eyes widened as she looked under her bed to find June hiding there. "That is it!" Meg screamed. "Mom!" she shouted and started marching down the stairs to tell her mom about her sister eavesdropping on her. Meg's mom was folding laundry in her bedroom when Meg stormed into her room. "Mom, Jenny, and June were spying on me. You have to do something!" Meg pleaded. Meg's mom put down the folding sheet and looked right at Meg. She began to tell her that her sisters were only looking up to her, as she always did. Meg knew that her mom would not do anything about her sisters' obnoxious behavior, so she decided to return to her friend.

As Meg returned to her room, she heard sobbing from her middle sister's room. The door was cracked slightly open, so Meg tiptoed over to eavesdrop on the conversation. "Why does she not like us?" June asked Jenny. "I don't know," Jenny told June. Jenny June and rubbed her back to comfort her. Meg's heart instantly sank, and she finally understood what her mom repeatedly told her.

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Image title

### POWER OF COMMUNITY

Name: \_\_\_\_\_

Leah hated waiting past the empty lot on Maple Street. It was nothing more than a patch of dirt and like jagged teeth.

One Saturday, her teacher, Ms. Ramirez, mentioned something that sparked an idea. "Sometimes, it just takes one person with a shovel and a plan to make a big change."

That night, Leah couldn't stop thinking about the lot. She scribbled down a plan and showed it to her parents. Community Garden—Let's Grow Together! Her parents smiled. "Let's take it to the next neighborhood meeting," her dad said.

Leah stood before a small crowd a few weeks later with her sketchpad and notes. "I want to turn the empty lot into a place where we can grow vegetables, flowers, and friendships," she said, slightly shoring her head.

An older man in the back crossed his arms. "Sounds like a lot of work."

Leah nodded. "It is a lot of work. But I'm willing to do it. Are you?"

That's when it began. Neighbors **contributed** seeds, paint, and tools. Leah and her parents **built** raised beds, pulled weeds, and even painted signs. Every Saturday, more people showed up. The lot started to bloom literally and figuratively.

By summer, the garden was full of the bright orange carrots and deep red tomatoes sprouted proudly from the warm soil. The garden was also bursting with colorful flowers that lined the edges. The flowers came in all shades, yellow, pink, and purple, and filled the air with their sweet, lovely scents that made everyone feel cheerful. In the middle of it all was a sturdy park bench made from recycled wood, sitting under the branches of a big shady tree. The garden was a perfect spot for people to all relax, and enjoy the garden's beauty while listening to the birds chirping in the branches above.

One sunny afternoon, Ms. Ramirez visited the garden. As she walked around, her eyes sparkled with happiness. She looked at the colorful flowers and the healthy vegetables that had grown tall and strong. After taking a deep breath, she smiled and said, "This garden is sunshine for the soul. Leah's hard work were filled with warmth, making Leah feel even happier."

Leah was nearby, holding a watering can and happily caring for the plants. As she listened to Ms. Ramirez, she looked around the garden and saw her friends laughing and playing together, enjoying the fresh air and sunshine. She thought about how much the garden had changed the plants and the people sitting. It had become a special place where everyone felt like they belonged. With a big smile, Leah turned to Ms. Ramirez and said, "I think it grew all of us a little, too!" She felt proud to be part of something that brought people together, showing how the garden was not just a patch of dirt but a magical space that helped everyone grow and connect with one another.



# ECR- Extended Constructed Reply Included

Use to help students find text evidence when they read.



- Worksheets are editable
- Sticky Note template and printable examples to practice finding text evidence
- Text Evidence examples to use when stated directly in the text and when students need to infer.

# Dig deeper into reading!

The image displays several educational templates for reading comprehension:

- ECR- Extended Constructed Reply**: A form with a name field and two columns for 'TEXT EVIDENCE 1' and 'TEXT EVIDENCE 2'. It includes a magnifying glass icon and the instruction 'Find proof of text evidence to support your answer.' A tilted version of this form is also shown in the foreground.
- DIRECTIONS FOR USE:** A central box containing the instruction: '1. Print the Sticky Note Template (next page).'
- STICKY NOTE TEMPLATE**: A grid of six empty boxes for notes. It features a magnifying glass icon and the instruction 'Find proof of text evidence to support your answer.' The word 'EVIDENCE' is written vertically on the left side.
- USING TEXT EVIDENCE PROVE IT!**: A guide with a magnifying glass icon. It asks 'What is the central idea or the question you need to answer? (Write it below.)' and provides a list of sentence starters for conclusions. It also includes a checklist for finding proof directly or indirectly in the text.
- ECR- Extended Constructed Reply Sticky Notes**: A form with a name field and a large area for 'Layer your sticky notes below.' It includes a magnifying glass icon, an open book icon, and the instruction 'Find proof of text evidence to support your answer.' It also asks 'Where in the text did you find a reason to support your question?' and 'Explain why this reason...'.

Use the ECR forms to help with reading comprehension and understanding using text evidence.

# FOR MORE READING COMPREHENSION PRACTICE, TRY THESE LINKS BELOW:

- ▶ [READING COMPREHENSION BUNDLE](#) (Over 20 passages: FICTION, NONFICTION, POETRY, & DRAMA)
- ▶ [READING COMPREHENSION BIG BUNDLE](#) (Over 45 Passages).
- ▶ [Reading Comprehension fiction, nonfiction & paired passages](#)
- ▶ [Nonfiction reading comprehension with questions passages, 4th & 5th grade](#)