Comprehension Passages

Opinions

Out of this World LITERACY

LEXILE

2 DIGITAL FORMATS!

OPINIONS #1 Name: Date:

READ: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

The Missing Piece

Lucy loved puzzles. She loved trying to figure out which pieces went where. But most of all she loved looking at the completed puzzle when she was finished. All of her hard work and fitting pieces together paid off for a beautiful completed picture.

Lucy was very careful with her puzzles. She always made sure that she put them back so she wouldn't lose any pieces. A puzzle with a missing piece was useless. That was Lucy's thought.

Lucy was working on one of her favorite puzzles. It was a Christmas puzzle with a a glowing tree and mounds of presents underneath. Completing this puzzle put her into the holiday spirit. She planned on rewarding herself for finishing the puzzle with a steaming cup of hot chocolate—topped with whipped cream and sprinkles of course.

Lucy had been working for two hours. She was just a few pieces away from finishing when she realized that one of her pieces was missing. How could this be? She was so careful to make sure that all of the pieces were there so the puzzle could be completed.

Lucy searched and searched. She couldn't find the piece anywhere. What was she going to do? She couldn't complete the puzzle until she found the piece that was missing. Would she ever be able to find it?



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What is one opinion many readers will have about Lucy
- a. She is organized
- b. She is happy
- c. She likes school
- d. She works hard

1b. What evidence from the passage best supports your answer to 1a?
- a. "Lucy was very careful with her puzzles"
- b. "That was Lucy's thought."
- c. "It was a Christmas puzzle with a glowing tree"
- d. "With whipped cream"

2a. What is one opinion many readers will have about the mood at the end of the story?
- a. The mood is mysterious
- b. The mood is sad
- c. The mood is joyful.
- d. The mood is uncertain

2b. What evidence from the passage best supports your answer to 2a?
- a. "Lucy had been working for two hours."
- b. "Lucy searched and searched"
- c. "How could this be?"
- d. "What was she going to do?"

3. Which of the following is true about opinions?
- a. They are facts
- b. Every reader has the same opinion
- c. They are based on how a reader feels and thinks
- d. They are always true

WRITE: What is your opinion of this story? Use evidence from the text to support your answer.

Type here:

CHALLENGE: Use the code to identify parts of the text that build opinions.

**** drag the colors to words that match in the text.*

blue — What Lucy thought of puzzles

red — The big problem

green — How Lucy took care of puzzles



Multiple Choice:

Answer the following questions after reading

1a. What is one opinion many readers will have about bearded dragons?
- a. They are creepy
- b. They are vicious
- c. They can be fun pets
- d. They eat small animals

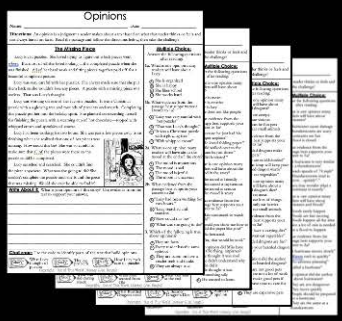
1b. What evidence from the passage best supports your answer to 1a?
- a. "Bearded dragons make great pets"
- b. "They are cold-blooded"
- c. "A heat lamp will keep your bearded dragon warm"
- d. "They eat vegetables"

2a. What is one opinion many readers will have about a bearded dragon's diet?
- a. They eat meat.
- b. They eat lots of things.
- c. They only eat berries
- d. They eat small animals

2b. What evidence from the passage best supports your answer to 2a?

Drag each yellow rectangle over the correct answer.

4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on opinion.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on opinion.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on opinion.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







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I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Missing Piece
(Level O)

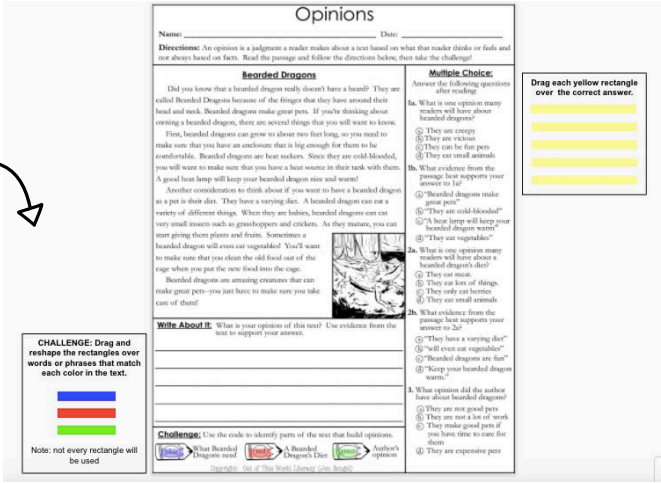
A Friendly Flight
(Level M)

Beared Dragons
(Level O)

Hurricanes
(Level W)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

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The Missing Piece
(Level O)

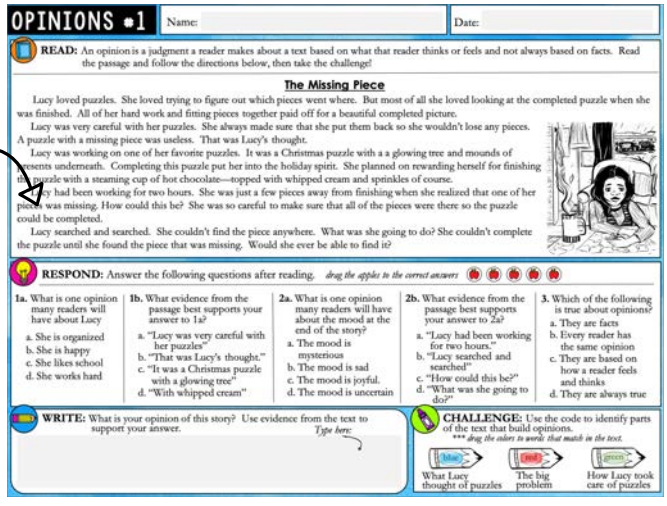
A Friendly Flight
(Level M)

Beared Dragons
(Level O)

Hurricanes
(Level W)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



OPINIONS #1 Name: Date:

READ: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

The Missing Piece

Lucy loved puzzles. She loved trying to figure out which pieces went where. But most of all she loved looking at the completed puzzle when she was finished. All of her hard work and fitting pieces together paid off for a beautiful completed picture.

Lucy was very careful with her puzzles. She always made sure that she put them back so she wouldn't lose any pieces. A puzzle with a missing piece was useless. That was Lucy's thought.

Lucy was working on one of her favorite puzzles. It was a Christmas puzzle with a a glowing tree and mounds of presents underneath. Completing this puzzle put her into the holiday spirit. She planned on rewarding herself for finishing the puzzle with a steaming cup of hot chocolate—topped with whipped cream and sprinkles of course.

She had been working for two hours. She was just a few pieces away from finishing when she realized that one of her pieces was missing. How could this be? She was so careful to make sure that all of the pieces were there so the puzzle could be completed.

Lucy searched and searched. She couldn't find the piece anywhere. What was she going to do? She couldn't complete the puzzle until she found the piece that was missing. Would she ever be able to find it?

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What is one opinion many readers will have about Lucy
a. She is organized
b. She is happy
c. She likes school
d. She works hard

1b. What evidence from the passage best supports your answer to 1a?
a. "Lucy was very careful with her puzzles"
b. "That was Lucy's thought."
c. "It was a Christmas puzzle with a glowing tree"
d. "With whipped cream"

2a. What is one opinion many readers will have about the mood at the end of the story?
a. The mood is mysterious
b. The mood is sad
c. The mood is joyful.
d. The mood is uncertain

2b. What evidence from the passage best supports your answer to 2a?
a. "Lucy had been working for two hours."
b. "Lucy searched and searched"
c. "How could this be?"
d. "What was she going to do?"

3. Which of the following is true about opinions?
a. They are facts
b. Every reader has the same opinion
c. They are based on how a reader feels and thinks
d. They are always true

WRITE: What is your opinion of this story? Use evidence from the text to support your answer. *Type here:*

CHALLENGE: Use the code to identify parts of the text that build opinions. **** drag the colors to words that match in the text.*

blue: What Lucy thought of puzzles
red: The big problem
green: How Lucy took care of puzzles

Opinions

Name: _____ Date: _____

Directions: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

A Friendly Flight

If there was a paper airplane to be made, Oki could do it. Oki lived for making paper airplanes. He loved folding the paper in different ways to make the plane fly the fastest. Oki didn't have many friends, but he felt he didn't need that many because he had his paper airplanes.

Every day at snack, Oki took his paper airplanes outside to fly them. This didn't cause much attention at first, but slowly the other kids started realizing what Oki was doing.

"How do you make those? I've never been able to make them fly good." Oki looked over his shoulder. He saw Milo standing by the tree. Milo also loved to make paper airplanes, but he knew he was not as good as Oki.

Oki stopped. "I don't know. I just make them until I get them to fly the way I want." Oki walked over to the plane he just threw, picked it up, adjusted the tail, and released it back into the air. Milo watched as it flew further than it did the last time.

Milo kept watching Oki. The next day at snack, Milo grabbed some paper and followed Oki towards the tree.

"Oki, can you show me how to fold the paper? I was thinking that maybe you and I could have a paper airplane competition. What do you think?"

Oki hesitated. He looked at Milo awkwardly. "Yea, that would be cool," he said with a smile.



Write About It: What is your opinion of this story? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

Challenge: Use the code to identify parts of the text that build opinions.

- blue: What Oki did during snack
- red: What Milo wanted from Oki
- green: What Oki said at the end

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Multiple Choice:

Answer the following questions after reading:

1a. What is one opinion many readers will have about Oki?

ⓐ He is mean
ⓑ He is creative
ⓒ He is lazy
ⓓ He does not like people

1b. What evidence from the passage best supports your answer to 1a?

ⓐ "because he just had his paper airplane"
ⓑ "He loved folding paper."
ⓒ "Oki walked over to the plane he just threw"
ⓓ "Oki hesitated."

2a. What is one opinion many readers will have about the mood in the story?

ⓐ The mood is friendly
ⓑ The mood is mysterious
ⓒ The mood is serious
ⓓ The mood is scary

2b. What evidence from the passage best supports your answer to 2a?

ⓐ "Milo continued to watch Oki"
ⓑ "Could you show me how to fold the paper like you?"
ⓒ Oki hesitated.
ⓓ "Yea, that would be cool."

3. What opinion did Milo have about Oki flying airplanes?

ⓐ He thought it was cool
ⓑ He didn't understand why Oki did it
ⓒ He thought it was something silly
ⓓ He wanted to learn

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

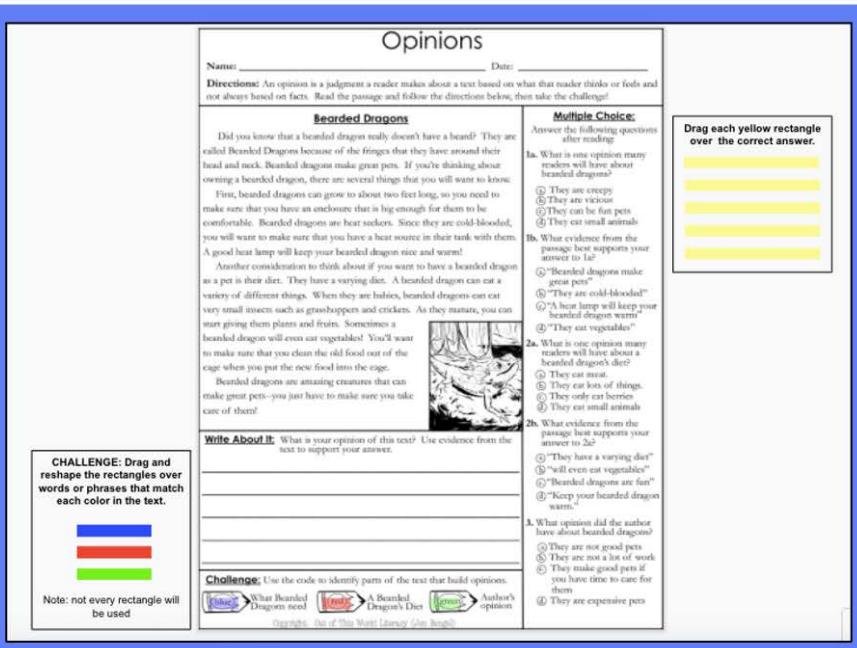
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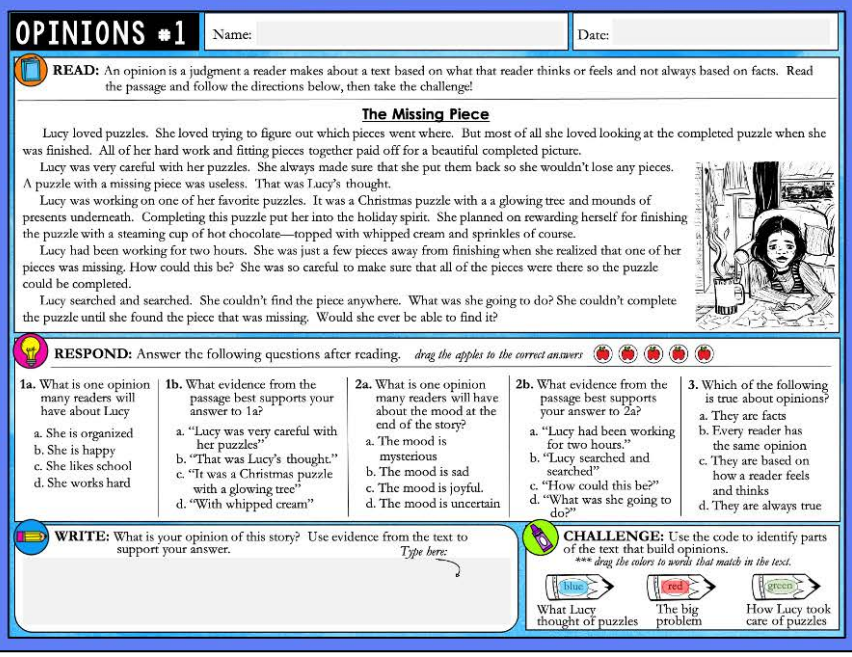
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

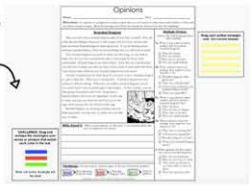
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Missing Piece (Level O)	**A Friendly Flight** (Level M)
Beared Dragons (Level O)	**Hurricanes** (Level W)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



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ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
The Missing Piece	220	Fiction	Opinions	650L	O	3.7
A Friendly Flight	244	Fiction	Opinions	540L	M	3.0
Bearded Dragons	233	Fiction	Opinions	630L	O	3.5
Hurricanes	207	Fiction	Opinions	900L	W	6

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Hurricanes	207	Fiction	Opinions	900L	W	6

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: The Missing Piece	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9eii Recognize characteristics of persuasive text, including distinguishing facts from opinion.
Passage 2: A Friendly Flight	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9eii Recognize characteristics of persuasive text, including distinguishing facts from opinion.
Passage 3: Bearded Dragons	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9eii Recognize characteristics of persuasive text, including distinguishing facts from opinion.
Passage 4: Hurricanes	CCCCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9eii Recognize characteristics of persuasive text, including distinguishing facts from opinion.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: The Missing Piece	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.9eii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.
Passage 2: A Friendly Flight	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.9eii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.
Passage 3: Bearded Dragons	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.9eii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.
Passage 4: Hurricanes	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.9eii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: The Missing Piece	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.
Passage 2: A Friendly Flight	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.
Passage 3: Bearded Dragons	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.
Passage 4: Hurricanes	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: The Missing Piece	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.
Passage 2: A Friendly Flight	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.
Passage 3: Bearded Dragons	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.
Passage 4: Hurricanes	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.9eii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: The Missing Piece	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.8eii Recognize characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.
Passage 2: A Friendly Flight	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.8eii Recognize characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.
Passage 3: Bearded Dragons	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.8eii Recognize characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.
Passage 4: Hurricanes	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.8eii Recognize characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.

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OPINIONS #1

Name:

Date:

READ: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

The Missing Piece

Lucy loved puzzles. She loved trying to figure out which pieces went where. But most of all she loved looking at the completed puzzle when she was finished. All of her hard work and fitting pieces together paid off for a beautiful completed picture.

Lucy was very careful with her puzzles. She always made sure that she put them back so she wouldn't lose any pieces. A puzzle with a missing piece was useless. That was right.

Lucy was working on one of her favorite puzzles. It was a Christmas puzzle with a a glowing tree and mounds of presents underneath. Completing this puzzle put her in the holiday spirit. She planned on rewarding herself for finishing the puzzle with a steaming cup of hot chocolate—topped with whipped cream and sprinkles of course.

Lucy had been working for two hours. She was just a few pieces away from finishing when she realized that one of her pieces was missing. How could this be? She was so careful to make sure that all of the pieces were there so the puzzle could be completed.

Lucy searched and searched. She couldn't find the piece anywhere. What was she going to do? She couldn't complete the puzzle until she found the piece that was missing. Would she ever be able to find it?



RESPOND: Answer the following questions about the passage.

1a. What is one opinion many readers will have about Lucy

a. She is organized
b. She is happy
c. She likes school
d. She works hard

1b. What evidence from the passage best supports your answer to 1a?

a. "Lucy was very careful with her puzzles"
b. "That was Lucy's thought."
c. "It was a Christmas puzzle with a glowing tree"
d. "With whipped cream"

2a. What is one opinion many readers will have about the mood at the end of the story?

a. The mood is mysterious
b. The mood is sad
c. The mood is joyful.
d. The mood is uncertain

2b. What evidence from the passage best supports your answer to 2a?

a. "Lucy had been working for two hours."
b. "Lucy searched and searched"
c. "How could this be?"
d. "What was she going to do?"

3. Which of the following is true about opinions?

a. They are facts
b. Every reader has the same opinion
c. They are based on how a reader feels and thinks
d. They are always true

WRITE: What is your opinion of this story? Use evidence from the text to support your answer.

CHALLENGE: Use the code to identify parts of the text that build opinions.

blue	red	green
What Lucy thought of puzzles	The big problem	How Lucy took care of puzzles

sample

Opinions

Name: Answer Key Date: _____

Directions: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

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Lucy searched and searched. She couldn't find the piece anywhere. What was she going to do? She couldn't complete the puzzle until she found the piece that was missing. Would she ever be able to find it?

Write About It: What is your opinion of this story? Use evidence from the text to support your answer.

Answers should include.

1. Reader's opinion of the text.
2. Evidence from the text to support the answer.

Challenge: Use the code to identify parts of the text that build opinions.

- blue: What Lucy thought of puzzles
- red: The big problem
- green: How Lucy took care of puzzles

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Multiple Choice:

Answer the following questions after reading:

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- (d) She works hard

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- (c) "How could this be?"
- (d) "What was she going to do?"

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- (a) They are facts
- (b) Every reader has the same opinion
- (c) They are based on how a reader feels and thinks
- (d) They are always true

Opinions

Name: Answer Key Date: _____

Directions: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

A Friendly Flight

If there was a paper airplane to be made, Oki could do it. Oki lived for making paper airplanes. He loved folding the paper in different ways to make the plane fly the fastest. Oki didn't have many friends, but he felt he didn't need that many because he had his paper airplanes.

Every day at snack, Oki took his paper airplanes outside to fly them. This didn't cause much attention at first, but slowly the other kids started realizing what Oki was doing.

"How do you make those? I've never been able to make them fly good." Oki looked over his shoulder. He saw Milo standing by the tree. Milo also loved to make paper airplanes, but he knew he was not as good as Oki.

Oki stopped. "I don't know. I just make them until I get them to fly the way I want." Oki walked over to the plane he just threw, picked it up, adjusted the tail, and released it back into the air. Milo watched as it flew further than it did the last time.



Milo kept watching Oki. The next day at snack, Milo grabbed some paper and followed Oki towards the tree.

"Oki, can you show me how to fold the paper? I was thinking that maybe you and I could have a paper airplane competition. What do you think?"

Oki hesitated. He looked at Milo awkwardly.

"Yea, that would be cool," he said with a smile.

Write About It: What is your opinion of this story? Use evidence from the text to support your answer.

Answer Should include:

1. Reader's opinion of the text.

2. Evidence from the text to support the opinion.

Challenge: Use the code to identify parts of the text that build opinions.

- blue: What Oki did during snack
- red: What Milo wanted from Oki
- green: What Oki said at the end

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Multiple Choice:

Answer the following questions after reading:

1a. What is one opinion many readers will have about Oki?

(a) He is mean
(b) He is creative
(c) He is lazy
(d) He does not like people

1b. What evidence from the passage best supports your answer to 1a?

(a) "because he just had his paper airplane"
(b) "He loved folding paper."
(c) "Oki walked over to the plane he just threw"
(d) "Oki hesitated."

2a. What is one opinion many readers will have about the mood in the story?

(a) The mood is friendly
(b) The mood is mysterious
(c) The mood is serious
(d) The mood is scary

2b. What evidence from the passage best supports your answer to 2a?

(a) "Milo continued to watch Oki"
(b) "could you show me how to fold the paper like you?"
(c) Oki hesitated.
(d) "Yea, that would be cool."

3. What opinion did Milo have about Oki flying airplanes?

(a) He thought it was cool
(b) He didn't understand why Oki did it
(c) He thought it was something silly
(d) He wanted to learn

Opinions

Name: Answer Key Date: _____

Directions: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

Bearded Dragons

Did you know that a bearded dragon really doesn't have a beard? They are called Bearded Dragons because of the fringes that they have around their head and neck. Bearded dragons make great pets. If you're thinking about owning a bearded dragon, there are several things that you will want to know.

First, bearded dragons can grow to about two feet long, so you need to make sure that you have an enclosure that is big enough for them to be comfortable. Bearded dragons are heat seekers. Since they are cold-blooded, you will want to make sure that you have a heat source in their tank with them. A good heat lamp will keep your bearded dragon nice and warm!

Another consideration to think about if you want to have a bearded dragon as a pet is their diet. They have a varying diet. A bearded dragon can eat a variety of different things. When they are babies, bearded dragons can eat very small insects such as grasshoppers and crickets. As they mature, you can start giving them plants and fruits. Sometimes a bearded dragon will even eat vegetables! You'll want to make sure that you clean the old food out of the cage when you put the new food into the cage.



Bearded dragons are amazing creatures that can make great pets - you just have to make sure you take care of them!

Write About It: What is your opinion of this text? Use evidence from the text to support your answer.

Answer should include:

1. Reader's opinion of the text.
2. Evidence from the text to support the opinion.

Challenge: Use the code to identify parts of the text that build opinions.

blue — What Bearded Dragons need

red — A Bearded Dragon's Diet

green — Author's opinion

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Multiple Choice:

Answer the following questions after reading:

1a. What is one opinion many readers will have about bearded dragons?

(a) They are creepy
(b) They are vicious
(c) They can be fun pets
(d) They eat small animals

1b. What evidence from the passage best supports your answer to 1a?

(a) "Bearded dragons make great pets"
(b) "They are cold-blooded"
(c) "A heat lamp will keep your bearded dragon warm"
(d) "They eat vegetables"

2a. What is one opinion many readers will have about a bearded dragon's diet?

(a) They eat meat.
(b) They eat lots of things.
(c) They only eat berries
(d) They eat small animals

2b. What evidence from the passage best supports your answer to 2a?

(a) "They have a varying diet"
(b) "will even eat vegetables"
(c) "Bearded dragons are fun"
(d) "Keep your bearded dragon warm."

3. What opinion did the author have about bearded dragons?

(a) They are not good pets
(b) They are not a lot of work
(c) They make good pets if you have time to care for them
(d) They are expensive pets

Opinions

Name: Answer Key Date: _____

Directions: An opinion is a judgment a reader makes about a text based on what that reader thinks or feels and not always based on facts. Read the passage and follow the directions below, then take the challenge!

Hurricanes

If you don't live in a hurricane area, you may wonder what a hurricane is exactly. If you have ever been in a thunderstorm, you can probably imagine what it's like being in a hurricane. A hurricane is very similar to a thunderstorm, but there are differences.

One difference between a hurricane and a thunderstorm is the wind speed. In order for a storm to be called a hurricane, winds must reach a certain speed. A storm will become a hurricane when winds reach speeds of 74 mph or higher. High winds can cause damage to homes, buildings, and the environment!

Another difference between a storm and a hurricane is that a hurricane can sit over a particular place for a while. Thunderstorms tend to move through an area quickly. Since, they are often slow moving, hurricanes can dump inches and inches of rain in a particular area. When a hurricane moves slowly, flooding can become a concern. As with thunderstorms, flooding can cause major damage to homes, businesses and ecosystems when water rushes in quickly.



Thunderstorms and hurricanes are very similar, but also very different. Hurricanes are more dangerous. People have to prepare in advance for a hurricane to protect land, animals, and keep themselves safe.

Write About It: What is your opinion of this text? Use evidence from the text to support your answer.

Answer should include:

1. Reader's opinion of the text.
2. Evidence from the text to support the opinion.

Challenge: Use the code to identify parts of the text that build opinions.

- blue — Author's Opinion
- red — Facts about hurricanes
- green — Facts about thunderstorms

Multiple Choice:

Answer the following questions after reading:

1a. What is one opinion many readers will have about hurricanes?

- (a) Hurricanes cause damage
- (b) Thunderstorms are scary
- (c) Hurricanes are fun
- (d) School is closed

1b. What evidence from the passage best supports your answer to 1a?

- (a) "A hurricane is very similar to a thunderstorm"
- (b) "reach speeds of 74 mph"
- (c) "Thunderstorms tend to move…quickly"."
- (d) "you may wonder what a hurricane is exactly."

2a. What is one opinion many readers will have about hurricanes and floods"

- (a) Floods rarely happen
- (b) Floods are fast moving
- (c) Floods happen all the time
- (d) Not a lot of rain is needed for a flood to happen

2b. What evidence from the passage best supports your answer to 2a?

- (a) "A hurricane moves slowly"
- (b) "Waters rush in quickly"
- (c) "No advance planning"
- (d) "called a hurricane"

3. What opinion did the author have about hurricanes?

- (a) They are not dangerous
- (b) They move quickly
- (c) People should be prepared for a hurricane
- (d) They are the same as a thunderstorm

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