Comprehension Passages

Out of this World LITERACY

LEXILE

Text IMPORTance

2 DIGITAL FORMATS!

TEXT IMPORTANCE #2 Name: Date:

READ: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Row, Row, Row the Boat

"They are going to wonder what happened to us," Steve said.

"My mom will send out a search party before the sun sets if we don't have a way back to shore," I said.

Steve and I went fishing on our favorite lake. It was filled with bass and blue gill. We dropped in a line, and within a few minutes we would have a bite. Today was no different. Our bucket was filled to the brim with fish. We had the best time casting our fishing lines and reeling them back in with fish.

When the late afternoon arrived, Steve tried to start up the engine on the small boat we borrowed from my dad. The engine wouldn't start. Steve likes to tear apart toys with motors, so he gave the boat a few minor changes to get it to start. I think he made it worse.



"I can't fix this," Steve announced.

"Let's see if we can find an oar or something in order to take us back to the shore," I suggested.

"Good idea!" Steve said to me as he started opening cubbies under our seats.

"Found something!" I shouted to my friend.

I tossed a wooden oar to my friend that looked like it was as old as my grandpa. The oars may have been old, but they worked.

"Row, Row, Row the boat…" I began singing. Steve and I always make the best out of a situation. He laughed and joined in as we paddled back to the dock.

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

1a. Which part of the text is most important?
a. The characters' feelings
b. The main idea
c. When the story takes place.
d. The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?
a. "The engine wouldn't start."
b. "Our bucket was filled to the brim with fish."
c. "Steve said to me as he started opening cubbies."
d. "He laughed and joined in."

2a. Which part of the text is the least important?
a. Where the story takes place
b. Details telling what is in the bucket
c. The conflict in the story
d. The solution to the problem

2b. What evidence from the text best supports the answer you chose in 2a?
a. "They are going to wonder what happened to us."
b. "He laughed and joined in as we paddled to the dock."
c. "Our bucket was filled to the brim with fish."
d. "Found something!"

3. Which of the following would best describe the main idea of the text?
a. Two friends are fishing.
b. Two friends are laughing.
c. Two friends are scared.
d. Two friends are stranded.

WRITE: What is the most important part of the text? Use evidence from the text to help explain your answer. *Type here:*

CHALLENGE: Use the codes to identify the most important parts of the text.
**** drag the colors to words that match in the text.*

blue — Most important part in paragraph 1
red — Most important part in paragraph 2
green — Most important part in paragraph 3

Text Importance

Name: _____ **Date:** _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge

Rodents

What are rodents? Mice and rats may be the first types of rodents that come to mind. Rodents are one of the largest groups of mammals. They are identified by their teeth that are used to gnaw, or chew. Rodents are sometimes thought of as dirty, but some rodents make the best pets.

Hamsters, chinchillas, gerbils and guinea pigs are most-loved some of the easiest pets for children to care for. These rodents are not completely nocturnal. This means they remain active during the day for some periods of time. Rodents like hamsters, gerbils, or rats are calm animals. This means they can be a great pet for children who want to learn how to care for an animal.

Rodents need a large area to exercise just like any other pet. They also like to chew, so the owner needs to give the rodent plenty of toys to play with and

Multiple Choice:
Answer the following questions after reading.

1a. Which part of the text is most important?
- The main idea
- The author's purpose
- The point of view
- The type of conflict

1b. What evidence from the text best supports the answer you chose in 1a?
- "They are identified by their teeth."
- "Some rodents make the best pets."
- "Rodents need a large area to exercise."
- "They have short lives."

2a. Which part of the text is the least important?
- The key details
- Types of rodents
- Attention grabber
- Facts about rodents

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 text importance.
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 text importance.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on text importance
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!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Perfect Gift
(Level M)

Row, Row, Row the Boat
(Level M)

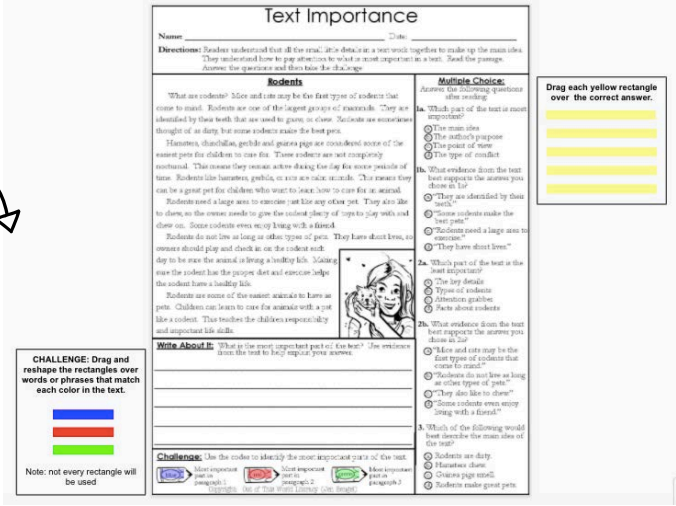
Teddy Bear
(Level P)

Rodents
(Level V)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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Click each link to assign work to students each day!

Perfect Gift
(Level M)

Row, Row, Row the Boat
(Level M)

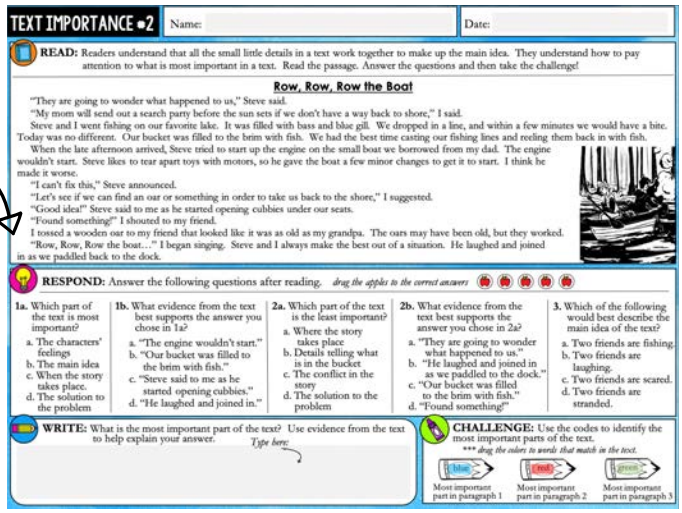
Teddy Bear
(Level P)

Rodents
(Level V)

ANSWER KEYS

DIGITAL VERSION #2

VERTICAL PAGES



TEXT IMPORTANCE •2

Name:

Date:

READ: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Row, Row, Row the Boat

"They are going to wonder what happened to us," Steve said.
"My mom will send out a search party before the sun sets if we don't have a way back to shore," I said.
Steve and I went fishing on our favorite lake. It was filled with bass and blue gill. We dropped in a line, and within a few minutes we would have a bite. Today was no different. Our bucket was filled to the brim with fish. We had the best time casting our fishing lines and reeling them back in with fish.
When the late afternoon arrived, Steve tried to start up the engine on the small boat we borrowed from my dad. The engine wouldn't start. Steve likes to tear apart toys with motors, so he gave the boat a few minor changes to get it to start. I think he made it worse.
"I can't fix this," Steve announced.
"Let's see if we can find an oar or something in order to take us back to the shore," I suggested.
"Good idea!" Steve said to me as he started opening cubbies under our seats.
"Found something!" I shouted to my friend.
I tossed a wooden oar to my friend that looked like it was as old as my grandpa. The oars may have been old, but they worked.
"Row, Row, Row the boat…" I began singing. Steve and I always make the best out of a situation. He laughed and joined in as we paddled back to the dock.

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

1a. Which part of the text is most important?
a. The characters' feelings
b. The main idea
c. When the story takes place.
d. The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?
a. "The engine wouldn't start."
b. "Our bucket was filled to the brim with fish."
c. "Steve said to me as he started opening cubbies."
d. "He laughed and joined in."

2a. Which part of the text is the least important?
a. Where the story takes place
b. Details telling what is in the bucket
c. The conflict in the story
d. The solution to the problem

2b. What evidence from the text best supports the answer you chose in 2a?
a. "They are going to wonder what happened to us."
b. "He laughed and joined in as we paddled to the dock."
c. "Our bucket was filled to the brim with fish."
d. "Found something!"

3. Which of the following would best describe the main idea of the text?
a. Two friends are fishing.
b. Two friends are laughing.
c. Two friends are scared.
d. Two friends are stranded.

WRITE: What is the most important part of the text? Use evidence from the text to help explain your answer. *Type here:*

CHALLENGE: Use the codes to identify the most important parts of the text.
**** drag the colors to words that match in the text.*

Most important part in paragraph 1 | Most important part in paragraph 2 | Most important part in paragraph 3

Text Importance

Name: _____ Date: _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Perfect Gift

This year Marco loved school more than any other year. Mrs. Robbins was the nicest teacher he had ever had. She listened to his stories. She paid attention to him when he asked questions, and she called on him when he raised his hand. Most of all, she made learning fun. He wanted to show her how much he cared by giving her a gift on Teacher Appreciation Day.

Marco spent the weekend brainstorming a gift idea for Mrs. Robbins. She worked so hard on making everyone feel loved each day. He wanted to give her a gift that would do the same for her. Suddenly, an idea hit Marco. With the help of his classmates, he would give Mrs. Robbins the perfect gift.

On Monday morning, Marco stopped each of his classmates on the playground before they entered the school. The classmates loved the idea and did their part. Marco and his friends had a beautiful gift for their teacher. They each wrote kind words to describe their teacher and placed them in a glass jar with a bow. Marco was excited to give her the gift. She would be surprised by the perfect gift for the perfect teacher.



Teacher Appreciation Day finally arrived. Marco's class was anxious as they placed the jar on her desk. When Mrs. Robbins saw the jar, her face beamed with joy. Her heart filled with happiness, and she hugged each student and thanked them for the perfect gift.

Write About It: What is the most important part of the text? Use evidence from the text to help explain your answer.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify the most important parts of the text.

- blue — Most important part in paragraph 1
- red — Most important part in paragraph 2
- green — Most important part in paragraph 3

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Multiple Choice:

Answer the following questions after reading:

1a. Which part of the text is most important?

(a.) The setting
(b.) The conflict
(c.) The main idea
(d.) The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?

(a.) "She listened to his stories."
(b.) "Marco spent the weekend brainstorming…"
(c.) "This year Marco loved school more than any other year."
(d.) "He wanted to give her a gift that would do the same to her."

2a. Which part of the text is the [illegible] important?

(a.) The main idea
(b.) The key details
(c.) The minor details
(d.) The solution to the problem

2b. What evidence from the text best supports the answer you chose in 2a?

(a.) "Marco was [illegible] to give [illegible] gift."
(b.) "He would give Mrs. Robbins the perfect gift."
(c.) "She would be surprised..."
(d.) "He wanted to show her how much he cared."

3. Which of the following would best describe the main idea of the text?

(a.) Marco has friend[illegible]
(b.) [illegible] shows appreciation.
(c.) The teacher is surprised.
(d.) Marco has a great idea.

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

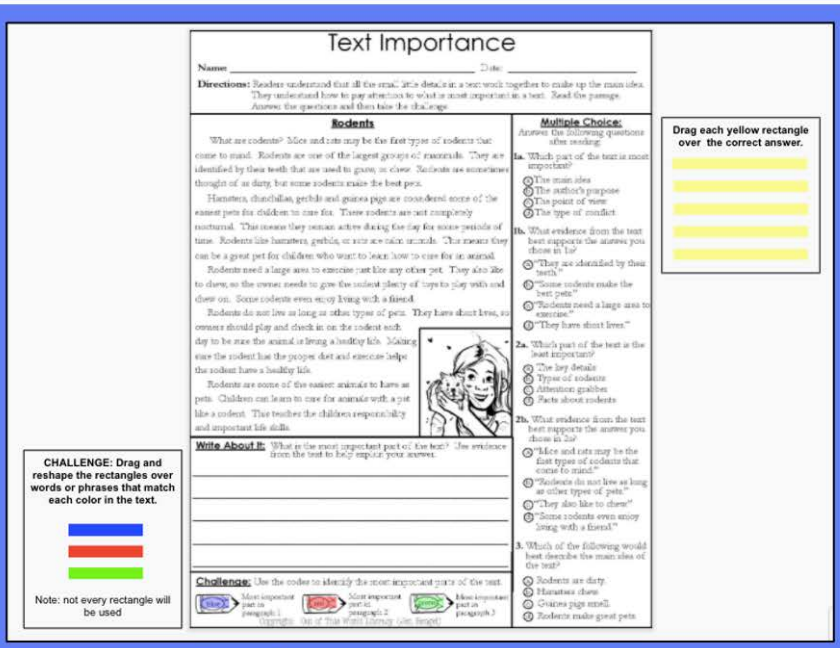
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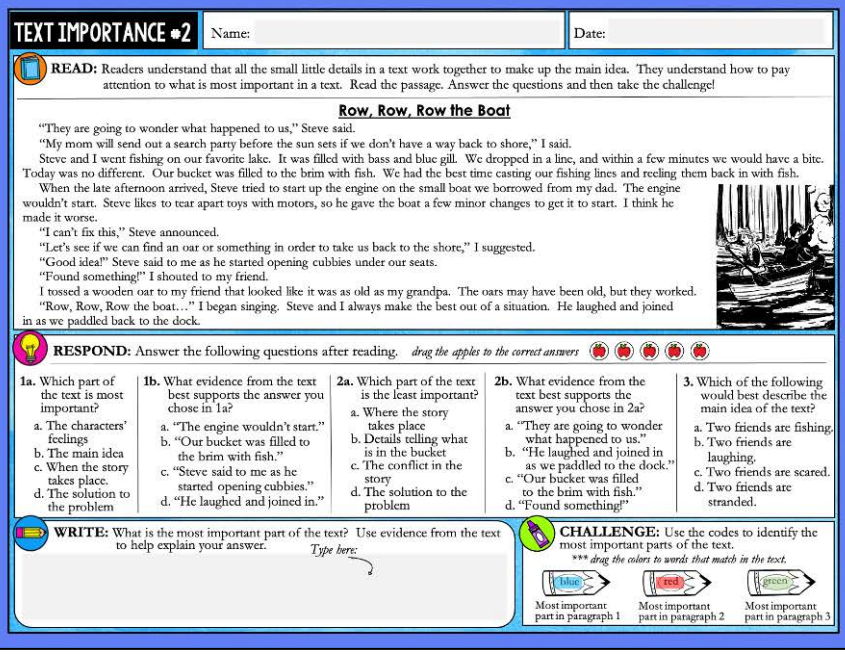
WRITTEN RESPONSE

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!

Perfect Gift (Level M)

Row, Row, Row the Boat (Level M)

Teddy Bear (Level P)

Rodents (Level V)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Perfect Gift (Level M)

Row, Row, Row the Boat (Level M)

Teddy Bear (Level P)

Rodents (Level V)

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
Perfect Gift	245	Fiction	Text Importance	580L	M	3.2
Row, Row, Row the Boat	254	Fiction	Text Importance	580L	M	3.2
Teddy Bear	221	NF	Text Importance	680L	P	3.9
Rodents	248	NF	Text Importance	860L	V	5.7

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Rodents	248	NF	Text Importance	860L	V	5.7

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Perfect Gift	CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.6g Evaluate details read to determine key ideas.
Passage 2: Row, Row, Row the Boat	CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.6g Evaluate details read to determine key ideas.
Passage 3: Teddy Bear	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.6g Evaluate details read to determine key ideas.
Passage 4: Rodents	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.6g Evaluate details read to determine key ideas.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Perfect Gift	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6g Evaluate details read to determine key ideas.
Passage 2: Row, Row, Row the Boat	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6g Evaluate details read to determine key ideas.
Passage 3: Teddy Bear	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6g Evaluate details read to determine key ideas.
Passage 4: Rodents	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6g Evaluate details read to determine key ideas.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Perfect Gift	CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6g Evaluate details read to determine key ideas.
Passage 2: Row, Row, Row the Boat	CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6g Evaluate details read to determine key ideas.
Passage 3: Teddy Bear	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6g Evaluate details read to determine key ideas.
Passage 4: Rodents	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6g Evaluate details read to determine key ideas.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Perfect Gift	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.6g Evaluate details read to determine key ideas.
Passage 2: Row, Row, Row, the Boat	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.6g Evaluate details read to determine key ideas.
Passage 3: Teddy Bear	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.6g Evaluate details read to determine key ideas.
Passage 4: Rodents	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.6g Evaluate details read to determine key ideas.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Perfect Gift	CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5g Evaluate details read to determine key ideas.
Passage 2: Row, Row, Row the Boat	CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5g Evaluate details read to determine key ideas.
Passage 3: Teddy Bear	CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.5g Evaluate details read to determine key ideas.
Passage 4: Rodents	CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.5g Evaluate details read to determine key ideas.

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TEXT IMPORTANCE #1

Name:

Date:

READ: Readers understand that all the small little details in a te[illegible]work together to make up the main idea. They understand how to pay attention to what is most important in a[illegible]t. [illegible]d the [illegible]sage. Answer the questions and then take the challenge!

[illegible]ct Gift

This year Marco loved school more than any other [illegible]. Mrs. Robbins was the nicest teacher he had ever had. She listened to his stories. She paid attention to him when he asked questions, and she called on him w[illegible]n he raised his hand. Most of all, she made learning fun. He wanted to show her how much he cared by giving her a gift on Teacher Appreciati[illegible] Day.

Marco spent the weekend brainstorming a gift idea fo[illegible]. He worked so hard on making everyone feel loved each day. He wanted to give her a gift that would do the same for her. Suddenly, an idea hit Marco. With the help of his classmates, he would give Mrs. Robbins the perfect gift.

On Monday morning, Marco stopped each of his class[illegible] the playground before they entered the school. The classmates loved the idea and did their part. Marco and h[illegible]iend[illegible]ad a beautiful gift for their teacher. They each wrote kind words to describe their teacher and placed them in a [illegible]y. Marco was excited to give her the gift. She would be surprised by the perfect gift for the perfect teach[illegible].

Teacher Appreciation Day finally arrived. Marco's class was anxious [illegible]ey placed the jar on her desk. When Mrs. Robbins saw the jar, her face beamed with joy. Her heart fille[illegible]ppiness, and she hugged each student and thanked them for the perfect gift.



RESPOND: Answer the following questions after reading

1a. Which part of the text is most important?

a. The setting
b. The conflict
c. The main idea
d. The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?

a. "She listened to his stories."
b. "Marco spent the weekend brainstorming…"
c. "This year Marco loved school more than any other year."
d. "He wanted to give her a gift that would do the same to her."

2a. [illegible]ch part of the [illegible]ast important?

a. The [illegible]ea
b. [illegible] details
[illegible]e [illegible]or
[illegible]
d. [illegible]n to the probl[illegible]

2b. What evidence from the text best supports the answer you chose in 2a?

a. "Marco was excited to give her the gift."
b. "He would give Mrs. Robbins the perfect gift."
c. "She would be surprised..."
d. "He wanted to show her how much he cared."

3. Which of the following would best describe the main idea of the text?

a. Marco has friends.
b. Marco shows appreciation.
c. The teacher is surprised.
d. Marco has a great idea.

WRITE: What is the most important part of the text? Us[illegible] evide[illegible] the text to help explain your answer.

CHALLENGE: Use the codes to identify the most important parts of the text.

blue — Most important part in paragraph 1

red — Most important part in paragraph 2

green — Most important part in paragraph 3

SAMPLE

Text Importance

Name: Answer Key Date: _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Perfect Gift

This year Marco loved school more than any other year. Mrs. Robbins was the nicest teacher he had ever had. She listened to his stories. She paid attention to him when he asked questions, and she called on him when he raised his hand. Most of all, she made learning fun. He wanted to show her how much he cared by giving her a gift on Teacher Appreciation Day.

Marco spent the weekend brainstorming a gift idea for Mrs. Robbins. She worked so hard on making everyone feel loved each day. He wanted to give her a gift that would do the same for her. Suddenly, an idea hit Marco. With the help of his classmates, he would give Mrs. Robbins the perfect gift.

On Monday morning, Marco stopped each of his classmates on the playground before they entered the school. The classmates loved the idea and did their part. Marco and his friends had a beautiful gift for their teacher. They each wrote kind words to describe their teacher and placed them in a glass jar with a bow. Marco was excited to give her the gift. She would be surprised by the perfect gift for the perfect teacher.



Teacher Appreciation Day finally arrived. Marco's class was anxious as they placed the jar on her desk. When Mrs. Robbins saw the jar, her face beamed with joy. Her heart filled with happiness, and she hugged each student and thanked them for the perfect gift.

Write About It: What is the most important part of the text? Use evidence from the text to help explain your answer.

The most important part is when the class gives Mrs. Robbins the jar. I know this because it says, "her face beamed with joy."

Challenge: Use the codes to identify the most important parts of the text.

- blue: Most important part in paragraph 1
- red: Most important part in paragraph 2
- green: Most important part in paragraph 3

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Multiple Choice:

Answer the following questions after reading:

1a. Which part of the text is most important?

(a) The setting
(b) The conflict
(c) The main idea
(d) The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "She listened to his stories."
(b) "Marco spent the weekend brainstorming..."
(c) "This year Marco loved school more than any other year."
(d) "He wanted to give her a gift that would do the same to her."

2a. Which part of the text is the least important?

(a) The main idea
(b) The key details
(c) The minor details
(d) The solution to the problem

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "Marco was excited to give her the gift."
(b) "He would give Mrs. Robbins the perfect gift."
(c) "She would be surprised..."
(d) "He wanted to show her how much he cared."

3. Which of the following would best describe the main idea of the text?

(a) Marco has friends.
(b) Marco shows appreciation.
(c) The teacher is surprised.
(d) Marco has a great idea.

Text Importance

Name: Answer Key Date: _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Row, Row, Row the Boat

"They are going to wonder what happened to us," Steve said.

"My mom will send out a search party before the sun sets if we don't have a way back to shore," I said.

Steve and I went fishing on our favorite lake. It was filled with bass and blue gill. We dropped in a line, and within a few minutes we would have a bite. Today was no different. Our bucket was filled to the brim with fish. We had the best time casting our fishing lines and reeling them back in with fish.

When the late afternoon arrived, Steve tried to start up the engine on the small boat we borrowed from my dad. The engine wouldn't start. Steve likes to tear apart toys with motors, so he gave the boat a few minor changes to get it to start. I think he made it worse.

"I can't fix this," Steve announced.

"Let's see if we can find an oar or something in order to take us back to the shore," I suggested.

"Good idea!" Steve said to me as he started opening cubbies under our seats.

"Found something!" I shouted to my friend.

I tossed a wooden oar to my friend that looked like it was as old as my grandpa. The oars may have been old, but they worked.

"Row, Row, Row the boat…" I began singing. Steve and I always make the best out of a situation. He laughed and joined in as we paddled back to the dock.



Write About It: What is the most important part of the text? Use evidence from the text to help explain your answer.

The most important part of the text is when they found the oar. In the text it said, "He laughed and joined in as we paddled back to the dock." The oar helped get them home.

Challenge: Use the codes to identify the most important parts of the text.

- blue: Most important part in paragraph 1
- red: Most important part in paragraph 2
- green: Most important part in paragraph 3

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Multiple Choice:

Answer the following questions after reading:

1a. Which part of the text is most important?

(a) The characters' feelings
(b) The main idea
(c) When the story takes place.
(d) The solution to the problem

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "The engine wouldn't start."
(b) "Our bucket was filled to the brim with fish."
(c) "Steve said to me as he started opening cubbies."
(d) "He laughed and joined in."

2a. Which part of the text is the least important?

(a) Where the story takes place
(b) Details telling what is in the bucket
(c) The conflict in the story
(d) The solution to the problem

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "They are going to wonder what happened to us."
(b) "He laughed and joined in as we paddled to the dock."
(c) "Our bucket was filled to the brim with fish."
(d) "Found something!"

3. Which of the following would best describe the main idea of the text?

(a) Two friends are fishing.
(b) Two friends are laughing.
(c) Two friends are scared.
(d) Two friends are stranded.

Text Importance

Name: Answer Key Date: _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Teddy Bear

Most children have a favorite stuffed animal. The stuffed animal usually is a teddy bear. Did you know that this popular children's toy was named teddy bear because of a hunting trip?

Theodore Roosevelt was our nation's 26th president. During his term as president, he went on a hunting trip with some friends. His friends teased him because he would not harm a bear they had trapped. Theodore Roosevelt was a kind and gentle person. He did not have concerns with hunting, but he did not want to hurt an animal that was captured. He was disappointed by the way the other hunters were acting.

After the hunting trip, the story about the president spread. Newspapers created cartoons that looked like the bear the president would not kill. A toy maker in New York heard of the story and began making stuffed bears to resemble the animal that the president left unharmed. He asked the president if he could use his name and call the stuffed bear "Teddy Bear." Theodore Roosevelt agreed. He even used the teddy bear as his mascot when he ran for president again.



Teddy bears have gained popularity since this famous hunting story. They are given as gifts to children and adults. The soft fur of the stuffed animal shows the bear in gentle and cuddly way.

Write About It: What is the most important part of the text? Use evidence from the text to help explain your answer.

The most important part of the text is when the toy maker asked President Roosevelt if he could name the stuffed bear after him. The text said, "Theodore Roosevelt agreed." This gave the bear the name Teddy Bear.

Challenge: Use the codes to identify the most important parts of the text.

- blue: Most important part in paragraph 1
- red: Most important part in paragraph 2
- green: Most important part in paragraph 3

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Multiple Choice:

Answer the following questions after reading:

1a. Which part of the text is most important?

- (a) The main idea
- (b) The setting of the story
- (c) The purpose of the text
- (d) The point of view

1b. What evidence from the text best supports the answer you chose in 1a?

- (a) "The stuffed animal is usually a teddy bear."
- (b) "Roosevelt was a kind and gentle person."
- (c) "...he did not want to hurt an animal..."
- (d) "His friends teased him..."

2a. Which part of the text is the least important?

- (a) The solution to the conflict
- (b) The minor details
- (c) The setting of the story
- (d) The introductory hook

2b. What evidence from the text best supports the answer you chose in 2a?

- (a) "Did you know this popular children's toy...?"
- (b) "A toy maker in New York..."
- (c) "He even used the teddy bar as his mascot..."
- (d) "Most children have a favorite stuffed animal."

3. Which of the following would best describe the main idea of the text?

- (a) Bears are fierce.
- (b) Teddy bears are named after a president.
- (c) A toy maker sews bears.
- (d) Newspapers made cartoons.

Text Importance

Name: Answer Key Date: _____

Directions: Readers understand that all the small little details in a text work together to make up the main idea. They understand how to pay attention to what is most important in a text. Read the passage. Answer the questions and then take the challenge!

Rodents

What are rodents? Mice and rats may be the first types of rodents that come to mind. Rodents are one of the largest groups of mammals. They are identified by their teeth that are used to gnaw, or chew. Rodents are sometimes thought of as dirty, but some rodents make the best pets.

Hamsters, chinchillas, gerbils and guinea pigs are considered some of the easiest pets for children to care for. These rodents are not completely nocturnal. This means they remain active during the day for some periods of time. Rodents like hamsters, gerbils, or rats are calm animals. This means they can be a great pet for children who want to learn how to care for an animal.

Rodents need a large area to exercise just like any other pet. They also like to chew, so the owner needs to give the rodent plenty of toys to play with and chew on. Some rodents even enjoy living with a friend.

Rodents do not live as long as other types of pets. They have short lives, so owners should play and check in on the rodent each day to be sure the animal is living a healthy life. Making sure the rodent has the proper diet and exercise helps the rodent have a healthy life.



Rodents are some of the easiest animals to have as pets. Children can learn to care for animals with a pet like a rodent. This teaches the children responsibility and important life skills.

Write About It: What is the most important part of the text? Use evidence from the text to help explain your answer.

The most important part of the text is when the author says, "rodents are some of the easiest animals to have as pets." The rest of the text explains how rodents can be pets.

Challenge: Use the codes to identify the most important parts of the text.

- blue: Most important part in paragraph 1
- red: Most important part in paragraph 2
- green: Most important part in paragraph 3

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Multiple Choice:

Answer the following questions after reading:

1a. Which part of the text is most important?

- (a) The main idea
- (b) The author's purpose
- (c) The point of view
- (d) The type of conflict

1b. What evidence from the text best supports the answer you chose in 1a?

- (a) "They are identified by their teeth."
- (b) "Some rodents make the best pets."
- (c) "Rodents need a large area to exercise."
- (d) "They have short lives."

2a. Which part of the text is the least important?

- (a) The key details
- (b) Types of rodents
- (c) Attention grabber
- (d) Facts about rodents

2b. What evidence from the text best supports the answer you chose in 2a?

- (a) "Mice and rats may be the first types of rodents that come to mind."
- (b) "Rodents do not live as long as other types of pets."
- (c) "They also like to chew."
- (d) "Some rodents even enjoy living with a friend."

3. Which of the following would best describe the main idea of the text?

- (a) Rodents are dirty.
- (b) Hamsters chew.
- (c) Guinea pigs smell.
- (d) Rodents make great pets.