

SEL BASED

3rd/4th GRADE

READING PASSAGES

PRINTABLE FULL & HALF PAGES • DIGITAL SLIDES

QUESTIONS FOR EACH PASSAGE

ZERO PREP

12 READING SKILL & SEL THEMED QUESTIONS

MAKING INFERENCES

SEL

New Outfit

Klaira was nervous about wearing her new outfit to school the next day. She bought a purple and green sweatshirt with zebra striped jeans and red boots. She thought it was perfect, but she started to worry that some of the kids might make fun of her for it. Instead of being excited, she was starting to feel worried.

When Klaira came downstairs for breakfast, she wasn't wearing her new outfit. Her grandma asked why she chose not to wear it. Klaira said she was saving it for a special day. The truth was Klaira felt self-conscious about it.

At school, there was a new kid, Kammi. Everyone was talking about how cool she was. They even loved her style. Klaira walked into math class and couldn't believe her eyes. Kammi was wearing almost the exact same outfit Klaira had just bought. Klaira made her way over to Kammi and asked about her outfit. It was clear to Klaira that Kammi was self-confident. Something Klaira wanted to be.

The next morning when Klaira came downstairs, her grandma told her she loved her outfit! With a big smile, Klaira agreed.

1. What inference can you make about Klaira's outfit choice?

- She likes to wear plain outfits.
- Klaira prefers neutral colors and doesn't want to stand out.
- Klaira only likes comfortable clothing.
- Klaira has a unique style.

2. Make an inference about why Klaira didn't wear her new outfit at the beginning of the story.

- She woke up late and didn't have time.
- She felt self-conscious about her outfit.
- Her grandma didn't want her to wear it.
- She didn't want to wear it because her friends at school would make fun of her.

3. Make an inference about what Klaira decided to wear at the end of the story.

4. Underline or highlight evidence in the text to support your answer.

EMOTIONS

Emotions

Emotions are feelings that happen instinctively. There are many emotions that people feel. For example, joy, gratitude, anger, disappointment and contentment are just a few of the emotions that someone could experience.

Emotions can be positive, negative, or **neutral**. They don't typically change the way someone is thinking or feeling. Emotions can also range from happy and sad to calm and angry. Different situations can **evoke** different emotions in a certain way to feel during various situations.

Sometimes more than one emotion can be felt **simultaneously** with another. For example, someone might be nervous about a tennis tournament but also excited. Emotions are complex and every person experiences them differently. Learning about emotions can help people understand how emotions can make us feel helps us prepare for new situations. Emotions are a big part of our lives.

1. Highlight or underline 3 emotions mentioned in the passage.

2. Write 1-2 sentences explaining how you might feel that emotion.

3. Choose one emotion and include an example of when you might feel that emotion.

4. What emotion do you think you might feel that emotion? Why?

5. Write 1-2 sentences explaining other emotions you can think of?

SUMMARIZING

SEL

Football Problems

Kyler, Anthony and Deacon always wanted to play football during recess. They took turns bringing a football and worked on passing and plays. The three friends knew the rules and didn't play tackle. Soon, more students wanted to join and the game started to get out of hand.

Daniel and William were arguing over who should kick the football. Grady wanted to be the quarterback, but so did Kyler. Piper and Olivia didn't want to be on a team together. Everyone was arguing and no one was getting to play football. Kyler decided to tell Mr. Michael so that no one else could play football with his friends.

Mr. Michael listened to Kyler's story and told him he had two choices. The students would work through the conflict to find a resolution everyone agreed on or they could stop playing football. After some consideration, Kyler decided to return to the students to make a plan.

Eventually, the students stopped arguing and listened to each other. They took the whole recess to decide on rules, teams and referees. Even though they didn't get to play during recess, they knew next time would be much more enjoyable and fun. Mr. Michael smiled to see the students finding a resolution on their own!

1. Write 1-2 sentences explaining the beginning of the story.

2. Write 1-2 sentences explaining the middle of the story.

3. Write 1-2 sentences explaining the ending of the story.

4. Choose the best summary for the story.

5. Write 1-2 sentences explaining why you chose that summary.

WHY SEL THEMED READING PASSAGES?



Your students will enjoy these no prep SEL themed reading passages and comprehension questions. There is a different reading skill as the focus for each reading passage. There is even a version that offers audio readings of the passages for those students that would benefit from listening to the text.



Incorporate Social Emotional Learning into content area learning!



Check in with students on specific comprehension skills.

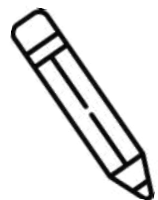


Use themed passages for engaging test prep, interventions, small groups, and more.

SEL READING PASSAGES



PRINT &
DIGITAL



PERFECT FOR READING COMPREHENSION
& TO FOCUS ON SOCIAL EMOTIONAL LEARNING SKILLS



12 passages with **two**
sets of questions for
each passage



One set with reading
comprehension
questions



One set with **SEL**
focused questions



Full and half page
printable options



Digital option with
audio included

THEME
Science Fair

SEL

Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one else could help him win.

His team agreed their project would be based on robots. Elway already knew a lot about robots and ignored all the suggestions from his team. A week into the project, Elway's project wasn't working out like he hoped. In fact, he realized that the other groups had much better projects than his.

As Elway sat, feeling frustrated, his group started talking. Elway listened. He realized that his team had great ideas that they actually knew a lot about robots too. Elway was surprised his team had stuck with him and apologized for his poor behavior. Luckily, his team accepted his apology and quickly got to work.

After two more weeks working with his team, Elway knew they had the best project at the science fair. He had learned a lot about robots but also about working together. Teamwork is what helped Elway and his team win first place at the science fair.

1. What is not a possible theme for the second paragraph?
a. Teamwork.
b. Working with others can be challenging but rewarding.
c. It is easier to work independently.
d. Working together makes everyone successful.

3. Identify a possible theme for the passage. Explain why you chose that theme.

2. What is not a possible theme for the third paragraph?
a. Teamwork.
b. Working with others.
c. Share responsibilities.
d. Just do it yourself.

4. Highlight or underline evidence in the passage to support the theme.

4. Choose the best summary of the passage.
a. Telling the teacher is the c.
b. Only friends should be alie
c. Taking time to set rules the
d. Tyler was rude to the othe

SUMMARIZING
Football

Kyler, Anthony, and Olivia played football during recess. They took passes and plays. The third time, they tackled. Soon, more students got out of hand.

Daniel and Will also played football. Grady wanted to play but Olivia didn't want to play with him and no one was interested. Mr. Michael so that no one would play.

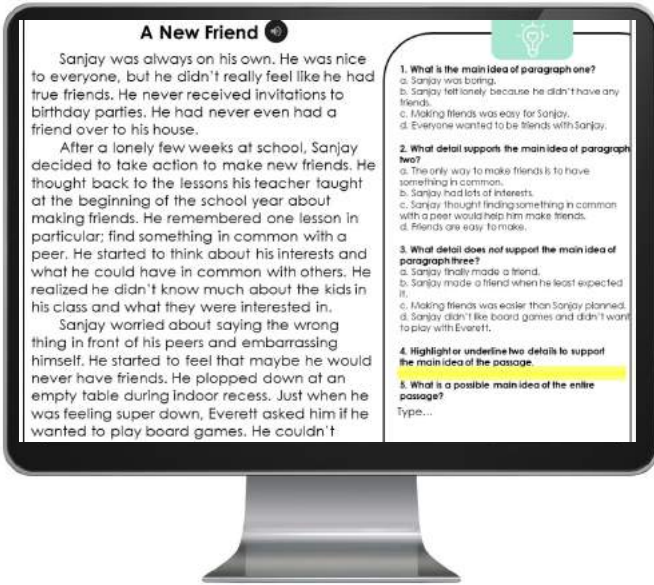
Mr. Michael listed choices. The students wrote down their choices. After some consideration, everyone agreed to play. After some consideration, everyone agreed to play.

Eventually, the students played football. They took it to the referees. Even though it was a bit hot, the next time would be much better. After some consideration, everyone agreed to play.

1. Write 1-2 sentences explaining the theme of the passage.

2. Write 1-2 sentences explaining the theme of the passage.

3. Write 1-2 sentences explaining the theme of the passage.



Digital versions included for use with **Google Slides**



Digital versions include **audio files** for students to listen and learn



Ready to use in print or digital format! Whichever works best for you!

Black and white and **color versions** to print



Engaging for students and **zero** prep for teachers



Themed passage topics keep **students engaged** and **interested**



Use in **small groups**, as **test prep**, at **centers**, and so much more!



12 PASSAGES WITH TWO SETS OF QUESTIONS

**SAME
PASSAGE**

MAKING INFERENCES

New Outfit

SEL



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When Klaira came downstairs for breakfast, she wasn't wearing her new outfit. Her grandma asked why she chose not to wear it. Klaira said she was saving it for a special day. The truth was, Klaira felt self-conscious about it.

At school, there was a new kid, Kammi. Everyone was talking about how cool she was. They even loved her style. Klaira walked into math class and couldn't believe her eyes. Kammi was wearing almost the exact same outfit Klaira had just bought. Klaira made her way over to Kammi and asked about her outfit. It was clear to Klaira that Kammi was self-confident. Something Klaira wanted to be.

The next morning when Klaira came downstairs, her grandma told her she loved her outfit! With a big smile, Klaira agreed.

**USE THE
SAME
PASSAGE
WITH BOTH
QUESTION
SETS!**



TWO DIFFERENT SETS OF QUESTIONS

1. How does the reader know Klaira didn't have high self-esteem at the beginning of the story?

- a. She cried and had a tantrum.
- b. Klaira told her grandma she didn't have high self-esteem.
- c. Klaira didn't wear the outfit she really wanted to because she was worried about what others would think.
- d. She chose to not wear her outfit unless it was picture day.

2. What could Klaira do to feel more confident about her outfit?

3. How does Kammi help Klaira feel more confident?

- a. She wore what she wanted because she liked it.
- b. She didn't care what other people thought about her.
- c. She was proud of her outfit.
- d. All of the above.

4. What are tips to encourage someone to have high self-esteem?

MAKING INFERENCES

New Outfit

SEL



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- b. She felt self-conscious about her outfit.
- c. Klaira didn't want to wear it.
- d. Klaira wanted to match her friends at school.

3. Make an inference about what Klaira decided to wear at the end of the story.

**SEL FOCUSED
QUESTIONS**

**COMPREHENSION
BASED QUESTIONS**

↓WAYS TO USE↓

SEL
Theme
Science Fair

SEL

MAIN IDEA
A New Friend

SEL

CAUSE AND EFFECT
Is It Time to Quit?

SEL

THEME
Science Fair

SEL

SUMMARIZING
Football Problems

SEL

MORNING MEETINGS



CLASS DISCUSSIONS

CAUSE AND EFFECT
Is It Time to Quit?

THEME
Science Fair

SUMMARIZING
Football Problems

SEL

SEL

SEL

SEL

↓WAYS TO USE↓

COPING STRATEGIES

Deep Breathing

It is easy to feel overwhelmed or stressed in various situations. Instead of allowing these big feelings to make it difficult to continue, finding strategies to cope can be helpful. Knowing how to regulate emotions isn't always easy, but it can be very helpful.

One strategy to help deal with big emotions is to take **deep breaths**. This technique sounds very easy, but it can provide big benefits. Deep breathing is helpful in calming down big feelings. If you are feeling overwhelmed, try taking a few deep breaths. This strategy can help because it allows you to focus on something that is controllable.

Follow these steps if you would like to try deep breathing as a way to cope with big feelings.

1. Find a safe place to sit
2. Close your eyes
3. Take a slow breath in - focusing on your breathing
4. Release the breath - focusing on your breathing
5. Repeat 3-5 times



1. How does deep breathing help someone calm down?

- a. The person focuses on breathing.
- b. Deep breathing doesn't help people calm down.
- c. Deep breathing calms someone down because it is fun.
- d. There are too many steps to complete.

2. What are other strategies to use to cope with big feelings?

3. Which strategy is most successful for you to handle emotions?

CHARACTER EDUCATION LESSONS

SEL BASED LESSONS

MAKING INFERENCES

New Outfit

SEL



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- c. Klaira didn't want to wear it.
- d. Klaira wanted to match her friends at school.

3. Make an inference about what Klaira decided to wear at the end of the story.

4. Underline or highlight evidence in the text to support your answer.

↓WAYS TO USE↓

RETEACHING & SMALL GROUPS

CAUSE & EFFECT

Is It Time to Quit?

SEL



It was never easy for Mica at tumbling. She watched her teammates do five or six backflips in a row and make it look perfect. Mica struggled to do one backflip. She was always falling and felt like her coach had to spend extra time with her. She knew her teammates and coach were supportive, but she didn't feel like she belonged on the tumbling team.

After one particularly difficult practice getting ready for a competition, Mica had a choice to make. She could continue tumbling and keep practicing or she could quit. Mica decided she would dedicate as much time as possible to tumbling. She would sign up for extra practice sessions and devote all of her energy to tumbling. She decided that if she still didn't improve after all of that, she would quit.

Mica's teammates were shocked at the next competition! Not only did Mica not struggle at all, she did more backflips than anyone there! When Mica's name was announced as winning first place, she knew that her hard work and perseverance paid off. Not only was Mica's team and coach proud of her, she was proud of herself!

Match each cause and effect. Write the correct letter on the matching line.

- | | |
|---|--|
| 1. ____ Mica got extra time with her coach. | a. Mica took extra tumbling classes. |
| 2. ____ Mica decided to focus on improving her tumbling skills. | b. Mica wasn't a strong tumbler. |
| 3. ____ Mica shocked her teammates at competition. | c. Mica was proud of herself. |
| 4. ____ Mica won first place. | d. Mica did more backflips than the other competitors. |
5. What could have happened if Mica didn't improve her tumbling skills?

DURING READING BLOCK

THEME

Science Fair

SEL



Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one could help him win.

His team agreed their project would be based on robots. Elway already knew a lot about robots and ignored all the suggestions from his team. A week into the project, Elway's project wasn't working out like he hoped. In fact, he realized that the other groups had much better projects than his.

As Elway sat, feeling frustrated, his group started talking. This time, Elway listened. He realized that his team had great ideas and they actually knew a lot about robots too. Elway was surprised his team had stuck with him and apologized for his poor behavior. Luckily, his team accepted his apology and quickly got to work.

After two more weeks working with his team, Elway knew they had the best project at the science fair. He had learned a lot about robots but also about working together. Teamwork is what helped Elway and his team win first place at the science fair.

1. What is not a possible theme for the second paragraph?
- Teamwork.
 - Working with others can be challenging but rewarding.
 - It is easier to work independently.
 - Working together makes events successful.

2. What is not a possible theme for the first paragraph?
- Teamwork.
 - Working with others.
 - Share responsibilities.
 - Just do it yourself.

Science Fair

SEL



Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one could help him win. His team agreed their project would be based on robots. Elway already knew a lot about robots and ignored all the suggestions from his team. A week into the project, Elway's project wasn't working out like he hoped. In fact, he realized that the other groups had much better projects than his. As Elway sat, feeling frustrated, his group started talking. This time, Elway listened. He realized that his team had great ideas and they actually knew a lot about robots too. Elway was surprised his team had stuck with him and apologized for his poor behavior. Luckily, his team accepted his apology and quickly got to work. After two more weeks working with his team, Elway knew they had the best project at the science fair. He had learned a lot about robots but also about working together. Teamwork is what helped Elway and his team win first place at the science fair.

MAIN IDEA & DETAILS

A New Friend

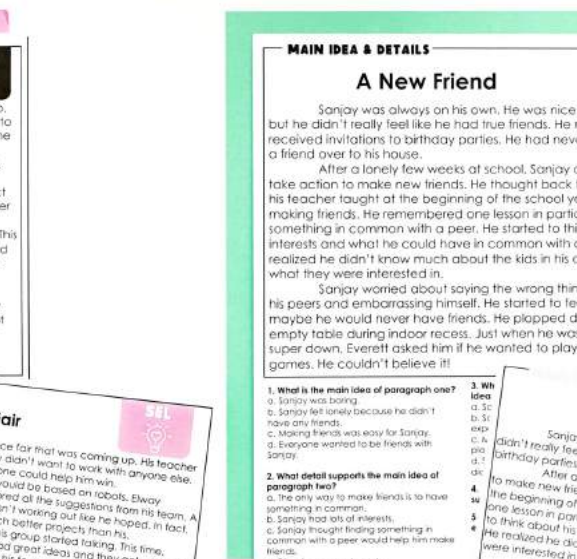
Sanjay was always on his own. He was nice but he didn't really feel like he had true friends. He received invitations to birthday parties. He had never a friend over to his house.

After a lonely few weeks at school, Sanjay took action to make new friends. He thought back to his teacher taught at the beginning of the school year making friends. He remembered one lesson in particular something in common with a peer. He started to think about his interests and what he could have in common with a peer. He realized he didn't know much about the kids in his class who they were interested in.

Sanjay worried about saying the wrong thing to his peers and embarrassing himself. He started to feel maybe he would never have friends. He plopped down at an empty table during indoor recess. Just when he was super down, Everett asked him if he wanted to play board games. He couldn't believe it!

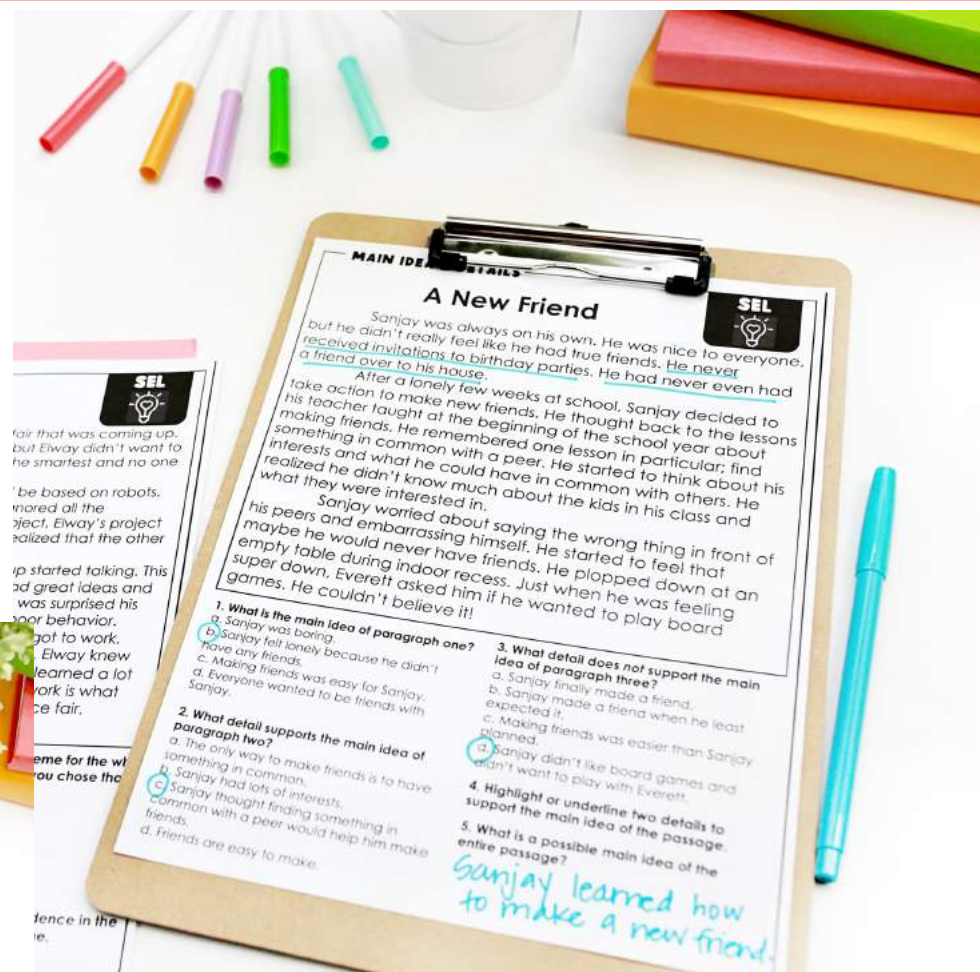
1. What is the main idea of paragraph one?
- Sanjay was boring.
 - Sanjay felt lonely because he didn't have any friends.
 - Making friends was easy for Sanjay.
 - Everyone wanted to be friends with Sanjay.
2. What detail supports the main idea of paragraph two?
- The only way to make friends is to have something in common.
 - Sanjay has lots of interests.
 - Sanjay thought finding something in common with a peer would help him make friends.
 - Friends are easy to make.

3. What ideas...
- Sanjay didn't really feel like he had true friends.
 - Sanjay received invitations to birthday parties.
 - Sanjay took action to make new friends.
 - Sanjay thought back to his teacher taught at the beginning of the school year making friends.
 - Sanjay remembered one lesson in particular something in common with a peer.
 - Sanjay started to think about his interests and what he could have in common with a peer.
 - Sanjay realized he didn't know much about the kids in his class who they were interested in.
 - Sanjay worried about saying the wrong thing to his peers and embarrassing himself.
 - Sanjay started to feel maybe he would never have friends.
 - Sanjay plopped down at an empty table during indoor recess.
 - Sanjay was super down.
 - Sanjay was surprised when Everett asked him if he wanted to play board games.



↓WAYS TO USE↓

EXIT TICKETS



MORNING WORK

↓WAYS TO USE ↓



PARTNERS & GROUP ACTIVITIES

GRADED ASSIGNMENT

COMPARE & CONTRAST

SEL

Friends & Opposites


Lemmy and Haze were classmates and friends. They were also complete opposites. Lemmy liked to read mystery books and Haze preferred to read historical fiction. Lemmy loved to play imaginative games at recess and Haze liked kickball. Despite their differences, they had remained friends since kindergarten.

Lemmy didn't give up easily. She knew if something was tough, she could get through it with a little extra effort. Her favorite phrase was "can't do that, yet!" Lemmy realized that she could learn from others and always was willing to try something new. She knew that there was nothing she couldn't do with a little hard work and dedication.

Haze, however, had a different outlook. He knew that if something was challenging, it would just be easier to give up. He didn't like when things were too hard. Haze didn't enjoy trying new things. He liked to do what he had always done because it was easier. Lemmy always tried to encourage Haze to reach new goals, but Haze wasn't interested.

↓WAYS TO USE↓

INDEPENDENT WORK



REFERENCES

New Outfit

was nervous about wearing her new outfit to school. She had bought a purple and green sweatshirt with zebra print and red boots. She had also bought a pair of sneakers that she had loved for some of the time. She had also bought a pair of sneakers that she had loved for some of the time. She had also bought a pair of sneakers that she had loved for some of the time.

THEME

Science Fair

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a. Teamwork
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c. It is easier to work independently.
d. Working together makes everyone successful.

2. What is not a possible theme for the third paragraph?
a. Teamwork
b. Working with others.
c. Share responsibilities.
d. Just do it yourself.

3. Identify a possible theme for the whole passage. Explain why you chose that theme.

4. Highlight or underline evidence in the passage to support the theme.

MAIN IDEA

A New Friend

Sanjay was always on his own. He was nice to everyone but he didn't really feel like he had true friends. He never received invitations to birthday parties. He had never even received a friend over to his house.

After a lonely few weeks at school, Sanjay decided to take action to make new friends. He thought back to the lessons his teacher taught at the beginning of the school year about making friends. He remembered one lesson in particular: find something in common with a peer. He started to think about what he had in common with others. He realized he didn't know much about the kids in his class and what they were interested in.

Sanjay worried about saying the wrong thing in front of his peers and embarrassing himself. He started to feel that maybe he would never have friends. He plopped down at an empty table during indoor recess. Just when he was feeling super down, Everett asked him if he wanted to play board games. He couldn't believe it!

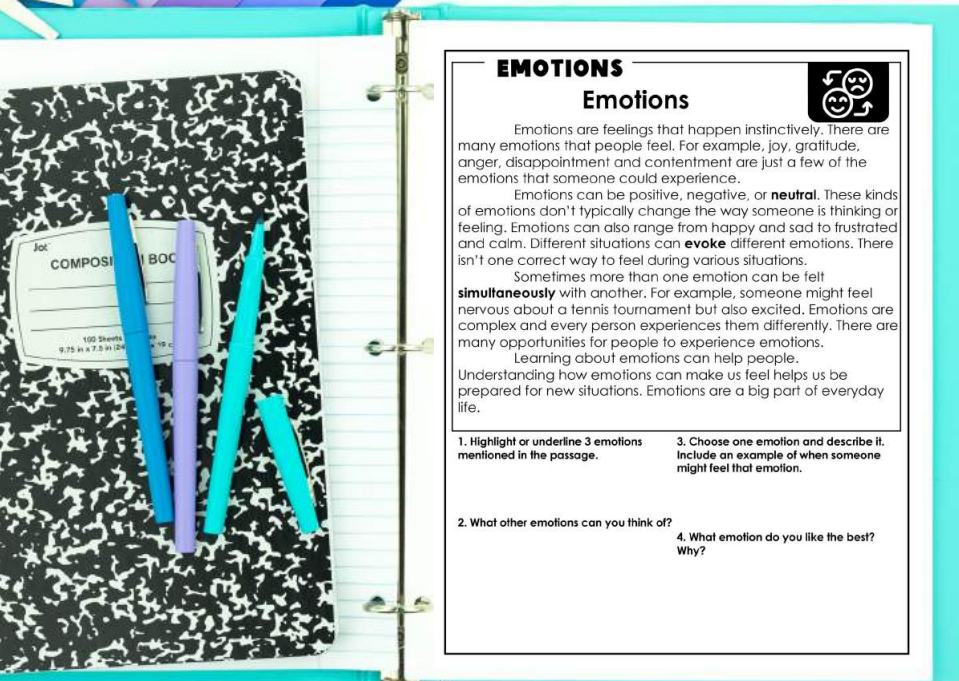
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a. The only way to make friends is to have something in common.
b. Sanjay had lots of interests.
c. Sanjay thought finding something in common with a peer would help him make friends.
d. Friends are easy to make.

3. What detail does not support the main idea of paragraph three?
a. Sanjay finally made a friend.
b. Sanjay made a friend when he least expected it.
c. Making friends was easier than Sanjay thought.
d. Sanjay didn't like board games and didn't want to play with Everett.

4. Highlight or underline two details to support the main idea of the passage.

5. What is a possible main idea of the entire passage?
Sanjay learned how to make a new friend.



EMOTIONS

Emotions

Emotions are feelings that happen instinctively. There are many emotions that people feel. For example, joy, gratitude, anger, disappointment and contentment are just a few of the emotions that someone could experience.

Emotions can be positive, negative, or **neutral**. These kinds of emotions don't typically change the way someone is thinking or feeling. Emotions can also range from happy and sad to frustrated and calm. Different situations can **evoke** different emotions. There isn't one correct way to feel during various situations.

Sometimes more than one emotion can be felt **simultaneously** with another. For example, someone might feel nervous about a tennis tournament but also excited. Emotions are complex and every person experiences them differently. There are many opportunities for people to experience emotions.

Learning about emotions can help people. Understanding how emotions can make us feel helps us be prepared for new situations. Emotions are a big part of everyday life.

1. Highlight or underline 3 emotions mentioned in the passage.

2. What other emotions can you think of?

3. Choose one emotion and describe it. Include an example of when someone might feel that emotion.

4. What emotion do you like the best? Why?

HOMEWORK ASSIGNMENT

12 PASSAGES WITH SEL

QUESTIONS OR READING COMPREHENSION QUESTIONS!

Printable full sheets

MAKING INFERENCES

New Outfit

Klaira was nervous about wearing her new outfit to school the next day. She bought a purple coat, a pair of black boots, and a pair of purple shoes. She thought it was pretty, but she might make fun of her for it.

When Klaira came to school the next day, she wore her new outfit. Her grandma had bought it for a special day. At school, there were a lot of people who thought she was cool. Klaira had just bought it. Klaira wanted to be like them.

The next morning she loved her outfit! With

MAKING INFERENCES

New Outfit

1. What inference can you make about Klaira's outfit choice?
a. She likes to wear plain outfits.
b. Klaira prefers neutral colors and doesn't want to stand out.
c. Klaira only likes comfortable clothing.
d. Klaira has a unique style.
2. Make an inference about why Klaira didn't wear her new outfit at the beginning of the story.
a. She woke up late and didn't have time.
b. She felt self-conscious about her outfit.
c. Klaira didn't want to wear it.
d. Klaira wanted to match her friends at school.
3. Make an inference about what Klaira decided to wear at the end of the story.
4. Underline or highlight evidence in the text to support your answer.

Printable half sheets with questions on the back

Is It Time to Quit?

It was never easy for Mica at tumbling. She watched her teammates do five or six backflips in a row and make it look perfect. Mica struggled to do one backflip. She was always falling and felt like her coach had to spend extra time with her. She knew her teammates and coach were supportive, but she didn't feel like she belonged on the tumbling team.

After one particularly difficult practice getting ready for a competition, Mica had a choice to make. She could continue tumbling and keep practicing or she could quit. Mica decided she would dedicate as much time as possible to tumbling. She would sign up for extra practice sessions and devote all of her energy to tumbling. She decided that if she still didn't improve after all of that, she would quit.

Mica's teammates were shocked at the next competition! Not only did Mica not struggle at all, she did more backflips than anyone there! When Mica's name was announced as winning first place, she knew that her hard work and perseverance paid off. Not only was Mica's team and coach proud of her, she was proud of herself.

Match each cause and effect. Write the correct letter on the matching line.

1. Type... Mica got extra time with her coach.
2. Type... Mica decided to focus on improving her tumbling skills.
3. Type... Mica shocked her teammates at competition.
4. Type... Mica won first place.

a. Mica took extra tumbling classes.
b. Mica wasn't a strong tumbler.
c. Mica was proud of herself.
d. Mica did more backflips than the other competitors.

5. What could have happened if Mica didn't improve her tumbling skills?
Type...

Digital versions ready to assign and go!

SUMMARIZING

Football Problems

Kyler, Anthony and Deacon always wanted to play football during recess. They took turns bringing a football and worked on passes and plays. The three friends knew the rules and didn't play tackle. Soon, more students wanted to join and the game started to get out of hand.

Daniel and William were arguing over who should kick the football. Grady wanted to be the quarterback, but so did Kyler. Piper and Olivia didn't want to be on a team together. Everyone was arguing and no one was getting to play football. Kyler decided to tell Mr. Michael so that no one else could play football with his friends.

Mr. Michael listened to Kyler's story and told him he had two choices. The students would work through the conflict to find a resolution everyone agreed on or they could stop playing football. After some consideration, Kyler decided to return to the students to make a plan.

Eventually, the students stopped arguing and listened to each other. They took the whole recess to decide on rules, teams and referees. Even though they had a disagreement, they knew next time would be better. They all smiled to see the students playing football.

1. Write...

3
VERSIONS INCLUDED

SEL FOCUS QUESTIONS

FRIENDSHIP

A New Friend



Sanjay was always on his own. He was nice to everyone, but he didn't really feel like he had true friends. He never received invitations to birthday parties. He had never even had a friend over to his house.

After a lonely few weeks at school, Sanjay decided to take action to make new friends. He thought back to the lessons his teacher taught at the beginning of the school year about making friends. He remembered one lesson in particular; find something in common with a peer. He started to think about his interests and what he could have in common with others. He realized he didn't know much about the kids in his class and what they were interested in.

Sanjay worried about saying the wrong thing in front of his peers and embarrassing himself. He started to feel that maybe he would never have friends. He plopped down at an empty table during indoor recess. Just when he was feeling super down, Everett asked him if he wanted to play board games. He couldn't believe it!

1. How might Sanjay have felt at the beginning of the passage?

- a. Lonely
- b. Happy
- c. Annoyed
- d. Busy

2. Why could friendship be important to Sanjay?

- a. He wanted someone to do his homework.
- b. Sanjay felt lonely and wanted someone to share in his interests.
- c. Sanjay didn't want a friend.
- d. It was easy for Sanjay to make friends, so he had lots of friendships.

3. Write a step by step guide helping Sanjay make friends.

4. Write two examples of why friendship is important.

**ALL 12 PASSAGES
INCLUDE SEL QUESTIONS
AND READING
COMPREHENSION
QUESTIONS! YOU
CHOOSE WHICH ONES
TO USE!**

**12 passages with social
emotional learning
focused questions!**

**INCORPORATE
SEL SKILLS
WITH READING
COMPREHENSION
SKILLS**

12 SEL SKILLS

PROBLEM SOLVING

RESPECT

Respect

I think showing respect is important. I try to treat others the way I want to be treated. Using manners and saying please and thank you are simple ways to show respect to others. I also try to show respect to myself. I hold my own and know that showing respect helps me be proud of myself.

You should always be respectful at school. These people want to make you a better person. It isn't just the adults in your school but the way you can show them respect. A simple gesture but shows that you care about the school.

Being respectful is the way that all people, young and old, know they are important. Showing respect to animals respectfully shows that you care.

1. Highlight or underline an example of respect from the first paragraph.

2. What are some ways to show respect at school? Home? Sports? Etc.



PROBLEM SOLVING

Problems & Solutions

Running into a problem is part of growing up. Problems are a great opportunity to work through different options to find a solution that fits. Problem solving is a skill that can be challenging and sometimes frustrating.



When facing a problem, it is not always one solution. Sometimes there are the biggest rewards. When facing a problem it is important to have people who support you. When things get tough, they can help you or just listen to concerns. There are people supporting you.

Problem solving can be quick or take time. Sometimes it is very difficult to solve rather than just give up. It can be beneficial over time.

3. Why do you think problem solving is an important skill?



ACCEPTANCE OF OTHERS

Rebekah & Willy

Rebekah was on student government and really focused on her grades. She worried about not getting straight A's and never wanted to be late for anything. She loved being organized and color coded her school supplies.

Willy was concerned about passing a few classes this year. He was always late and often didn't show up for commitments at all. He usually didn't bring any supplies with him to class and relied on the kindness of others.

Despite their differences, Rebekah and Willy were friends. Rebekah envied how relaxed and good natured Willy was. She loved his free spirit and was always willing to share her neatly organized school supplies with him.

Willy knew that he was lucky to have a friend like Rebekah. He loved that she was so driven and focused. She knew she could be friends with anyone, but she chose to never make him feel bad for borrowing school supplies. She remembered his favorite color and always gave him a green pen to use.

1. Rebekah showed _____ of Willy by appreciating him for who he was and not trying to change him.

- a. Acceptance
- b. A good attitude
- c. Rudeness
- d. Patience

2. Why do you think Rebekah and Willy were friends despite so many differences?

- a. They liked the same things.
- b. They had common interests.
- c. They both enjoyed being organized.
- d. They found and supported positive things about each other.

3. How can you show acceptance to others?

4. What makes you feel accepted by others?

RESPECT

ACCEPTANCE OF OTHERS

EMPATHY

Understanding Each Other



This quarter in science, the students were expected to research a scientist and give a short presentation in front of the class. Andre thought that sounded great, except for having to talk in front of the class. Andre's teacher used a spinner to set partners. Andre's partner was Bentley. Bentley was known for being the class clown and never taking his schoolwork seriously.

As Andre and Bentley started planning their research, they were both dreading working with the other. As they worked on their project, Andre realized that Bentley didn't avoid his assignments on purpose. He just struggled with science and didn't want others to know. Andre shared that he had a huge fear of speaking in front of others. Bentley couldn't believe it. He thought Andre was good at everything!

Taking the time to get to know each other helped the teammates realize that they both had strengths and weaknesses. But if they worked together, their project would be a success!

1. What is empathy?

- a. Laughing at someone who isn't good enough.
- b. Understanding how someone else feels.
- c. Walking a path.

3. How can empathy help you understand someone?

EMPATHY

12 SEL SKILLS

FRIENDSHIP

PERSEVERANCE

Is It Time to Quit?



It was never easy for Mica at tumbling. She watched her teammates do five or six backflips in a row and make it look perfect. Mica struggled to do one backflip. She was always falling and felt like her coach had to spend extra time with her. She knew her teammates and coach were supportive, but she didn't belong on the tumbling team.

After one particularly difficult competition, Mica had a choice to make: stop tumbling and keep practicing or she could sign up for extra practice sessions and devote more time to tumbling. She decided that if she still didn't improve, she would quit.

Mica's teammates were shocked. Not only did Mica not struggle at all, she was the best anyone there! When Mica's name was called to play, she knew that her hard work and dedication were worth it. Only Mica's team and coach were proud of her!

- How did Mica most likely feel when tumbling was challenging for her?
 - Frustrated
 - Embarrassed
 - Disappointed
 - All of the above
- What decision did Mica make that showed she had perseverance?
 - She quit.
 - She practiced more.
 - She won.
 - She gave up.



PERSEVERANCE

FRIENDSHIP

A New Friend



Sanjay was always on his own. He was nice to everyone, but he didn't really feel like he had true friends. He never received invitations to birthday parties. He had never even had a friend over to his house.

After a lonely few weeks at school, Sanjay decided to take action to make new friends. He thought back to the lessons

learned about making friends. He thought about what he could do in particular; find ways to connect with others. He decided to sit next to the new kids in his class and

talk to them. One day, something happened in front of him. He decided to try to help. He felt that it was his chance to show that he cared. He was feeling better about himself and

was able to help others. He was proud of himself for taking the first step by step guide helping like friends.



SELF ESTEEM

CONFLICT/RESOLUTION

Football Problems



Kyler, Anthony and Deacon always wanted to play football during recess. They took turns bringing a football and worked on passes and plays. The three friends knew the rules and didn't play tackle. Soon, more students wanted to join and the game started to get out of hand.

Daniel and William were arguing over who should kick the football. Grady wanted to be the quarterback, but so did Kyler. Piper and Olivia didn't want to be on a team together. Everyone was arguing and no one was getting to play football. Kyler decided to tell Mr. Michael so that no one else could play football with his friends.

Mr. Michael listened to Kyler's story and told him he had two choices. The students would work through the conflict and come up with a resolution everyone agreed on or they could stop playing. After some consideration, Kyler decided to return to the game and make a plan.

Eventually, the students stopped arguing and started playing again. They took the whole recess to decide on the rules. Even though they didn't get to play during recess, they knew next time would be much more enjoyable and fun. They were happy to see the students finding a resolution on their own.

- What conflict did Kyler and his friends face?
 - Too many kids wanted to play football with no rules.
 - Kyler and Deacon didn't want to play with Anthony.
 - There was no conflict.
 - Mr. Michael made too many rules.
- What resolution did the friends come up with?
 - Only let 5 kids play at a time.
 - Everyone can play, but there are agreed upon rules.
 - Not to play football during recess.
 - Let everyone play how they want.
- When have you had a conflict?
 - When I was in a team.
 - When I was in a group.
 - When I was in a class.
 - When I was in a family.
- What resolution did you use?
 - Talking to the teacher.
 - Talking to the friends.
 - Talking to the parent.
 - Talking to the friend.

SELF ESTEEM

New Outfit



Klaira was nervous about wearing her new outfit to school the next day. She bought a purple and green sweatshirt with zebra striped jeans and red boots. She thought it was perfect, but she started to worry that some of the kids might make fun of her for it. Instead of being excited, she was starting to feel worried.

When Klaira came downstairs for breakfast, she wasn't wearing her new outfit. Her grandma asked why she chose not to wear it. Klaira said she was saving it for a special day. The truth was, Klaira felt self-conscious about it.

At school, there was a new kid, Kammi. Everyone was talking about how cool she was. They even loved her style. Klaira walked into math class and couldn't believe her eyes. Kammi was wearing almost the exact same outfit Klaira had just bought. Klaira made her way over to Kammi and asked about her outfit. It was clear to Klaira that Kammi was self-confident. Something Klaira wanted to be.

The next morning when Klaira came downstairs, her grandma told her she loved her outfit! With a big smile, Klaira agreed.

- How does the reader know Klaira didn't have high self-esteem at the beginning of the story?
 - She cried and had a tantrum.
 - Klaira told her grandma she didn't like it.
 - She was nervous about wearing it.
 - She was worried about what other people would think.
- How does Kammi help Klaira feel more confident?
 - She wore what she wanted because she liked it.
 - She didn't care what other people thought.
 - She was confident about her style.
 - She was happy to wear it.

CONFLICT & RESOLUTION

12 SEL SKILLS

WORKING WITH OTHERS & COPING STRATEGIES

GROWTH MINDSET

Friends & Opposites



Lemmy and Haze were classmates and friends. They were also complete opposites. Lemmy liked to read mystery books and Haze preferred to read historical fiction. Lemmy loved to play imaginative games at recess and Haze liked kickball. Despite their differences, they had remained friends since kindergarten.

Lemmy didn't give up easily. She knew if something was tough, she could get through it with a little extra effort. Her favorite phrase was "I can't do that, yet!" Lemmy realized that she could learn from others and always was willing to try something new. She knew that there was nothing she could do with a little hard work and dedication.

Haze, however, had a different outlook. He knew that something was challenging, it would just be easier to give up. He didn't like when things were too hard. Haze didn't enjoy trying new things. He liked to do what he had always done because it was easier. Lemmy always tried to encourage Haze to reach new goals, but Haze wasn't interested.

1. How does Lemmy show a growth mindset?

- She puts forth effort.
- She tries and tries and tries.
- Lemmy isn't afraid of a challenge.
- All of the above.

2. How does Haze show a fixed mindset?

- He tries new things.
- He gives up if it's too tough.
- Haze loves challenges.
- Haze knows he can do anything hard work.

GROWTH MINDSET

COPING STRATEGIES

WORKING WITH OTHERS

Science Fair



Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one could help him win.

His team agreed their project would be based on robots. Elway already knew a lot about robots and ignored all the suggestions from his team. A week into the project, Elway's project wasn't working out like he hoped. In fact, he realized that the other groups had much better projects than his.

As Elway sat, feeling frustrated, his group started talking. This time, Elway listened. He realized that his team had great ideas and they actually knew a lot about robots too. Elway was surprised his team had stuck with him and apologized for his poor behavior. Luckily, his team accepted his apology and quickly got to work.

After two more weeks working with his team, Elway knew

Teamwork is what

COPING STRATEGIES

Deep Breathing



It is easy to feel overwhelmed or stressed in various situations. Instead of allowing these big feelings to make it difficult to continue, finding strategies to cope can be helpful. Knowing how to regulate emotions isn't always easy, but it can be very helpful.

One strategy to help deal with big emotions is to take deep breaths. This technique sounds very easy, but it can provide big benefits. Deep breathing is helpful in calming down big feelings. If you are feeling overwhelmed, try taking a few deep breaths. This strategy can help because it allows you to focus on something that is controllable.

Follow these steps if you would like to try deep breathing as a way to cope with big feelings.

- Find a safe place to sit
- Close your eyes
- Take a slow breath in - focusing on your breathing
- Release the breath - focusing on your breathing
- Repeat 3-5 times



1. How does deep breathing help someone calm down?

- The person focuses on breathing.
- Deep breathing doesn't help people calm down.
- Deep breathing calms someone down because it is fun.
- There are too many steps to complete.

3. Which strategy is most successful for you to handle emotions?

EMOTIONS

Emotions



Emotions are feelings that happen instinctively. There are many emotions that people feel. For example, joy, gratitude, anger, disappointment and contentment are just a few of the emotions that someone could experience.

Emotions can be positive, negative, or **neutral**. These kinds of emotions don't typically change the way someone is thinking or feeling. Emotions can also range from happy and sad to frustrated and calm. Different situations can **evoke** different emotions. There isn't one correct way to feel during various situations.

Sometimes more than one emotion can be felt **simultaneously** with another. For example, someone might feel nervous about a tennis tournament but also excited. Emotions are complex and every person experiences them differently. There are many opportunities for people to experience emotions.

Learning about emotions can help people. Understanding how emotions can help us feel helps us be prepared for new situations. Emotions are a big part of everyday life.

1. Highlight or underline 3 emotions mentioned in the passage.

3. Choose one emotion and describe it. Include an example of when someone might feel that emotion.

READING COMPREHENSION QUESTIONS

CONTEXT CLUES

Emotions



Emotions are feelings that happen instinctively. There are many emotions that people feel. For example, joy, gratitude, anger, disappointment and contentment are just a few of the emotions that someone could experience.

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Learning about emotions can help people. Understanding how emotions can make us feel helps us be prepared for new situations. Emotions are a big part of everyday life.

1. Highlight or underline context clues in the passage that help you understand what **neutral** means.

2. Use context clues to determine the meaning of **neutral**.

- a. Pleasant
- b. Annoying
- c. Unbothered
- d. Violent

3. Highlight or underline context clues in the passage that help you understand what **evoke** means.

4. Use context clues to determine the meaning of **evoke**.

- a. Plug in
- b. Bring out
- c. Cry
- d. Challenge

5. Highlight or underline context clues in the passage that help you understand what **simultaneously** means.

6. Use context clues to determine the meaning of **simultaneously**.

- a. At the same time
- b. Bothering
- c. Never
- d. Always

Same passages with reading comprehension questions!

USE THE SAME
PASSAGES
BUT WITH
COMPREHENSION
QUESTIONS

12 READING SKILLS

Context Clues

THEME

Science Fair

SEL



Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one could help him win.

His team agreed their project. Elway already knew a lot about robots and he listened to all the suggestions from his team. A week wasn't working out like he hoped. The groups had much better projects than his.

As Elway sat, feeling frustrated, he listened. He realized that they actually knew a lot about robots. His team had stuck with him and accepted his idea. Luckily, his team accepted his idea.

After two more weeks of work, they had the best project at the science fair. Elway and his team won the science fair.

1. What is not a possible theme for the second paragraph?
- Teamwork.
 - Working with others can be challenging but rewarding.
 - It is easier to work independently.
 - Working together makes everyone successful.

2. What is not a possible theme for the first paragraph?
- Teamwork.
 - Working with others.
 - Share responsibilities.
 - Just do it yourself.

Theme

Main Idea & Details

MAIN IDEA & DETAILS

A New Friend

SEL



Sanjay was always on his own. He was nice to everyone, but he didn't really feel like he had true friends. He never received invitations to birthday parties. He had never even had a friend over to his house.

After a lonely few weeks at school, Sanjay decided to take action to make new friends. He thought back to the lessons his teacher taught at the beginning of the school year about making friends. He remembered one lesson in particular; find something in common with a peer. He started to think about his interests and what he could have in common with others. He realized he didn't know much about the kids in his class and what they were interested in.

Sanjay worried about saying the wrong thing to his peers and embarrassing himself. He started to feel maybe he would never have friends. He plopped down at an empty table during indoor recess. Just when he was feeling super down, Everett asked him if he wanted to play basketball. He couldn't believe it!

1. What is the main idea of paragraph one?

- Sanjay was boring.
- Sanjay felt lonely because he didn't have any friends.
- Making friends was easy for Sanjay.
- Everyone wanted to be friends with Sanjay.

2. What detail supports the main idea of paragraph two?

- The only way to make friends is to have something in common.
- Sanjay had lots of interests.
- Sanjay thought finding something in common with a peer would help him make friends.
- Friends are easy to make.

3. What detail does not support the main idea of paragraph three?

- Sanjay finally made a friend.
- Sanjay made a friend who was not what he expected.
- Making friends was easier than he planned.
- Sanjay didn't like basketball and didn't want to play with Everett.

4. Highlight or underline two details that support the main idea of the passage.

5. What is a possible main idea of the entire passage?

CONTEXT CLUES

Emotions

SEL



Emotions are feelings that happen instinctively. There are many emotions that people feel. For example, joy, gratitude, anger, disappointment and contentment are just a few of the emotions that someone could experience.

Emotions can be positive, negative, or **neutral**. These kinds of emotions can change the way someone is thinking or feeling.

For example, someone might feel sad or frustrated in one situation and happy in another. There are many different emotions that people can experience. Emotions are a big part of everyday life.

Emotions can help people. For example, someone might feel nervous but also excited. Emotions are experienced differently. There are many ways to experience emotions. Emotions can help people. For example, someone might feel nervous but also excited. Emotions are experienced differently. There are many ways to experience emotions. Emotions can help people. For example, someone might feel nervous but also excited. Emotions are experienced differently. There are many ways to experience emotions.

4. Use context clues to determine the meaning of **evoked**.

- Plug in.
- Bring out.
- Cry.
- Challenge.

CAUSE & EFFECT

Is It Time to Quit?

SEL



It was never easy for Mica at tumbling. She watched her teammates do five or six backflips in a row and make it look perfect. Mica struggled to do one backflip. She was always falling and felt like her coach had to spend extra time with her. She knew her teammates and coach were supportive, but she didn't feel like she belonged on the tumbling team.

After one particularly difficult practice getting ready for a competition, Mica had a choice to make. She could continue tumbling and keep practicing or she could quit. Mica decided she would dedicate as much time as possible to tumbling. She would sign up for extra practice sessions and devote all of her energy to tumbling. She decided that if she still didn't improve after all of that, she would quit.

Mica's teammates were shocked at the next competition! Not only did Mica not struggle at all, she did more backflips than anyone there! When Mica's name was announced as winning first place, she knew that her hard work and perseverance paid off. Not only was Mica's team and coach proud of her, she was proud of herself!

Match each cause and effect. Write the correct letter on the matching line.

- ____ Mica got extra time with her coach. a. Mica took extra tumbling classes.
- ____ Mica decided to focus on tumbling. b. Mica wasn't a strong tumbler.

Cause & Effect

12 READING SKILLS

Compare & Contrast

STORY STRUCTURE

Understanding Each Other

SEL



This quarter in science, the students were expected to research a scientist and give a short presentation in front of the class. Andre thought that sounded great, except for having to talk in front of the class. Andre's teacher used a spinner to set partners. Andre's partner was Bentley. Bentley was known for being the class clown and never taking anything seriously.

As Andre and Bentley started working on their project, Andre realized he didn't want to avoid his assignments on purpose. He had a huge fear of speaking in front of the class and didn't want others to know about it. He thought Andre was good at science and didn't want others to know about his weaknesses. But if they worked together, they could succeed!

1. Who were the characters?

3. What was the problem?

2. Identify the setting.

4. What was the solution?

Story Structure
(characters, setting,
problem/solution)

Author's
Point of View

COMPARE & CONTRAST

Friends & Opposites

SEL



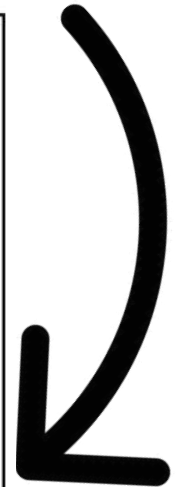
Lemmy and Haze were classmates and friends. They were also complete opposites. Lemmy liked to read mystery books and Haze preferred to read historical fiction. Lemmy loved to play imaginative games at recess and Haze liked kickball.

They had been friends since

they were young. Lemmy knew if something was going to be done, he would put in extra effort. Her partner was Lemmy. Lemmy realized that he was willing to try anything, even if it was something she couldn't do.

Lemmy had a pessimistic outlook. He knew that if something was going to be done, he would put in extra effort. Haze knew that if something was going to be done, he would put in extra effort. Haze didn't enjoy trying to do things that were always done because it was too easy. Haze wanted to see Haze reach his goals.

Identify at least two ways they are different.



Text
Features

AUTHOR'S POINT OF VIEW

Rebekah & Willy

SEL



Rebekah was on student government and really focused on her grades. She worried about not getting straight A's and never wanted to be late for anything. She loved being organized and color coded her school supplies.

Willy was concerned about passing a few classes this year. He was always late and often didn't show up for his classes. He usually didn't bring any supplies with him to class and relied on the kindness of others.

Despite their differences, Rebekah and Willy were friends. Rebekah envied how relaxed and good natured Willy was. She loved his free spirit and was always willing to share her things. He loved his free spirit and was always willing to share her things. He loved his free spirit and was always willing to share her things.

Willy knew that he was lucky to have a friend like Rebekah. He loved that she was so driven and focused. He knew she could be friends with anyone, but she chose him. She never made him feel bad for borrowing school supplies. In fact, she remembered his favorite color and always gave him a green pen to use.

1. What is the author's point of view about the friendship between Rebekah and Willy?

3. Explain if you agree or disagree with the author's point of view. Add details from the text to support your answer.

2. Highlight or underline 2 examples that support the author's point of view.

AUTHOR'S POINT OF VIEW

Rebekah & Willy

SEL



Rebekah was on student government and really focused on her grades. She worried about not getting straight A's and never wanted to be late for anything. She loved being organized and color coded her school supplies.

Willy was concerned about passing a few classes this year. He was always late and often didn't show up for his classes. He usually didn't bring any supplies with him to class and relied on the kindness of others.

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Willy knew that he was lucky to have a friend like Rebekah. He loved that she was so driven and focused. He knew she could be friends with anyone, but she chose him. She never made him feel bad for borrowing school supplies. In fact, she remembered his favorite color and always gave him a green pen to use.

1. What is the author's point of view about the friendship between Rebekah and Willy?

3. Explain if you agree or disagree with the author's point of view. Add details from the text to support your answer.

12 READING SKILLS

Making Inferences & Drawing Conclusions

POINT OF VIEW

Respect

SEL



I think showing respect is important. I try to treat others the way I want to be treated. Using manners and saying please and thank you are simple ways to show respect to others. I also try to show respect to myself. I hold myself accountable and try to do what is right. I know that showing respect to myself and others can help me be proud of myself.

You should always be respectful to teachers and other staff at school. These people want what is best for you and are trying to make you a better person. It isn't always easy to follow directions, but the adults in your school know how to keep you safe. One way you can show them respect is with a simple gesture but shows that you care about the school.

Being respectful is valued by all people, young people know they are important and animals respectfully shows respect.

1. What point of view is paragraph written in?
 - a. First person point of view
 - b. Second person point of view
 - c. Third person point of view
2. Circle 2 key words in paragraph that support your answer.
3. What point of view is paragraph written in?
 - a. First person point of view
 - b. Second person point of view
 - c. Third person point of view

MAKING INFERENCES

New Outfit

SEL



Klaira was nervous about wearing her new outfit to school the next day. She bought a purple and green sweatshirt with zebra striped jeans and red boots. She thought it was perfect, but she started to worry that some of the kids might make fun of her for it. Instead of being excited, she was starting to feel worried.

When Klaira came downstairs for breakfast, she wasn't wearing her new outfit. Her grandma asked why she chose not to wear it. Klaira said she was saving it for a special day. The truth was, Klaira felt self-conscious about it.

At school, there was a new kid, Kammi. Everyone was talking about how cool she was. They even loved her style. Klaira walked into math class and couldn't believe her eyes. Kammi was wearing almost the exact same outfit Klaira had just bought. Klaira made her way over to Kammi and asked about her outfit. It was clear to Klaira that Kammi was self-confident. Something Klaira wanted to be.

The next morning when Klaira came downstairs, her grandma told her she loved her outfit! With a big smile, Klaira agreed.

DRAWING CONCLUSIONS

New Outfit

SEL



Klaira was nervous about wearing her new outfit to school the next day. She bought a purple and green sweatshirt with zebra striped jeans and red boots. She thought it was perfect, but she started to worry that some of the kids might make fun of her for it. Instead of being excited, she was starting to feel worried. When Klaira came downstairs for breakfast, she wasn't wearing her new outfit. Her grandma asked why she chose not to wear it. Klaira said she was saving it for a special day. The truth was, Klaira felt self-conscious about it.

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The next morning when Klaira came downstairs, her grandma told her she loved her outfit! With a big smile, Klaira agreed.

1. What conclusion can you make about Klaira's outfit choice?
 - a. She likes to wear plain outfits.
 - b. Klaira prefers neutral colors and doesn't want to stand out.
 - c. Klaira only likes comfortable clothing.
 - d. Klaira has a unique style.
2. Make a conclusion about why Klaira didn't wear her new outfit at the beginning of the story.
 - a. She woke up late and didn't have time.
 - b. She felt self-conscious about her outfit.
 - c. Klaira didn't want to wear it.
 - d. Klaira wanted to match her friends at school.
3. Draw a conclusion about what Klaira decided to wear at the end of the story.
4. Underline or highlight evidence in the text to support your answer.

AUTHOR'S PURPOSE

Problems & Solutions

SEL



Running into a problem is part of growing up. Problems are a great opportunity to work through different options to find a solution that fits. Problem solving is a skill that can be challenging and sometimes frustrating.

When feeling frustrated if facing a problem, it is important to remember that there isn't always one solution. Sometimes creative solutions can offer the biggest rewards. Problems can be large or small. When facing a problem it is important to remember there are people who support you. Those are people to count on when things get tough. The support system can offer advice or just listen to concerns. Solving a problem is easier when there are people supporting you.

Solutions to problems can be quick or take time. Sometimes the solution is easy and other times it is very challenging. Finding a way to problem solve rather than just giving up is a life skill that will prove to be beneficial over and over again.

1. What is the author's purpose in writing Problems & Solutions?
 - a. To persuade the reader
 - b. To inform the reader.
 - c. To entertain the reader.
3. If the author wanted to entertain the reader, what changes would need to be made?

Point of View

Author's Purpose

ANSWER KEYS AND MORE!

Mix of multiple choice and short answer comprehension questions for every set!

THEME

SEL

Science Fair

Elway wanted to win the science fair that was coming up. His teacher had assigned the class groups, but Elway didn't want to work with anyone else. He thought he was the smartest and no one could help him win.

His team agreed their project would be based on robots. Elway already knew a lot about robots and ignored all the suggestions from his team. A week into the project, Elway's project wasn't working out like he hoped. In fact, he realized that the other groups had

As Elway sat, feeling frustrated, Elway listened. He realized that his teacher had a lot about robots too. Elway was surprised and apologized for his poor behavior. Luck quickly got to work.

After two more weeks working together, Elway had the best project at the science fair. He had learned about working together. Teamwork is the key to success at the science fair.

THEME

SEL

Science Fair

1. What is not a possible theme for the second paragraph?
 - a. Teamwork.
 - b. Working with others can be challenging but rewarding.
 - c. It is easier to work independently.
 - d. Working together makes everyone successful.
3. Identify a possible theme for the whole passage. Explain why you chose that theme.

ANSWER KEY

SEL

A New Friend

1. B
2. C
3. D
4. Answers will vary
5. Answers will vary

ANSWER KEY

SEL

Is It Time to Quit?

1. B
2. A
3. D
4. C
5. Answers will vary

ANSWER KEY

SEL

New outfit

1. D
2. B
3. Answers will vary
4. Answers will vary

ANSWER KEY

SEL

Football Problems

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. C

ANSWER KEY

SEL

Emotions

1. Answers will vary
2. C
3. Answers will vary
4. B
5. Answers will vary
6. A

Deep Breathing

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

Rebekah & Willy

1. Answers will vary
2. Answers will vary
3. Answers will vary

Understanding Each Other

1. Andre & Bentley
2. Possible Answer: Classroom, science
3. Possible Answers: Andre didn't want to speak in front of the class and Bentley didn't know a lot about science
4. Possible Answer: Andre and Bentley worked well together

Problems & Solutions

1. B
2. Answers will vary
3. Answers will vary

Respect

1. A
2. Answers will vary
3. B
4. Answer will vary
5. C
6. Answers will vary

COMPARE & CONTRAST

SEL

Friends & Opposites

Lemmy and Haze were classmates and friends. They were also complete opposites. Lemmy liked to read mystery books and Haze preferred to read historical fiction. Lemmy loved to play imaginative games at recess and Haze liked kickball. Despite their differences, they remained friends since kindergarten.

Lemmy didn't give up easily. She knew she could get through it with a little extra effort, but she couldn't do that, yet!" Lemmy realized that she always was willing to try something new. She knew she couldn't do with a little hard work and determination.

Haze, however, had a different outlook. He knew that if something was challenging, it would just be easier to give up. He knew that if things were too hard, Haze didn't enjoy trying to do something that he had always done because it was too hard. He encouraged Haze to reach new goals, but Haze

COMPARE & CONTRAST

SEL

Friends & Opposites

1. Compare the two friends, Lemmy and Haze. Identify at least two ways they are the same.
2. Contrast the two friends, Lemmy and Haze. Identify at least two ways they are different.

Answer keys for reading comprehension and SEL questions included!

PRINTABLE OPTION

**FULL & HALF
SHEET
OPTIONS
INCLUDED**

COMPARE & CONTRAST

Friends & Opposites

SEL



Lemmy and Haze were classmates and friends. They were also complete opposites. Lemmy liked to read mystery books and Haze preferred to read historical fiction. Lemmy loved to play imaginative games at recess and Haze liked kickball. Despite their differences, they had remained friends since kindergarten.

Lemmy didn't give up easily. She knew if something was tough, she could get through it with a little extra effort. Her favorite phrase was "I can't do that, yet!" Lemmy realized that she could learn from others and always was willing to try something new. She knew that there was nothing she couldn't do with a little hard work and dedication.

Haze, however, had a different outlook. He knew that if something was challenging, it would just be easier to give up. He didn't enjoy trying when things were too hard. Haze didn't enjoy trying because he liked to do what he had always done because it was easier. Lemmy always tried to encourage Haze to reach his goals, but Haze wasn't interested.

Friends, Lemmy and Haze. Identify at least two ways they

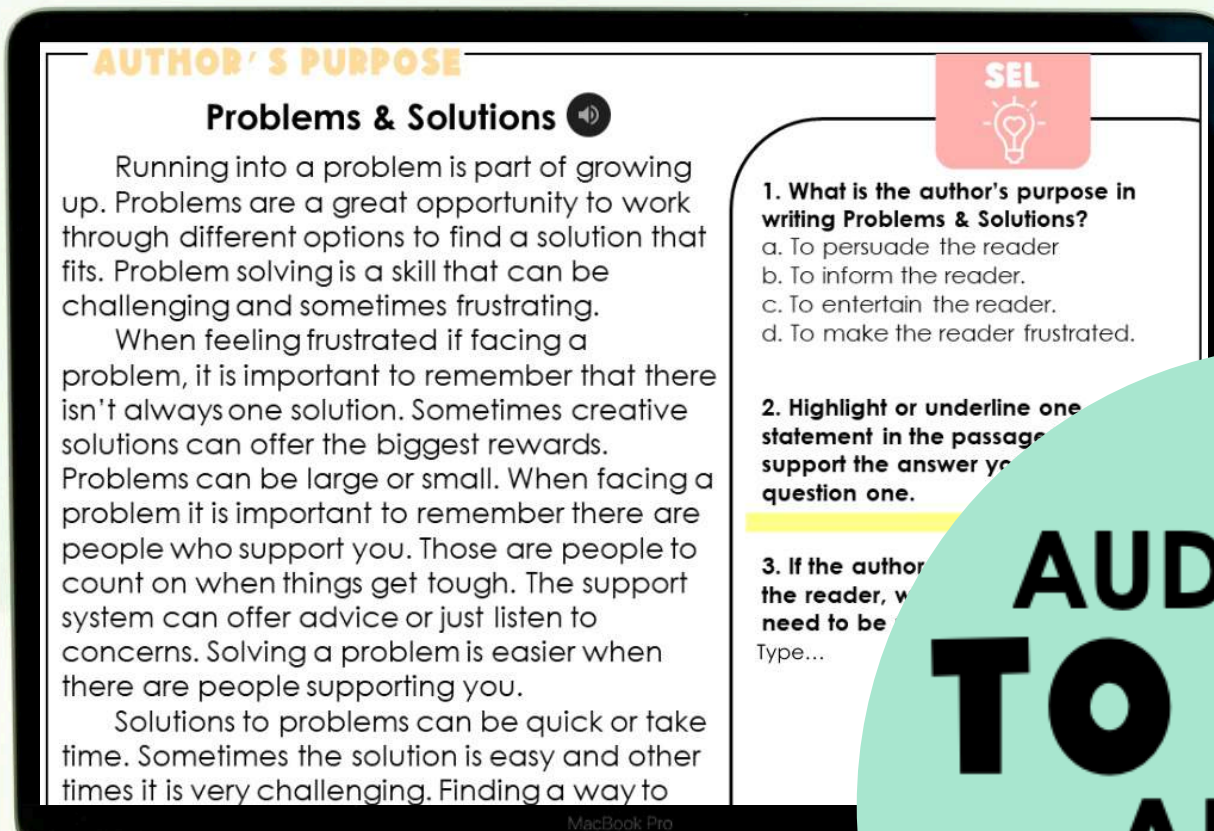
Friends, Lemmy and Haze. Identify at least two ways they

more like? Explain why.

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AUTHOR'S PURPOSE

Problems & Solutions

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When feeling frustrated if facing a problem, it is important to remember that there isn't always one solution. Sometimes creative solutions can offer the biggest rewards. Problems can be large or small. When facing a problem it is important to remember there are people who support you. Those are people to count on when things get tough. The support system can offer advice or just listen to concerns. Solving a problem is easier when there are people supporting you.

Solutions to problems can be quick or take time. Sometimes the solution is easy and other times it is very challenging. Finding a way to

SEL 

1. What is the author's purpose in writing **Problems & Solutions**?
 - a. To persuade the reader.
 - b. To inform the reader.
 - c. To entertain the reader.
 - d. To make the reader frustrated.
2. Highlight or underline one statement in the passage that supports the answer you chose for question one.
3. If the author's purpose is to inform the reader, what do you think the author needs to be sure to include?
Type...

**AUDIO FILES
TO READ
ALoud
INCLUDED**

SAVE BIG AND BUY THE BUNDLE

BUNDLE WILL INCLUDE:

SUMMER

BACK TO SCHOOL

FALL

WINTER

JANUARY

FEBRUARY



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