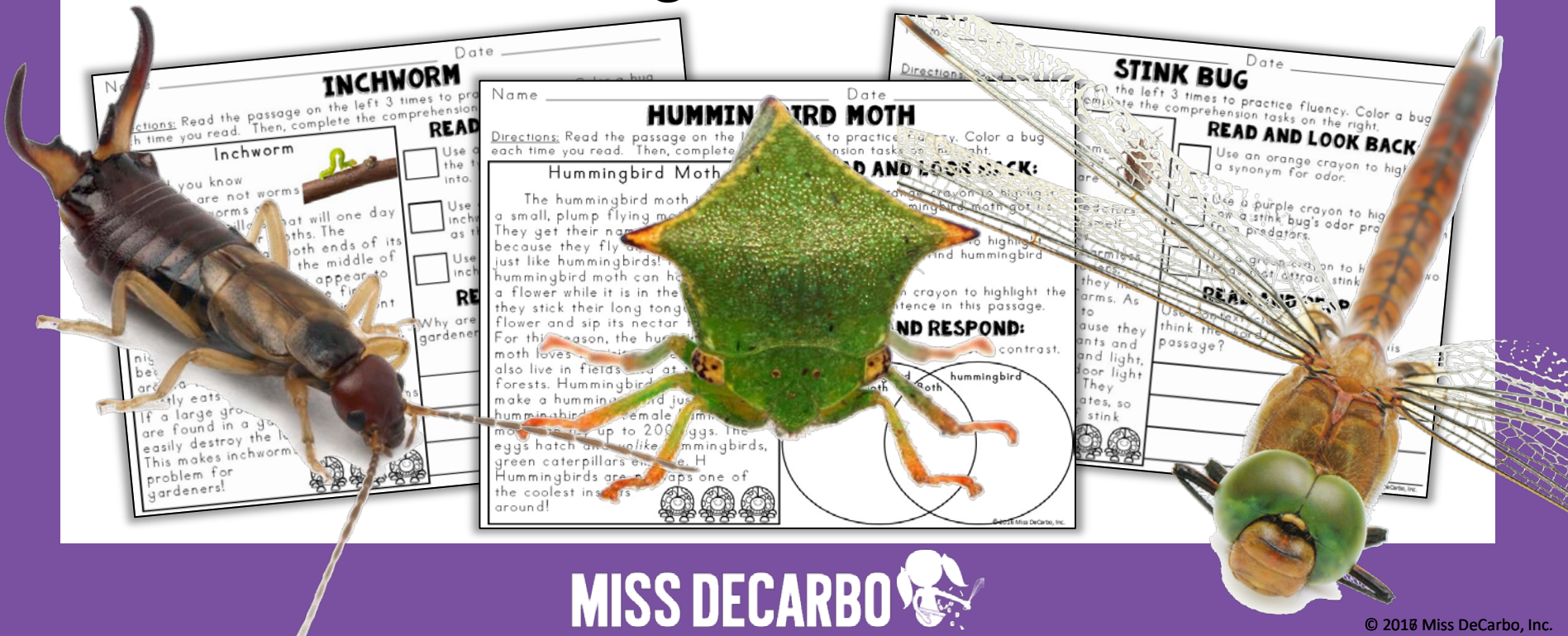


TEXT BASED EVIDENCE READING PASSAGES

Interesting Insects Edition



Dear Teachers,

This pack includes 20 text based evidence passages with an insect theme for your students! An important skill in reading is a student's ability to not only comprehend text, but use and state evidence directly from the text to support his or her understanding. These passages allow your students to build and practice this skill in a fun, engaging manner!

These interactive, hands-on passages provide students with fluency, comprehension, and written response practice. Students read the passage three times for fluency, keeping track of the amount of times they read the passage (optional). On the right side of each page are three text-based evidence tasks for students to complete, along with a handy checklist to keep them on-task. Students will have a blast using crayons, highlighters, or markers to go back into the text to look for and identify evidence! Finally, students practice responding to the text through a Read & Respond activity. These response questions cover many big comprehension areas such as author's purpose, inference, visualizing, identifying the main/central idea, making connections, and more!

These passages are great to use in a whole group setting, small group setting, RTI, intervention classrooms, or as center work or independent work within the classroom. The passages are written within the second and third grade Lexile band, making them perfect for first grade stretch texts, second and third grade independent reading, small group settings, and struggling fourth graders. This edition contains high-interest animals and would even be a great resource for a class research project! Practicing fluency and comprehension has never been so fun for students – and easy for educators! 😊

I hope you enjoy this learning pack!



Take a Look!

Interesting Insect Passages:

High-interest passages on unusual insects to keep your readers interested and focused!

Build Fluency with Repeated Readings

Students re-read the text for understanding and fluency. Students color the bugs at the end of the passage to keep track of each reading.

Read & Look Back:

Engage readers with an interactive format to identify evidence within the text! Students love using crayons and markers to highlight text-based evidence to enhance comprehension!

Read & Respond:

Students practice written response comprehension questions, which cover a variety of skills and standards.



_____ Date _____

STINK BUG

Read the passage on the left 3 times to practice fluency. Color the bug on time you read. Then, complete the comprehension tasks on the right.

Stink Bug

Stink bugs get their name because they give off a bad odor, or smell, when they are crushed. Their foul odor also keeps other insects and predators away from their home. The smell helps the stink bugs protect themselves. Stink bugs are harmless to people. They feed on flowers, fruits, and leaves, so they like to live in gardens and on farms. As a result, they can be pests to gardeners and farmers because they quickly destroy their plants and fruits. Since they love heat and light, you may find that your outdoor light attracts stink bugs at night. They prefer to live in warmer climates, so you will find a great deal of stink bugs in tropical areas all over the world.



READ AND LOOK BACK:

- ☐ Use an orange crayon to highlight a synonym for *odor*.
- ☐ Use a purple crayon to highlight how a stink bug's odor protects it from predators.
- ☐ Use a green crayon to highlight things that attract stink bugs.

READ AND RESPOND:

Use context clues. What do you think the word *foul* means in this passage?

Ideas For Using This Pack:

Stretch Text Passages (within a small group or whole-class lesson)

Small Group Reading

Independent Reading Activities

Whole Class Lessons

Mini Lessons

RTI

1st Grade Stretch Texts or advanced 1st Grade Readers (Above Grade Level Readers)

2nd/3rd Grade Readers

4th and 5th Grade Struggling Readers (Great For Well Below Grade Level Readers)

Intervention Specialists – small group reading intervention

Morning Work

Homework

Assessment

Literacy Centers

Partner Reading

Homeschooling Activities

Tutoring

After School Reading Practice

Great To Use With Volunteers Due To The Easy-To-Follow Format

Substitute Days – The consistent routine and structure make it a great sub lesson!

Insects In This Edition:

This special edition pack includes 20 high-interest insect passages!

antlion

buffalo treehopper

centipede

cicada

dragonfly

earthworm

earwig

goliath beetle

hummingbird moth

inchworm

katydid

kissing bug

luna moth

mosquito

praying mantis

rhinoceros beetle

robber fly

stink bug

termite

walking stick

Name _____ Date _____

CICADA

Directions: Read the passage on the left 3 times to practice fluency. Color a bug each time you read. Then, complete the comprehension tasks on the right.

Cicada

Cicadas are insects who spend most of their time underground. They can live for up to 17 years! Cicadas are herbivores, or plant eaters. Their habitat is the forest, and they lay their eggs in the branches and twigs of trees and shrubbery.

There are two groups of cicadas. Dog-day cicadas spend four to seven years underground. Then, they emerge in July and August to mate. Dog-day cicadas are dark and have green markings on them. Periodical cicadas spend 14 to 17 years underground! They emerge in May. Unlike the dog-day cicadas, they have red eyes. Cicadas make a buzzing sound when they are above ground. Many people find this buzzing sound annoying!



READ AND LOOK BACK:

☐

Use an orange crayon to highlight where cicadas spend most of their time.

☐

Use a purple crayon to highlight the name of the two groups of cicadas.

☐

Use a green crayon to highlight when periodical cicadas emerge from underground.

READ AND RESPOND:

Contrast. How do dog-day cicadas differ from periodical cicadas?



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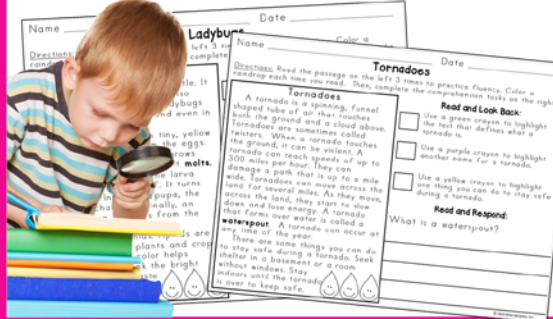
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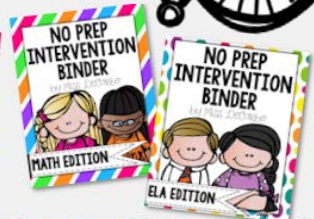
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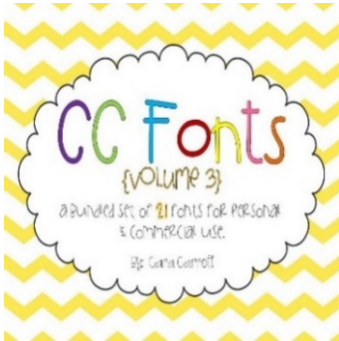
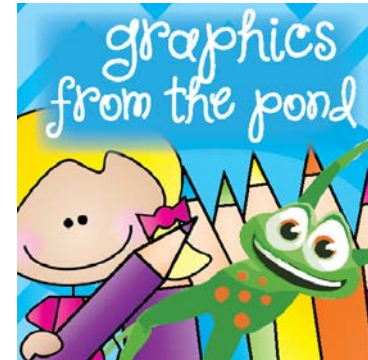
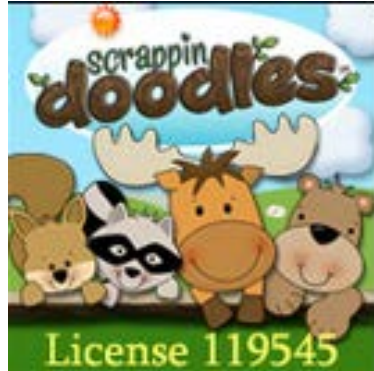
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