

# 12 Reading Passages & Response Pages

## IDENTIFYING MAIN IDEA

★ Easy to Follow  
4 Step Reading  
Process



### INDEPENDENT PRACTICE: Identifying Main Idea

#### Step 1: Read the Passage

When particles enter a body and cause disease, caused by bacteria, viruses, and parasites, to name a few, infections vary based on the source.

Viral infections include common colds, the flu, and chickenpox. Some viral infections cause mild symptoms and little discomfort, while others are more serious. Vaccines have been developed to prevent people from getting many viral infections. Antibiotics are all examples of viruses that have been eliminated. Treatments for viral infections revolve around managing the symptoms. The body's immune system can fight the infection off on its own.

Bacterial infections are caused by bacteria. Bacteria are not all bad! Humans have plenty of good bacteria in their bodies. Some bacteria help with digestion. Foreign bacteria can give us an infection. Some examples of bacterial infections are pneumonia, strep throat, and Lyme disease. Bacteria can be spread through the body and kill the bacterial cells. Bacteria can also be spread through the air, such as through coughs and sneezes. Bacteria can also be spread through contact with contaminated surfaces, such as door handles and light switches. Bacteria can also be spread through contact with contaminated food and water. Bacteria can also be spread through contact with contaminated animals, such as cats and dogs. Bacteria can also be spread through contact with contaminated plants, such as mushrooms and berries.

Humans can contract infections in many ways. Some infections are passed from person to person. Some infections are passed from animals to humans. Some infections are passed from plants to humans. Some infections are passed from the environment to humans. Some infections are passed from the air to humans. Some infections are passed through the food chain. Some infections are passed through the water cycle. Some infections are passed through the soil. Some infections are passed through the air. Some infections are passed through the water. Some infections are passed through the soil. Some infections are passed through the air. Some infections are passed through the water. Some infections are passed through the soil.

#### Step 2: Think About the Passage

##### THINK ABOUT:

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the text?

*Add a post-it note or jot down directly in this box.*

#### Step 3: Organize Your Thinking

Use the space below to organize your thinking.

Title:

Main Idea:

Detail:

Detail:

Detail:

#### Step 4: Respond to the Text

1. What is the definition of an infection?
2. What are some ways people can get infections?
3. Why is it important to treat an infection based on its cause?

# 4 STEP READING PROCESS

Each passages and response questions follow the same 4 Step Process.

## Step 1: Read the Passage

Students can read the short reading passage.

## Step 2: Think About the Passage

Students can use sticky notes or the blank squares to jot down their thoughts or questions about the text.

## Step 3: Organize Your Thinking

Students can organize their thinking around the focus skill with the graphic organizer template.

## Step 4: Respond to the Text

Students can answer 3 comprehension questions about the text.

**INDEPENDENT PRACTICE**  
Identifying Main Idea

**Step 1: Read the Passage**

**Kam**

Kamala Harris is no stranger to being the woman Vice President of the United States, a President, she has made a career out of being wants to help others because of her cultural

Kamala's dad is an immigrant from the Civil Rights Movement in America during the professionals. Her mom was a biologist who career. Her dad was a professor of economy

Kamala and her sister were born in the Area until Kamala was 12. Her parents had where her mom had accepted a professor went to Brown University before law school 1990.

Kamala rose through the ranks of the first 20 years of her career. She v served until 2017. In 2017, Kamala was woman, and the first Asian American.

Kamala Harris started a campaign President but dropped out of the race becoming Vice President when they first so she wouldn't be the last African

**Step 3: Organize Your Thinking**

Detail:

Detail:

**Main Idea:**

**Step 4: Respond to the Text**

1. What are Kamala Harris's major accomplishments?

2. What do you think influenced her interest in racial equality, racial rights?

3. Where did Kamala Harris spend her career prior to becoming Vice States?

**THINK ABOUT:**

- What is the topic of the text?
- What is the author trying to teach you about that topic?

Add a post-it note directly in this

# IDENTIFYING MAIN IDEA

Each text is written with a focus on identifying main idea in the story. Students will be able to read the texts and then spend time practicing the skills and strategies that will help them understand how to identify the main idea with the story.

## Passages Focus On:

- Main Idea And Details
- Topic Vs Main Idea
- Topic Sentence
- Multiple Main Ideas For One Text
- Main Idea In Headings
- Repeated Ideas
- Topic, Subtopic and Details
- Main Idea And Details
- Main Idea Vs Title
- Main Idea
- Text Features Supporting Main Idea

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**“Hello, 9-1-1, What’s Your Emergency?”**

People who answer calls to 911 are called 911 operators or emergency dispatchers. These workers provide the important link between people experiencing an emergency and help.

911 operators have to work under high-stress conditions. When there are a lot of emergency calls coming in at the same time, they have to make hard decisions. Dispatchers have to prioritize, or decide which emergencies are the most critical. They will then work through that call first.

First, the dispatcher has to understand what the emergency is. Getting information from people under stress can be very difficult! They then have to determine the level of the emergency, who to send for help, and they may even have to provide medical support for a short time.

Dispatchers used to have to get people’s physical location to send help. Cell phone and GPS technology has made that easier, but sending help to the right location is still one of the top priorities during an emergency. First responders may be paramedics in an ambulance, police, or firefighters. As you can imagine, there are some emergencies where all 3 types of first responders may be dispatched. Before first responders can provide their lifesaving services, 911 operators have to get them there.

WHAT HAPPENS WHEN YOU CALL 9-1-1?	
1	<b>CALLER DIALS OR TEXTS EMERGENCY NUMBER</b>
2	<b>DISPATCHER ANSWERS AND GATHERS INFORMATION:</b> <ul style="list-style-type: none"><li>• CALLER’S NAME AND LOCATION</li><li>• NATURE OF THE EMERGENCY SITUATION</li></ul>
3	<b>DISPATCHER DETERMINES WHICH AGENCIES ARE REQUIRED TO ASSIST THE CALLER:</b> <ul style="list-style-type: none"><li>• LAW ENFORCEMENT</li><li>• FIRE DEPARTMENT</li><li>• EMERGENCY MEDICAL SERVICES (EMS)</li><li>• ANIMAL CONTROL</li></ul>
4	<b>DISPATCHER CONTACTS THE APPROPRIATE FIRST RESPONDERS AND TELLS THEM:</b> <ul style="list-style-type: none"><li>• WHERE TO GO</li><li>• WHAT TO EXPECT WHEN THEY GET THERE</li></ul>
5	<b>FIRST RESPONDERS ARRIVE</b>

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the topic?
- What did you learn about this topic?
- What is the main idea?

*Add a post-it note or jot down your thoughts directly in this box.*

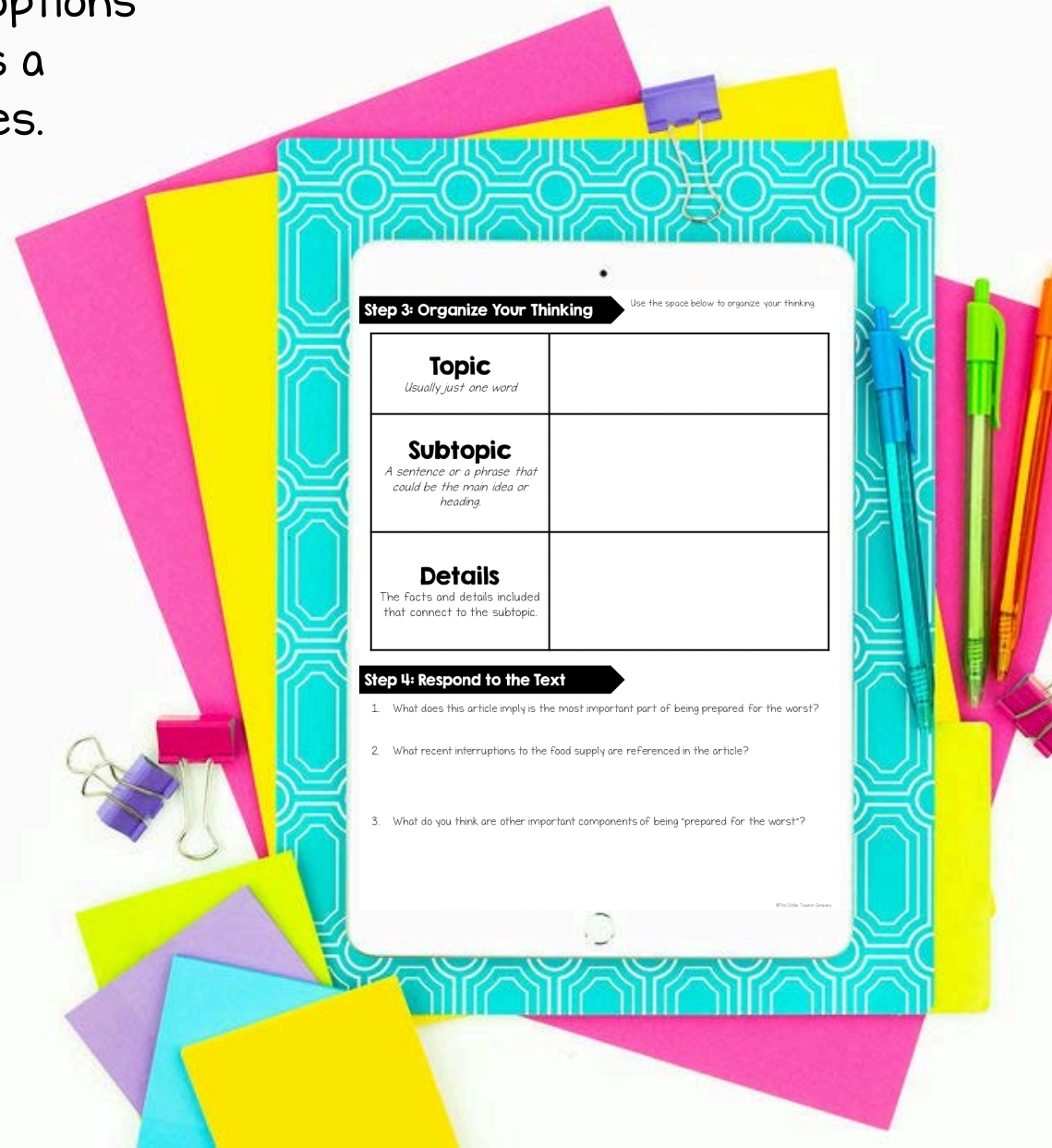
*Add a post-it note or jot down your thoughts directly in this box.*

# Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



# STUDENT & TEACHER FRIENDLY

These passages are easy for students and teachers to use. There are so many different ways you can use these passages in your classroom.

## So Many Classroom Uses:

- Homework
- Independent Practice
- Assessment
- Strategy Lessons
- Small Group Instruction
- Test Prep/Review
- Model
- Partner Practice

**Step 3: Organize Your Thinking** Use the space below to organize your thinking.

**Main Idea:**

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Honeybee Communication**

One way animals that live together survive is through communication. Honeybees use several forms of communication that help their colonies survive. The queen uses chemicals called pheromones to guide the behavior of the other bees in the colony. Other bees have the ability to communicate with pheromones as well, which are received on the antennae or other body parts of the other bees. Pheromones are liquid or vapors that deliver a message through direct contact.

Bees have a highly developed sense of smell. This sense of smell helps the workers locate specific food sources. They are then able to use the pollen or nectar to communicate within the hive. Other worker bees learn the new scent and are able to locate it using their sense of smell during their food supply runs.

Worker bees also use specific flight patterns to communicate messages about food sources amongst each other. Worker bees will signal each other by flying certain ways. The other bees "read" the flight pattern as a message about the location of a food source for the colony.

Honeybees live together in colonies that ensure the survival of that specific hive and of honeybees in general. Communication helps the bees survive by sending important messages, identifying food sources, and sharing food source locations with their hive mates.

**Step 4: Respond to the**

How can communication between bees help them survive?

How is the way bees communicate different from other animals?

How do worker bees share food sources for the hive?

**Step 2: Think About the Passage**

**THINK ABOUT:**

- What is the topic of the text?
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Add a post-it note or jot down your thoughts directly in this box.

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# A LOOK INSIDE...

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

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First responders may be paramedics in an ambulance, police, or firefighters. As you can imagine, there are some emergencies where all 3 types of first responders may be dispatched. Before first responders can provide their lifesaving services, 911 operators have to get them there.

**1 CALLER DIALS ON TEXTS EMERGENCY NUMBER**  
**2 DISPATCHER ANSWERS AND GATHERS INFORMATION**  
 • CALLER TALKS AND LISTENS  
 • NATURE OF THE EMERGENCY SITUATION  
**3 DISPATCHER DETERMINES WHICH AGENCIES ARE REQUIRED TO ASSIST THE CALLER**  
 • LAW ENFORCEMENT  
 • FIRE DEPARTMENT  
 • EMERGENCY MEDICAL SERVICES (EMS)  
 • ANIMAL CONTROL  
**4 DISPATCHER CONTACTS THE APPROPRIATE FIRST RESPONDERS AND TELLS THEM**  
 • WHERE TO GO  
 • WHAT TO EXPECT WHEN THEY GET THERE  
**5 FAST RESPONSES ARRIVE**

**Step 2: Think About the Passage**

**THINK ABOUT!**

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the topic?
- What did you learn about this topic?
- What is the main idea?

Add a post-it note or jot down your thoughts directly in this box.

**Step 3: Organize Your Thinking** Use the space below to organize your thinking.

**Step 1:** Scan the text features. What text features are included?

**Step 2:** What did you learn from the text feature? Why did the author include it?

**Step 3:** How does this feature relate to the topic? What is the main idea?

**Step 4: Respond to the Text**

- What happens after a 911 dispatcher takes down a caller’s name and the nature of the emergency?
- What do dispatchers have to do when there are multiple calls coming at the same time?
- What has to happen before first responders can be dispatched to the scene of an emergency?

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Suk-kegh**

Suk-kegh was the word Coast Salish native of Canada used to name sockeye salmon. It means “red fish.” Sockeye was an attempt to translate the Salish word into English.

Sockeye salmon spend their lives in the ocean and fresh water, which is unusual for fish. They are born in fresh water and live the first few years of their lives in a freshwater lake. Then, they migrate to the Pacific Ocean. This change of environment and food allows them to grow quickly. While in the ocean, sockeye are silver with blue speckles. After a few years in the ocean, it is time for the fish to return to their spawning ground, where they were hatched.

Rivers flow downstream to reach the ocean. This means sockeye salmon have to swim upstream to get back to their birthplace. The journey can be brutal. When they return to fresh water, sockeye’s bodies turn bright red, and their heads turn green. Males traveling to mate actually go through a physical transformation. They develop humps on their backs, grow teeth in their mouths, and their heads become flattened and rounded. Male and female sockeye die after they spawn or mate.

Sockeye salmon prefer cool, northern Pacific waters. They range from the Canadian Arctic south to the Pacific Northwest. The rivers they travel to spawn are also in the north. When travel routes, sockeye need to travel are compromised, it hurts the salmon population. Dams and roads in particular prevent the fish from swimming upstream to reach their spawning grounds. In recent years, efforts have been made to put in pathways for salmon to travel to mate.

Sockeye salmon, like all animals, have an important place in the environment. They have been an important food source for wild animals and indigenous people for thousands of years. Preventing overfishing has been an important conservation effort. Making travel routes accessible and safe is also a way humans can preserve the wild sockeye salmon’s life cycle.

**Step 2: Think About the Passage**

**THINK ABOUT!**

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the topic?
- What did you learn about this topic?
- What is the main idea?

Add a post-it note or jot down your thoughts directly in this box.

**Step 3: Organize Your Thinking** Use the space below to organize your thinking.

**Topic:** (repeated word/phrase)

**Main Idea:**

**Detail:**

**Step 4: Respond to the Text**

- Where does the passage say sockeye salmon prefer to live?
- What is unusual about the sockeye salmon?
- What are some things humans do that can endanger the sockeye salmon?

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Cooking Fresh Pasta**

After going through the work needed to make fresh pasta, the best part is getting to eat your creation! You will need a large pot to cook your pasta in. The secret to great pasta is not “crowding” your noodles while they cook. Use a heavy pot that holds 5 quarts of water or more. Fill the pot up to the top of the rivets that hold the handles on the pot. This amount of water will cook 1 pound of fresh pasta perfectly. Put the pot on a large burner and turn it on high.

While your water is coming to a boil, think about what you are going to eat on your pasta. You can use a tomato sauce, pesto, or cream sauce. You can also mix your pasta in with chopped sausage and vegetables. Fresh pasta is so delicious, you can top it with some fresh grated parmesan cheese and eat up.

Your pasta water is ready when it is at a rapid boil. Drop at least a teaspoon of salt in the boiling water. This is an important step for flavor! Then, gently lower your noodles into the pot. When they are all submerged, or covered with the boiling water, gently stir them with a long-handled spoon or some tongs. Choose a method for timing before you put your pasta in. You can use a stopwatch or timer on your phone. Fresh pasta cooks much more quickly than dried, boxed pasta! After 4 minutes in the boiling water, your pasta is ready to drain.

Get some help from an adult to drain your pot of pasta. The water is very hot, and the pot will be very heavy. The water will be poured into a colander, sitting in the sink. The pasta will stay in the colander, and the hot water will go down the drain. Drizzle 2 tablespoons of olive oil on the hot noodles so they don’t stick together. Now your pasta is ready to eat! Mix it with some sauce, toss it with some meat and vegetables, or put it in a bowl and cover it with cheese, salt, and pepper. I’m pretty sure you’ll want to make this again soon!

**Step 2: Think About the Passage**

**THINK ABOUT!**

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the topic?
- What did you learn about this topic?
- What is the main idea?

Add a post-it note or jot down your thoughts directly in this box.

**Step 3: Organize Your Thinking** Use the space below to organize your thinking.

**Paragraph 1**

Main Idea: \_\_\_\_\_

Details: \_\_\_\_\_

**Paragraph 2**

Main Idea: \_\_\_\_\_

Details: \_\_\_\_\_

**Paragraph 3**

Main Idea: \_\_\_\_\_

Details: \_\_\_\_\_

**Paragraph 4**

Main Idea: \_\_\_\_\_

Details: \_\_\_\_\_

**Step 4: Respond to the Text**

- What does the word “submerged” mean?
- How is the cooking time different for fresh, homemade pasta than for dry, store-bought pasta?
- What is the correct topping to put on fresh pasta?

**INDEPENDENT PRACTICE: Identifying Main Idea** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Read the Passage**

**Preparing for the Worst**

The global pandemic that hit the world in 2019 saw the greatest increase in home gardening in recent history. There are many reasons why that is a good thing. People who try to live a sustainable life at home and not rely on society are sometimes called “preppers.” Preppers like to be prepared in case there is a life-interrupting emergency. Recent events have illustrated why being prepared for unforeseen disasters is a smart way to live.

People most likely started home gardens during the spring of 2019 because they were going to be stuck at home for quite a long time. There were also food and supply shortages in the national (and world) supply systems that disrupted how people usually got their food. Being able to grow your own food supply and cook your food at home makes you less vulnerable to food shortages that may happen because of events outside of your control. When you include preserving homegrown food for the winter, or the future in general, you will have a supply of healthy food should anything go wrong.

And things have gone wrong repeatedly in the world. The shutdown of the Colonial Pipeline in 2021 because of hackers was a huge wakeup call for people who relied on the gasoline supplied by the pipeline. For over a week, there was no gas to buy, and people couldn’t go to work, school, or the store. If you were stuck at home with no way to go buy food, you would agree that having your own food growing in your back yard is a great idea.

There are many facets to living a life prepared for the future. Food is just one part of that, but it is a very important part. Now take a moment to think about how reliant you are on food that may travel thousands of miles to get to a store near you. What would you do if you couldn’t get to the grocery store?

**Step 2: Think About the Passage**

**THINK ABOUT!**

- What is the topic of the text?
- What is the author trying to teach you about that topic?
- What details are most important to the topic?
- What did you learn about this topic?
- What is the main idea?

Add a post-it note or jot down your thoughts directly in this box.

**Step 3: Organize Your Thinking** Use the space below to organize your thinking.

**Topic**  
*Usually just one word*

**Subtopic**  
*A sentence or a phrase that could be the main idea or heading.*

**Details**  
*The facts and details included that connect to the subtopic.*

**Step 4: Respond to the Text**

- What does this article imply is the most important part of being prepared for the worst?
- What recent interruptions to the food supply are referenced in the article?
- What do you think are other important components of being prepared for the worst?

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