

# ANSWER QUESTIONS



# What's Included?

EIGHT 2<sup>nd</sup> Grade **DIGITAL** fiction passages & TWO assessments!

- Aligned with 2<sup>nd</sup>-3<sup>rd</sup> Grade Lexile Levels
- Includes teaching materials for question stems and teaching different types of questions
- Students can highlight the text for easy comprehension

## ANSWER QUESTIONS

### 2<sup>nd</sup> & 3<sup>rd</sup> grade

#### Table of Contents

\*This product includes 10 Level Leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820). Each passage and question set is 2 pages long.

1. [Question Stem Journal Page](#)
2. [Types of Questions](#)
3. [The Big Night- 430L](#)
4. [The Playground Bully- 540L](#)
5. [Too Much TV- 540L](#)
6. [Missing Emily- 600L](#)
7. [The Case of the Pencil Box Thief- 620L](#)
8. [Twin Troubles- 640L](#)
9. [The Waterpark Adventure- 700L](#)
10. [The Rescue- 720L](#)
11. Answering Questions Test
  - [Lost Layla- 670L](#)
  - [The Trouble with Tuesdays- 740L](#)



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with  
GOOGLE  
SLIDES



# Fiction Passages

Answer Questions  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
430L

## The Big Night

Tonight was the big night. It was the night of the holiday chorus concert and Alex was extremely nervous. He had never performed in front of people before, and on top of it all his mom would be there to watch. Everyone in the second grade had family watching. His mind raced.

"What if I forget the words to the song? Everyone will laugh," he thought. "Maybe I should leave the stage and sit with mom."

As the auditorium continued to fill with more and more people, Alex searched the crowd for his mom. He saw her smiling face in the front row. She gave him a big thumbs up.

Suddenly, Alex felt a tap on his shoulder from his best friend, Hunter.

"Alex! This is the night we've been waiting for!" Hunter squealed.

"I'm so nervous!" whined Alex.

"Just remember to look at Mrs. Schub if you forget the words. She's always there to help us out."

Alex's nerves started to fade. The lights died down. The concert was beginning.

The opening number was Rudolph the Red Nose Reindeer. The crowd cheerfully sang along. They smiled gleefully at the second graders' dance to the song.

Alex felt like he was on top of the world. He knew how proud his mom was. He had performed in his first concert!



Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

After reading,  
students  
type their answers  
in  
the text boxes using  
text evidence.

Answer Questions  
• Answer the following Questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Where does this story take place? 

2. What is the problem in this story? 

Students type their answers right in the text box.

3. How is Alex feeling? Why is he feeling this way? 

4. What eases Alex's mind? (Circle all that apply.) 

a. Alex leaves the stage to go sit with mom.  
b. The auditorium filled up with more and more people.  
c. Alex saw his mom smiling and she gives him a thumbs up.  
d. Hunter reminds Alex to look at the music teacher if he forgets the words.

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# Assessments

Color coded highlighting can also be done on the assessments!

Answer Questions Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: The Trouble With Tuesdays**

740L

"Oh great," sighed Marcus. Today was Tuesday. Tuesdays always meant

Answer Questions Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: Lost Layla**

660L

Sophia and Layla were the best of friends. They did everything together. They went for walks, went to the park, and even watched movies together. Sophia's parents had adopted Layla as a puppy from the local animal shelter when Sophia was just a baby. They practically grew up together. Sophia could not imagine life without Layla. Every day after school, Sophia raced home to greet her dog. She sprinted through the door to see Layla waiting expectantly at the door stoop.

Tuesday seemed like a normal day to Sophia. She raced home as usual, but was shocked that Layla was not eagerly waiting for her at the door. Confused, Sophia ran through the house calling for Layla. No one responded. Sophia ran up to her little brother in anticipation of a question him.

"George!"  
Sophia shrieked,  
"Have you seen  
Layla?"

"I let her outside a while ago,"  
George replied.

Sophie dashed outside to their gated backyard, searching the yard for her best friend. Layla was nowhere in sight. Suddenly Sophie spotted the open gate.



Answer Questions

Answer the following Questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Where does this story take place? 

Students type their answers right in the text box.

2. What is the problem in this story? 

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a. Alex leaves the stage to go sit with mom.  
b. The auditorium filled up with more and more people.  
c. Alex saw his mom smiling and she gives him a thumbs up.  
d. Hunter reminds Alex to look at the music teacher if he forgets the words.

This resource also includes TWO tests of different Lexile Levels for student assessment.

# ANSWER QUESTIONS

2nd & 3rd grade

## Table of Contents

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- I. Question Stem Journal Page
2. Types of Questions
3. The Big Night- 480L
4. The Playground Bully- 560L
5. Too Much TV- 560L
6. Missing Emily- 560L
7. Twin Troubles- 590L
8. The Case of the Pencil Box Thief- 640L
9. The Rescue- 650L
10. The Waterpark Adventure- 710L
- II. Answering Questions Test
  - The Trouble with Tuesdays- 580L
  - Lost Layla- 670L



# ABOUT LEXILE LEVELS



Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



# Ask and Answer Fiction Questions

**Who?**

- characters



**When?**

- Time
- Sequence



**Why?**

- Reasons
- Cause



**What?**

- Important events
- Details



**Where?**

- Place



**How?**

- Details or evidence





**Answer Questions**

5. How did the crowd  
 a. The crowd's  
 b. The crowd'  
 c. **The crowd'**  
 d. The crowd

6. How did Alex use evidence to support the story? Alex  
 he considers  
 is confident  
 because the  
 world. He  
 first con-

7. What lesson  
 Alex learned  
 can our  
 Alex's

8. How  
 a. r  
 b.  
 c.  
 d.

**Answer Questions**

Answer the following Questions. Underline the question, you will need to infer to answer it.

1. Where does this story take place?  
**This story takes place at Alex's school.**

2. What is the problem?  
**The problem is performing a song.**

3. How is Alex feeling?  
**Alex is nervous because**

4. What does Alex feel like?  
 a. A hero  
 b. Tired  
 c. Green  
 d. Green

**480L Answer Questions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Big Night

Tonight was the big night. It was the night of the holiday chorus concert. **Alex was nervous.** He had never performed in front of people. His mom would be there to watch. Everyone in the second grade had family watching. His mind raced. "What if I forget the words to the song? Everyone will laugh," he thought. "Maybe I should leave the stage and sit with mom." The auditorium filled up with more and more people. Alex searched the crowd for his mom. He saw her smiling face in the front row. She gave him a big thumbs up. Suddenly, Alex felt a tap on his shoulder. It was his best friend, Hunter. "Alex! This is the night we've been waiting for!" Hunter squealed. "I'm so nervous!" whined Alex. "Just remember to look at Mrs. Schub if you forget the words. She will help you." **Alex's nerves started to fade.** The lights died down. The concert was beginning. The opening number was Rudolph the Red Nose Reindeer. The crowd cheerfully sang along. They smiled gleefully at the second graders' dance to the song.

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Date: \_\_\_\_\_

Answer Questions  
How does Marcus decide to solve the problem?

Marcus tells the teacher he is sorry  
Marcus calls his mom and tells her the truth

Marcus brings his report card home the next day  
Marcus lies to his teacher and tells her that his mom signed his report card

lesson did Marcus learn? Use text  
s learned that it is best  
have a problem and a  
about it, they can be

Marcus most likely do next time he  
d lie to his mom so he doesn't  
have his big brother sign the  
show the report card to his mom  
his best in school  
how the report card to his mom  
her's fault because she does r



#### Answer Questions

- Answer the following Questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

- When does this story take place? Why is this important?

This story takes place on a Tuesday. This is important, because in Marcus' class, Tuesday Folders go home on Tuesday. Marcus' mom would see his bad grades.



- Why does Marcus think he will get in trouble?

Marcus thinks 1. I will not in trouble because his mom will be upset.



- What is the problem in out of his mom's name

- What does Marcus do?  
a. Marcus hide  
b. Marcus hide  
c. Marcus signs  
d. Marcus lie



580L

#### Answer Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TEST: The Trouble With Tuesdays

"Oh great," sighed Marcus. Today was Tuesday. Tuesdays always meant trouble because the Tuesday Folders were being sent home. Tuesday Folders contained all of the student work from the week before, and notes to parents. Marcus got in trouble with mom every Tuesday when she saw his bad grades. Marcus was a bit of a trouble maker, and he did not always do his work. This week would be the worst yet, because report cards were being sent home in the Tuesday Folders.

Marcus moaned when he saw his grades in his folder. He had one F and one D.

"Mom is going to be so mad," Marcus cried. "I can't show this to her!"

When Marcus got home from school, he quickly took the report card out of his folder. He decided to sign his mom's name so his teacher, Mrs. Britton, would think his mom saw it.

"Mom will never know," thought Marcus.

The next day at school, Marcus could feel his heart beating out of his chest as he gave his signed report card to Mrs. Britton. Mrs. Britton glanced down at the signature and looked up suspiciously at Marcus.

"Marcus..." Mrs. Britton said. "Who signed this report card?"

Marcus quickly replied, "My mom."

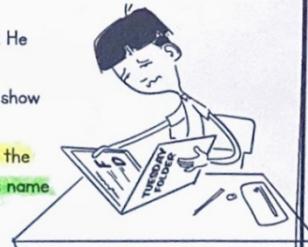
"This is not your mom's handwriting Marcus," Mrs. Britton replied quickly. "I am going to ask you one more time who signed this report card before I call your mom."

Marcus' heart dropped.

"I signed it, Mrs. Britton," Marcus replied with guilt.

"That was very dishonest of you Marcus. Mom needs to know your grades so she can help you do better. If you lie about your grades, it will only make it worse. What are we going to do about this?" questioned Mrs. Britton.

"I guess we should call her and tell her," said Marcus.



Marcus called his mom to tell her what he had done with the report card. Marcus' mom



Answer Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Case of the Pencil Box Thief

Mrs. Fig announced that it was time for the students to have their addition speed test. Everyone scrambled excitedly for their pencils in their pencil boxes. They loved to be timed on their math facts. Suddenly everyone heard a gasp.

Miah shrieked, "All of my pencils are gone! I just put a brand new pack of pencils in my pencil box this morning and now they are missing!"

Mrs. Fig stated, "I'm sure you just misplaced them Miah. They will turn up." She handed Miah her pencil to borrow.

After the speed test was over, Mrs. Fig passed out a math paper for students to paste in their journals. Everyone was startled to hear a familiar gasp come from their classmate Lequon.

"Mrs. Fig, my glue is gone. I am positive I put it back in my pencil box after I used it for word work this morning."

Natalie quickly offered for Lequon to share her glue with him.

Later that afternoon it was time to go to the book fair. The students clamored for their money and book lists to take with them. Mrs. Fig and the rest of the students noticed Bianca crying.

"My book fair money is missing," whaled Bianca. I put \$10 in my pencil box this morning and now it is gone."

Mrs. Fig's face turned stern. "Class. We are having an emergency class meeting. Come to the carpet immediately."

The children scrambled to the carpet with upset looks on their faces.

"Something suspicious is happening here. It looks like we may have a class pencil box thief. I am very upset to see this because I thought we could all trust each other. We may have someone in our midst who has broken our trust and decided to be dishonest and steal. I need all of you to be detectives. Let me know if you see anyone taking things from others so we can handle the situation."

The class nodded their heads in agreement.



## Answer Questions

Later that day, while the class was doing writing, Tyler noticed that Shelia's pencil box was bulging with supplies.

"That's odd... thought Tyler. Shelia didn't have all of those pencils and glue sticks this morning..."

Tyler knew that this could be a clue in The Case of the Pencil Box Thief mystery. He quietly approached Mrs. Fig and explained to her what he had noticed.

The next day Shelia approached Mrs. Fig and said she had money for the book fair. Mrs. Fig allowed Shelia to go pick out books. The class looked suspiciously at Shelia as she left the room. Marques approached Mrs. Fig shyly.

"Mrs. Fig, yesterday I heard Shelia tell Zayne that she stole money from Bianca and couldn't wait to go shopping at the book fair. I didn't believe she would do something like that until I saw her ask you to go to the book fair today," stammered Marques.

Mrs. Fig thanked Marques for coming to her with his evidence and assured him that they would get to the bottom of the mystery. She quickly called Zayne up to confirm Marques' story. Zayne admitted that Shelia had told him she was the thief. Soon after, Shelia marched into the room excitedly with her new bag of books. Mrs. Fig called Shelia over to her desk.

"Where did you get the money for the book fair Shelia?" asked Mrs. Fig.

"My mom," replied Shelia.

"Two students heard you say that you stole the money. I am going to call your mom to make sure she really did give you money to spend at the book fair today," said Mrs. Fig sternly.

Shelia looked down at her shoes. "Ok Mrs. Fig. I have something to tell you. I was the one who stole the money and I also have been taking pencils, glue and erasers out of pencil boxes," admitted Shelia.

"That is so disappointing," sighed Mrs. Fig. "Your class and I trusted you. You broke our trust. I need you to go to timeout and think about how you are going to explain this to your class."

Shelia went reluctantly to time out. Fifteen minutes later she approached Mrs. Fig and told her she was going to apologize to the class and admit what she did. Mrs. Fig stated that she also needed to tell her mom what she had done because she should replace what she had stolen. Shelia apologized to her classmates. The class was very disappointed, but accepted her apology.

Shelia learned that stealing from others hurts them. While her classmates accepted her apology and were nice to her, they needed time to trust her again.

- Answer Questions
- Answer the following Question. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Why was there a gasp before the addition speed test?



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2. What happened to Lequon?



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3. Who helped Lequon? How did this person help him?



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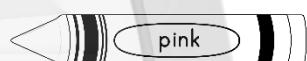
4. What was the first piece of evidence the class found?



- a. Mah was missing her pencils.
- b. Shelia went shopping at the book fair.
- c. Marques heard Shelia say she stole money.
- d. Tyler noticed Shelia's pencil box had a lot of supplies.

Answer Questions

5. Why does Marques wait a day to tell Mrs. Fig what he heard Shelia tell Zayne?
- a. He doesn't believe Shelia would steal.
  - b. He doesn't want to be a tattle-tale.
  - c. He is Shelia's best friend.
  - d. He was lying to Mrs. Fig.
6. How does *The Case of the Pencil Box Thief* get solved?
- 
- 
- 
7. Why does Shelia admit to being the thief? Use text evidence to support your answer.
- 
- 
- 
8. What lesson does the author want you to learn from this story?
- a. If you steal, you will get caught.
  - b. If you steal, people will never forgive you.
  - c. If you steal, you lose the trust of other people.
  - d. If you steal, you shouldn't tell other people because they may tell on you.





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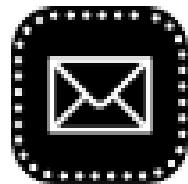
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