

FICTION

2ND & 3RD GRADE

RL.2.1 / 3.1

ANSWER QUESTIONS



TRUSTED BY OVER
2,000
TEACHERS

710L Answer Questions

Name: _____ Date: _____

TEST: The Waterpark Adventure

It was finally summer break, Henry and his family were taking a trip to Splash Park, the largest waterpark in the state of Florida. Henry was excited because he was finally going to be tall enough to ride the slide called "The Plunge." As Henry drove home, he saw "The Plunge" looming overhead. "Wow," Henry thought to himself.

880L Answer Questions

Name: _____ Date: _____

TEST: Lost Layla

Layla and Sophia were the best of friends. They did everything together. They went to the park, and even watched movies together. Sophia had a puppy named Layla as a puppy from the local animal shelter when Sophia was five. Layla was practically grown up together. Sophia could tell Layla was her loyal dog. After school, Sophia raced home to see Layla waiting excitedly for her at the door.

880L Answer Questions

Name: _____ Date: _____

TEST: The Trouble With Tuesdays

"Oh great," sighed Marcus. 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 Tuesday Folder out of his chest as he gave it to his mom. He decided to sign his mom's name on the report cards. His mom saw it and quickly took it out of his chest as he gave it to her. She saw the signature and looked at the report cards. "What is this?" she asked. "I signed your name on these," Marcus said. "You can't do that!" his mom said. "I'm sorry, Mom. I didn't know what to do. I was so nervous about the report cards."



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

ANSWER QUESTIONS
2nd & 3rd

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3. Model Text
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5. The Playground Bully- 540L
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7. Missing Emily- 600L
8. The Case of the Pencil Box Thief
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 - The Trouble with Tues

The Waterpark Adventure
700L
Name: _____ Date: _____

It was finally summer break, Henry and his family were taking their annual trip to Splash Park, the largest waterpark in the state of Florida. He went with his family at the start of every summer. Henry couldn't wait for this summer in particular, because he was finally going to be tall enough to ride the largest waterslide called, "The Plunge." As Henry drove up to Splash Park with his family, he could see "The Plunge" looming overhead in the waterpark.

"Oh wow," Henry thought to himself, "That looks much larger than it did last year!"

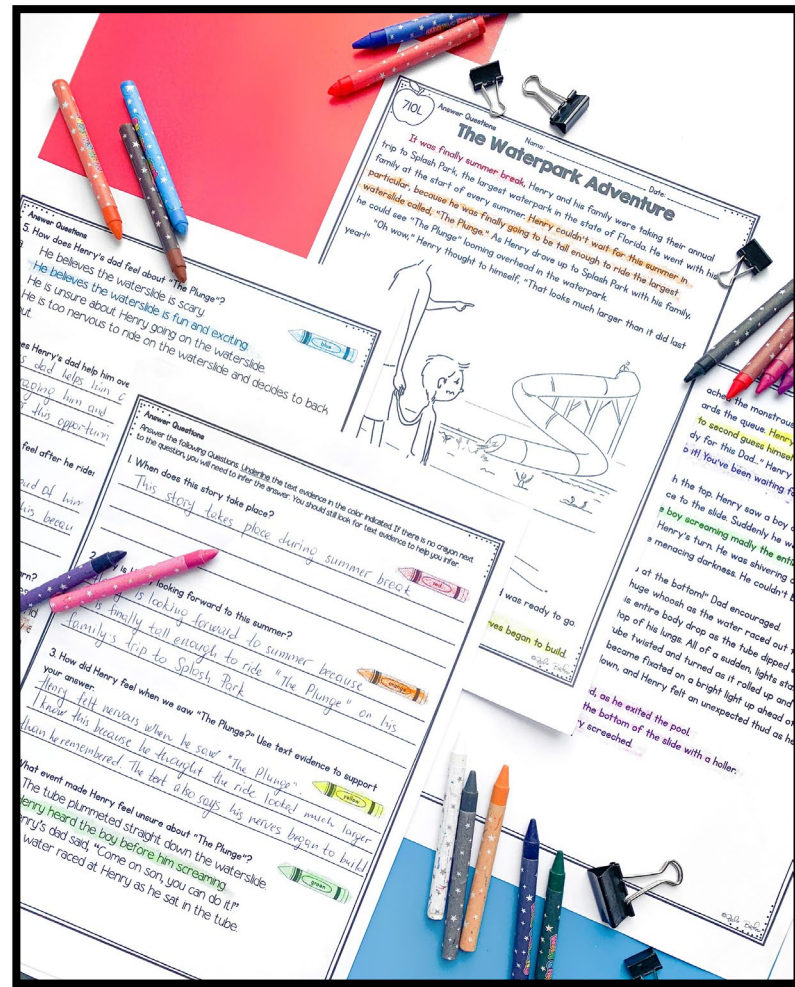
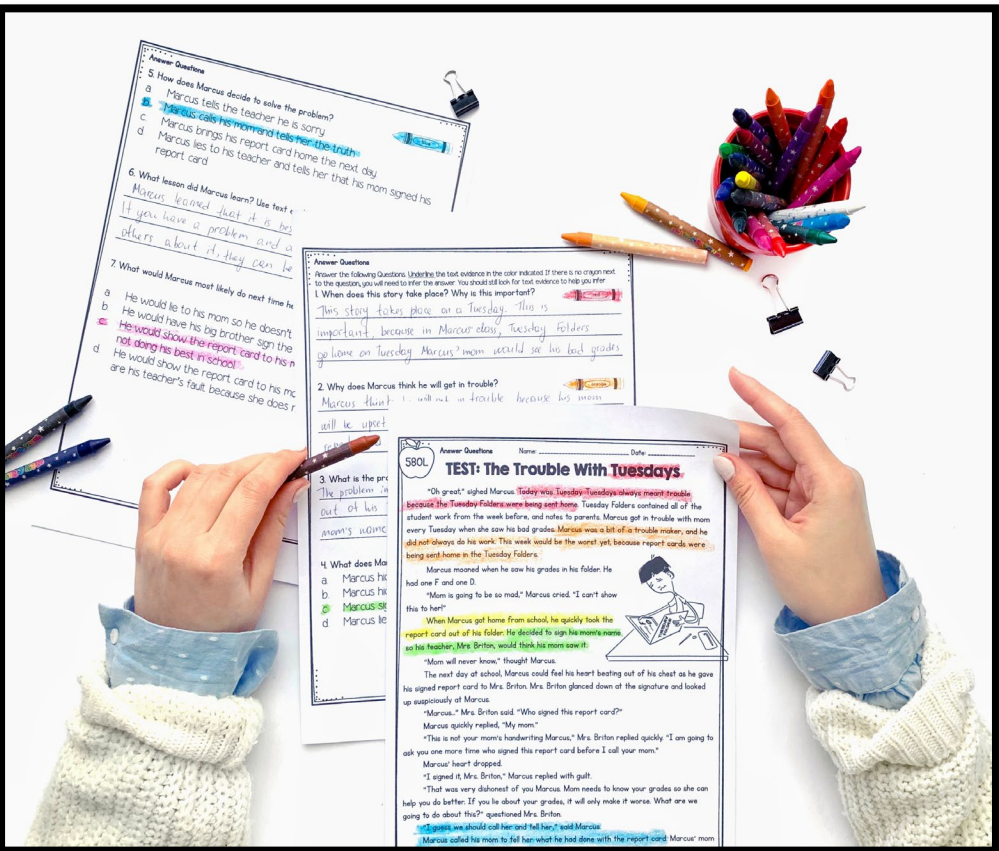
Henry and his parents entered the waterpark. Henry's dad was ready to go. "Ready for it son?" his dad questioned. "As ready as I'll ever be dad," Henry responded as his nerves began to build.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included



10 FICTION PASSAGES



- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including realistic fiction and mysteries.

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The image shows a student's completed worksheet for a reading passage titled "Missing Emily". The worksheet is divided into two main sections: "Answer Questions" and "Answer Questions".

Answer Questions (Left Column):

- 1. What happened to Emily?
a. Emily died.
b. Emily was upset.
c. Emily was very sick.
d. Emily got a new fish.
- 2. What does the following quote tell the reader?
Trinitie's mom dashed into the room. Her eyes fixed to the
Trinitie's mom came into the room quickly
wanted to talk to Trinitie before she had
dead Trinitie's mom's eyes were fixed to
she had sad news to tell her about Emily.
- 3. Why didn't Trinitie want a new fish?
Trinitie didn't want a new fish right over
she knew nothing could replace Emily.
- 4. How does Trinitie feel at the end of the story?
a. Worried because Emily is sick.
b. Upset because she misses Emily.
c. Sad because she thinks her dog might get a
d. Happy because her mom will buy her a new

Answer Questions (Right Column):

- 1. Who is Emily?
Emily is Trinitie's pet goldfish.
- 2. How would you describe Trinitie? Use text evidence to support your own
Trinitie is a pet lover. She is also responsible
because she takes care of her pets and doesn't want
to be late for school.
- 3. What did Trinitie notice that was unusual before she went to school?
Trinitie noticed Emily wasn't swimming
around like she usually did. None of her friends was
moving.
- 4. Why did Trinitie race to her room after school?
a. She had to feed her animals.
b. She wanted to make sure Emily was ok.
c. She wanted to say hi to her pets because she missed the
d. She forgot to feed Emily that morning so she needed to

Missing Emily (Right Column):

Name: _____ Date: _____

560L Answer Questions

Trinitie was an animal lover. She had three cats, two dogs, one fish, and one hamster. People nicknamed Trinitie "The Zoo Keeper" because she always seemed to be adding a pet to her collection.

One day before school, Trinitie woke up to feed her animals. She noticed her pet goldfish Emily wasn't swimming around as usual. She seemed to barely be swimming. One of her fins wasn't moving at all. Trinitie gave Emily her food quickly. She was worried about Emily, but was already late for school and knew she would be tardy again.

Later that day, Trinitie got home and raced into her room to check on Emily. The second she got to her tank, she knew something was not right. She saw Emily the top of the water floating upside down.

"Mom!" Trinitie screamed. "Something is wrong with Emily!"

"Trinitie's mom dashed into the room. Her eyes fixed to the floor.

"Trinitie's sweetie..." mom stammered. "It looks like Emily has passed on. Trinitie's heart sank. She knew death was a part of life, but it didn't lived a good life honey. Six years is a long time for a fish to live, but it didn't any easier. Emily was one of her friends and she would always miss her. her mom planned a proper burial for Emily the next day. They placed a garden next to Trinitie's favorite daffodils.

"Would you like to get a new fish?" questioned Trinitie's mom.

"Not now mom," stated Trinitie. Nothing can replace Emily.

ANCHOR CHARTS

ASK AND ANSWER FICTION QUESTIONS

The 5-W's & I-H can help readers demonstrate understanding of key details in a text.

WHO?

- People
- Animals



WHAT?

- Important events
- Facts and details



WHEN?

- Time
- Sequence



WHERE?

- Place



WHY?

- Reasons
- Cause



HOW?

- Details or Evidence



- 2 Anchor charts
 - 1 Types of Questions
 - 2 Questions Stems
- Use to introduce the skill
- Students reference throughout the unit



TYPES OF QUESTIONS

While reading, you can ask and answer explicit or implicit questions to monitor your comprehension.

Explicit

"Right There" Questions

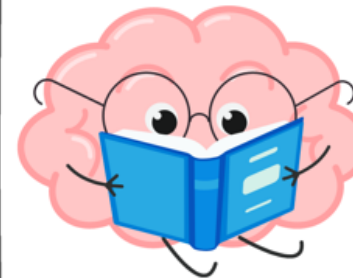
- The answer can be found right in the text.
- Don't try to remember the answer. You may get tricked!
- Underline the answer in the text. Don't underline other things!



Text

Implicit or Inferential

- The answer will not be in the text.
- There will be text evidence to help you make an inference.
- You need to think about the answer.



Text • My Brain

Your students can refer to the anchor charts throughout the unit.

MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Answer Questions

Standard RL.2b understanding

Standard RL.2c understanding

Unpacking text as the

Grade 2: such as details

Grade 3: In a

Grade 4: det

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- Familiarize Yourself with the Resource:** Take time to thoroughly review the resource provided, which includes passages showcasing how authors present main points and key details in various texts on similar topics. Pay attention to the range of genres, topics, and text complexity levels covered to tailor instruction effectively to your students' needs.
- Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce and explain the concept of asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Display these charts prominently in the classroom and refer to them during read-alouds and content lessons to reinforce learning. Ensure students have access to copies of these charts in their reading journals for reference.
- Model and Think Aloud:** Select a passage from the resource that clearly illustrates how authors present main points and key details in a text. Read it aloud to the class while thinking aloud to demonstrate how to identify and answer questions using the details.
- Guided Practice:** Assign small groups or pairs of students specific passages from the resource. Encourage them to use the anchor charts as a reference to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details. Guide them through discussions on how these questions help in comprehending the text.
- Collaborative Discussions:** Facilitate discussions where students can share their observations and insights on how asking and answering questions such as who, what, where, when, why, and how aid in understanding key details in the texts they've analyzed. Encourage them to explain their reasoning and justify their answers with evidence from the texts.
- Independent Practice:** Gradually transition students to working independently with different passages from the resource. Encourage them to apply the strategies they've practiced to ask and answer questions such as who, what, where, when, why, and how effectively.
- Differentiation:** Adapt instruction to meet the diverse learning needs of your students. Provide additional support to students who may struggle with asking and answering questions by breaking down the process into smaller steps or providing sentence stems. Offer enrichment activities or challenge tasks to advanced students to deepen their analysis of the texts.
- Assessment:** Utilize the assessments provided in the resource to evaluate students' ability to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. These assessments should gauge both understanding and application of this skill in varied contexts.
- Review and Reteach:** Analyze assessment results to identify areas where students may need additional instruction or practice. Organize reteaching sessions or strategy groups to focus on specific aspects of the skill that were challenging for students.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model Answer Questions Name: _____ Date: _____

Read the following text. Answer the 5-W's & 1-H questions to demonstrate comprehension. Please Note: Not all 5-W's & 1-H will be answered in every text.

The Great Garden Mystery

In the small town of Sunnyville, there was a beautiful community garden where everyone loved to plant flowers and vegetables. One sunny morning, Lily, a cheerful second grader with a love for all things green, noticed that her prized sunflowers looked sad and droopy. She was puzzled because she watered them every day.

Determined to solve the mystery, Lily started her investigation. She asked her friends who visited the garden what they saw. Her best friend Max, who enjoyed detective stories, decided to help. They looked around and noticed tiny footprints around the garden beds.

The next day, they hid behind a big oak tree just as the sun was setting. To their surprise, a small rabbit hopped into the garden. They watched as the little rabbit nibbled on leaves and sipped from the watering cans. Lily realized that the rabbit was thirsty and didn't have a good source of water since the nearby pond had dried up last month.

Feeling sorry for the rabbit, Lily and Max came up with a plan. With help from their families, they placed a small water dish in the garden and filled it every day. The rabbit stopped nibbling on the plants and instead drank from the dish. Lily's sunflowers and the rest of the garden thrived again, and the garden became a happy place for everyone, including their new little furry friend.

Who noticed the sunflowers were droopy?	<input type="text" value="red"/>
What did Lily and Max discover in the garden?	<input type="text" value="orange"/>
When did Lily and Max solve the mystery?	<input type="text" value="yellow"/>
Where did the story take place?	<input type="text" value="green"/>
Why were Lily's sunflowers droopy?	<input type="text" value="blue"/>
How did Lily and Max solve the garden mystery?	<input type="text" value="purple"/>

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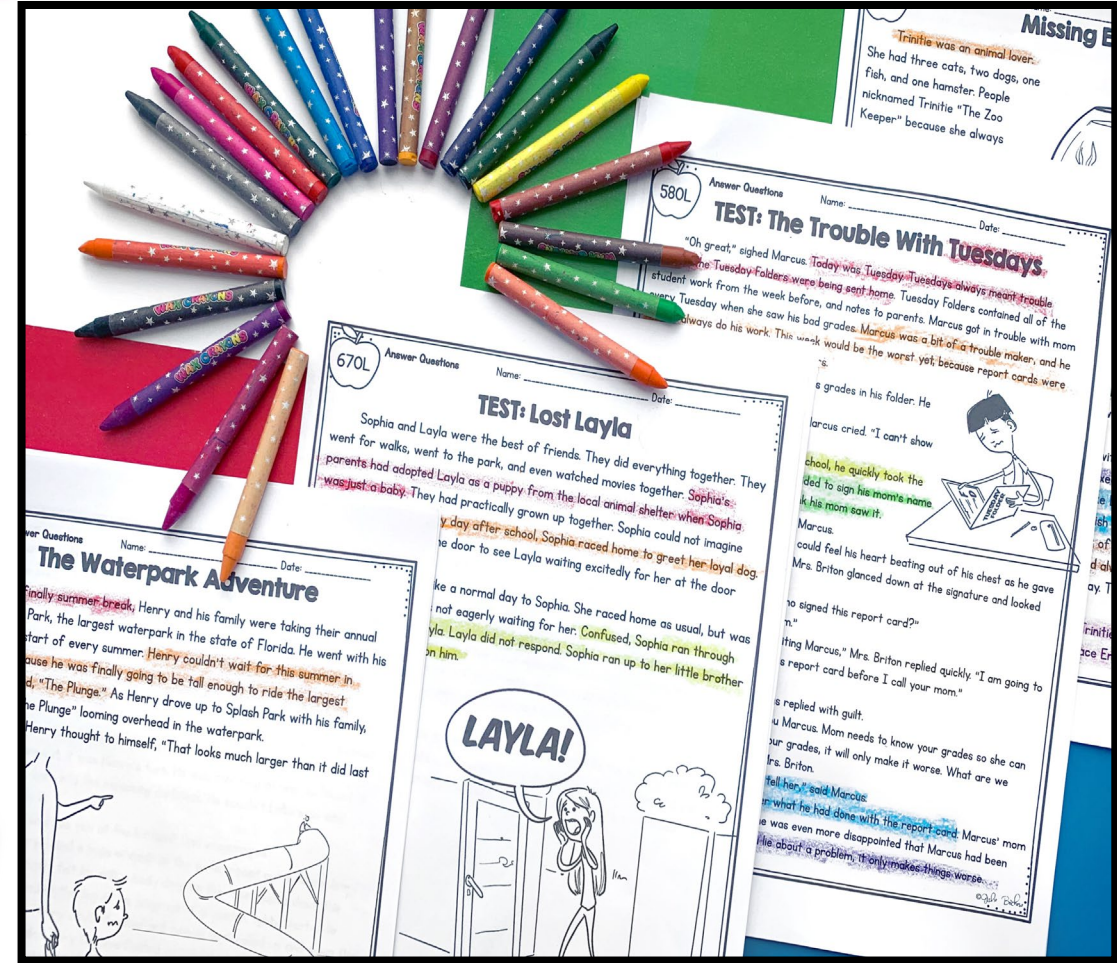


Model text and questions



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!...

Mom's plan to find Layla?
She will work together to search for Layla and go back.

Answer Questions
1. Who is Layla?
Layla is a puppy.

2. How does the author feel about Layla?
The author she was.

3. How did Sophia feel when she found Layla?
Sophia was Layla was not she ran thru.

4. What did Sophia do when she found Layla?
a. Sophia race
b. Sophia shake
c. Sophia dash
d. Sophia shake

670L Answer Questions
TEST: Lost Layla
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 had practically grown up together. Sophia could not imagine life without Layla. Every day after school, Sophia raced home to greet her loyal dog. She sprinted through the door to see Layla waiting excitedly for her 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. Confused, Sophia ran through the house calling for Layla. Layla did not respond. Sophia ran up to her little brother in anticipation to question him.
"Georgel!" Sophia shrieked. "Have you seen Layla?"
"I let her outside a while ago," George replied.
Sophia dashed outside to their gated backyard, searching the yard for her best friend. Layla was nowhere in sight. Suddenly, Sophia spotted the open gate.

880L Answer Questions
TEST: The Trouble With Tuesdays
"Oh great," sighed Marcus. Tuesday was Tuesday. Tuesdays always meant trouble because the Tuesday Folders were being sent home. Tuesday Folders contained all of student work from the week before, and notes to parents. Marcus got in trouble with every Tuesday when the saw his bad grades. Marcus was a bit of a trouble maker, but 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 on it together. Mrs. Britton would think his room was empty.
"I 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 was not happy with his grades, but she was even more disappointed that Marcus had been dishonest. Marcus realized that if you lie about a problem, it only makes things worse.

4. What does Marcus do when he gets home?
a. Marcus hides his Tuesday Folder.
b. Marcus hides his report card.
c. Marcus signs his mom's name on the report card.
d. Marcus lies to his mom and says he did not get his report card.

are his teacher's fault because she does not help him.

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

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

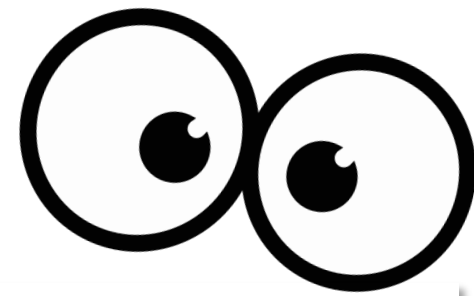
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 12th 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	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding be built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

TAKE A PEEK



ANSWER QUESTIONS

2nd & 3rd grade

Table of Contents

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

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
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 - Lost Layla- 660L
 - The Trouble with Tuesdays- 740L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-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

The 5-W's & I-H can help readers demonstrate understanding of key details in a text.

WHO?

- People
- Animals

WHAT?

- Important events
- Facts and details

WHEN?

- Time
- Sequence

WHERE?

- Place

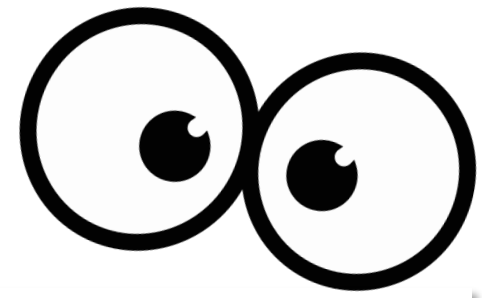
WHY?

- Reasons
- Cause

HOW?

- Details or Evidence

AND ANOTHER PEEK



430L

Answer Questions

Name: _____ Date: _____

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.

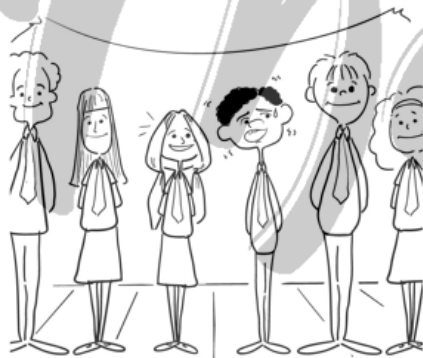
"I'm so nervous!" whined Alex.

"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!



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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?



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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Answer Questions

5. How did the crowd react to the performance? (Circle all that apply.)

- a. The crowd sang along. 
- b. The crowd laughed at the second graders' dance.
- c. The crowd smiled at the second graders' dance.
- d. The crowd danced to the song, *Rudolph the Red Nose Reindeer*.

6. How did Alex change from the beginning of the story to the end? Use text evidence to support your answer.



7. What lesson did Alex learn? Use text evidence to support your answer.



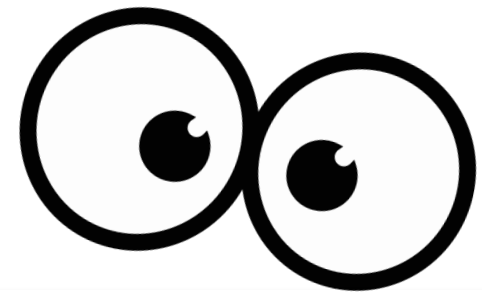
8. How did Alex feel at the end of the story?

- a. nervous because he might forget the words
- b. silly because the crowd smiled at their dance
- c. excited because he overcame his fear of performing
- d. scared because there were a lot of people in the auditorium



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CHECK THIS OUT TOO!



540L

Answer Questions

Name: _____ Date: _____

The Playground Bully

"Recess is in just five minutes!" said Tamia.

"Oh boy. I hope Mrs. Trish has indoor recess today," sighed Trayton.

"Are you crazy? It's a beautiful day!" exclaimed Tamia.

"Jayden in Mr. Farrow's class has been chasing me and threatening to beat me up every day. I'm scared to go out there again," explained Trayton.

Five minutes later the recess bell rang. Trayton dreadfully dragged his feet in line for recess. He knew Jayden would be outside waiting for him. As the class excitedly ran to the swings and monkey bars, Trayton quietly ducked behind a bush.

"Hopefully Jayden won't find me here," Trayton thought to himself.

Soon after, Trayton felt a shove from behind. He toppled over into the dirt.

"Ouch!" Trayton screamed.



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Answer Questions

He turned around to see Jayden standing behind him, laughing at him.

"Stop it!" Trayton said firmly to Jayden, "That hurt!"

Jayden continued to laugh and point at Trayton. Trayton could feel tears well up in his eyes.

Suddenly Tamia sprinted over to the two boys.

"What's going on over here?" she questioned, out of breath.

"Jayden is being a bully," Trayton explained, "He pushed me and I was just telling him that he needed to LEAVE ME ALONE."

Tamia looked sternly at Jayden.

"He said STOP!" Tamia stated firmly to Jayden, "I suggest you listen."

In an instant, the three children were surrounded by ten other second graders. They all began chiming in. They told Jayden to stop being a bully. Jayden's face turned red. He stammered, "I was just playing around."

"Bullying is NOT playing around," Trayton explained with confidence.

"No one would play with me...," complained Jayden.

"If you're looking for friends to play with, we will be happy to play with you. But we don't push, chase, or bully," explained Trayton.

Jayden looked down at the ground.

"I'm sorry," Jayden stuttered. "It won't happen again."

"Let's go play Freeze Tag!" suggested Tamia.

"Sounds like fun!" All the other children screamed as they began running to the field.


Trayton grabbed Jayden's hand to lead him towards the game that was beginning.


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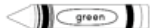
Answer Questions

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. Why does Trayton hope they have indoor recess? 

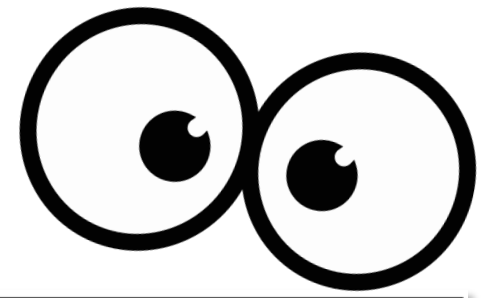
3. How does Trayton feel as he heads out to recess? 

4. What does Trayton do when Jayden pushes him? 

- Trayton cries.
- Trayton tells Jayden to leave him alone.
- Trayton calls Tamia over to help him.
- Trayton invites Jayden to play Freeze Tag.

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Answer Questions

Name: _____ Date: _____

The Rescue

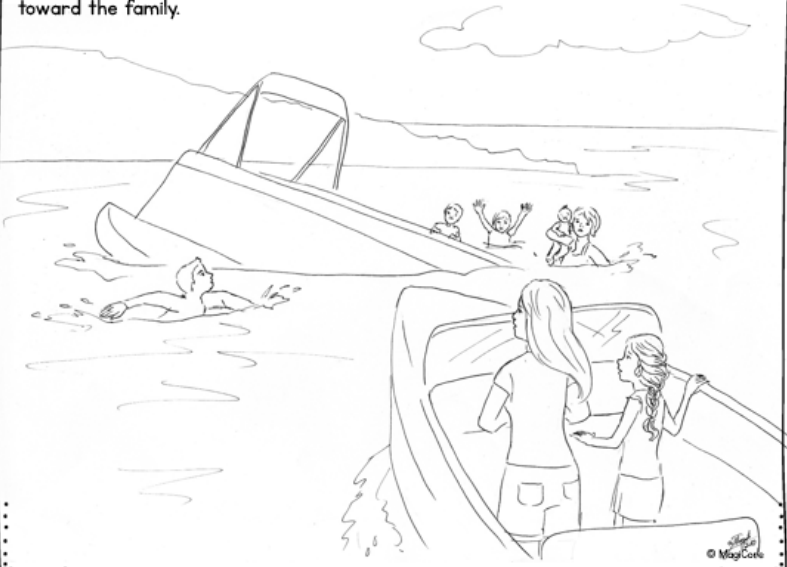
"Mom, can we *please* go into the cove?" Robyn tugged at her mother's arm and stared up into her eyes.

"Honey, it's going to be way too cold in the cove. Why don't we just boat around here? This area is perfectly fine," Mom replied.

"The cove is more beautiful. I just like it better," Robyn said.

"Alright, but I'm not getting into the water because it's too cold," Mom exclaimed while turning the speedboat's wheel and pointing the boat in the direction of the cove.

Robyn and Mom arrived minutes later to hear the cries of a young family aboard a pontoon boat. They were wildly waving their arms, and the man was jumping up and down. With an worried look on her face, Mom steered the boat toward the family.



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? Why is the setting important to the plot? 

2. Read this sentence from the story:

"With an worried look on her face, Mom steered the boat toward the family."


Why does mom have a worried look on her face? 

3. How did Mom and Robyn react when they saw the family? 

4. What did mom do after she dove in the water? 

- She dialed 9-1-1.
- She rescued the woman and baby.
- She grabbed the two children under the boat.
- She instructed the two children how to swim under the boat.

Answer Questions


5. Which detail from the text shows the children were in trouble? 

- The two children listened carefully through their tears.
- The boy was crying, and the girl's nose was turning blue.
- She dove underwater and resurfaced under the capsized boat.
- Under the boat was a pocket of air, and the two children were there.

6. Why did mom back away from the children when she reached them? 

7. How did Robyn help the family that was in trouble? (Choose all that apply.) 

- Robyn called 9-1-1.
- Robyn helped them into the speedboat.
- Robyn found blankets and warm jackets.
- Robyn jumped into the water to save the children.

8. Which sentence(s) from the story shows that Mom and Robyn acted heroically? (Choose all that apply.) 

- "Alright, but I'm not getting into the water because it's too cold," Mom exclaimed..."
- "Mom killed the engine. Without even thinking, she jumped into the frigid lake as she yelled, "Call 9-1-1!"
- "The man desperately swam toward the children, trying to pull them away from the capsizing boat."
- "As she was talking to the authorities, Mom swam toward the pontoon boat, dove underwater, and resurfaced under the capsized boat."

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