

ANSWER QUESTIONS



TRUSTED BY OVER
3,000
TEACHERS

Answer Questions
Answer the following Questions. Underline

1. Where was Helen born?
Helen was born

2. Why did Helen become deaf and blind?
Helen's sickness

3. Who was Helen's teacher?
Anne Sullivan

4. When did Helen become deaf and blind?
When she was one year old

5. How did Helen learn to read?
By feeling the letters

6. How did Helen learn to write?
Anne Sullivan

7. What do you think Helen's life was like?
This is hard to imagine

8. How do you think Helen felt about her disability?
Helen was determined

9. How do you think Helen's family felt about her disability?
They were supportive

Name: _____ Date: _____

Helen Keller



Helen's birthplace

Helen Keller was born in 1880 in Alabama. When Helen was one-year-old, she became very ill. Because of her sickness, Helen became deaf and blind. She could no longer see or hear.



Hellen and Anne.

Anne Sullivan was Helen's teacher.

She worked with Helen for 49 years. Anne encouraged Helen to believe in herself and taught Helen she could overcome her disability. Helen was determined to learn to speak. As Helen got older, she was the first blind and deaf person to get a college degree. Helen became a well-known speaker. She also wrote 12 books.

There are movies and plays about Helen. Her birthplace is a museum. Helen never gave up.



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

Table of Contents
*This product includes 10 Lexile® leveled passages in the Band (the range for 2nd-3rd grade is 420L-820L). Each

1. How to Use this Resource, Unpacking
2. Question Stem Anchor Chart
3. Types of Questions: Explicit and In
4. Model Text
5. How to Learn Sign Language- 48C
6. Helen Keller- 580L
7. Great White Sharks- 600L
8. The Human Body- 640L
9. How to Brush Your Teeth- 690
10. Loggerhead Sea Turtles- 780
11. French Fries- 790L
12. Fast Food Frenzy- 810
13. Answering Questions Test
 - A Healthy Addition t
 - Dr. Seuss- 730L

The Google Slides are available to view and download. [CLICK HERE](#) to view the Google Slides.


* You MUST have help setting up your Google account.

790L Answer Questions Name: _____ Date: _____

French Fries

Have you ever thought about the history of one of the world's favorite foods? French fries are a delicious snack and have an interesting history.

French fries actually are not French. This delicious food came from Belgium. French fries were named "French" because it was the language the Belgian army spoke. When soldiers arrived in Belgium during World War I, they came up with this name. Some say that the Belgians have been frying French fries since the late 1600s.




French fries are eaten all around the world. Americans dip their fries in ketchup. British people call their fries "chips" and they dip them in vinegar and mayonnaise. In Vietnam, they put butter and sugar on their fries.

McDonalds has helped the popularity of French fries. McDonalds buys 7% of the potatoes grown in America. In the U.S. McDonalds restaurants sells one third of all the fries.

People around the world enjoy their fries in different ways.

While you can find French fries anywhere in the world, the Belgians are the true experts. There are no tastier fries than those found in Belgium.

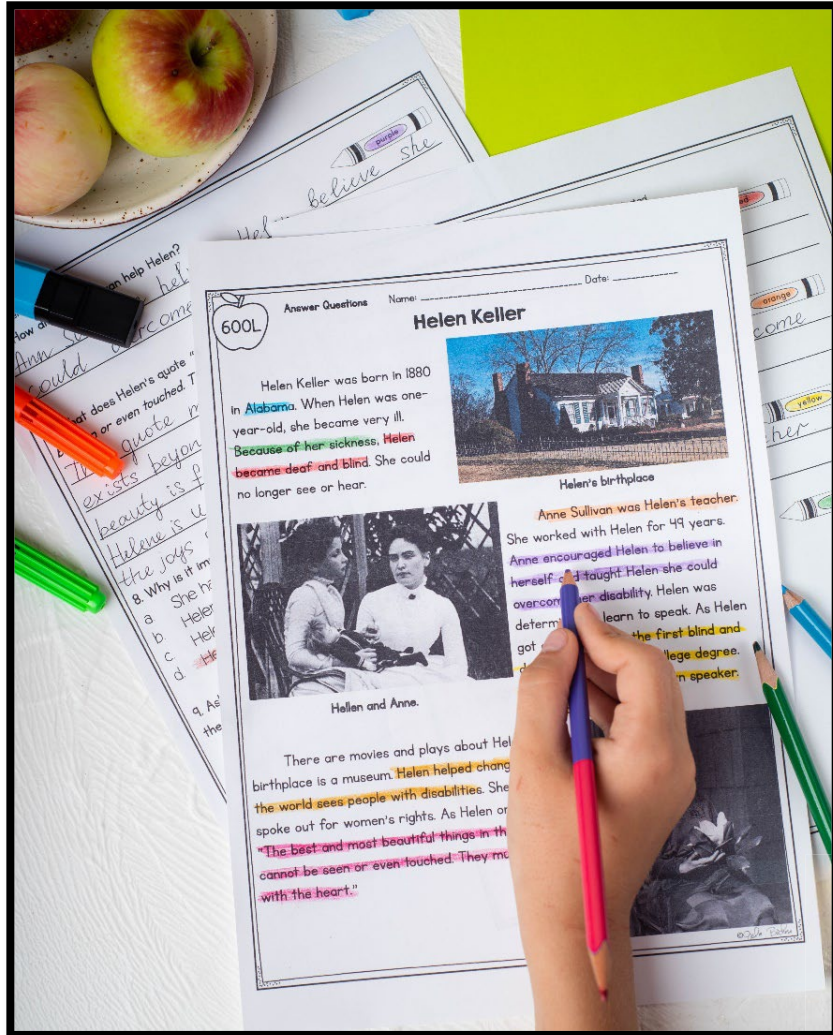


- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

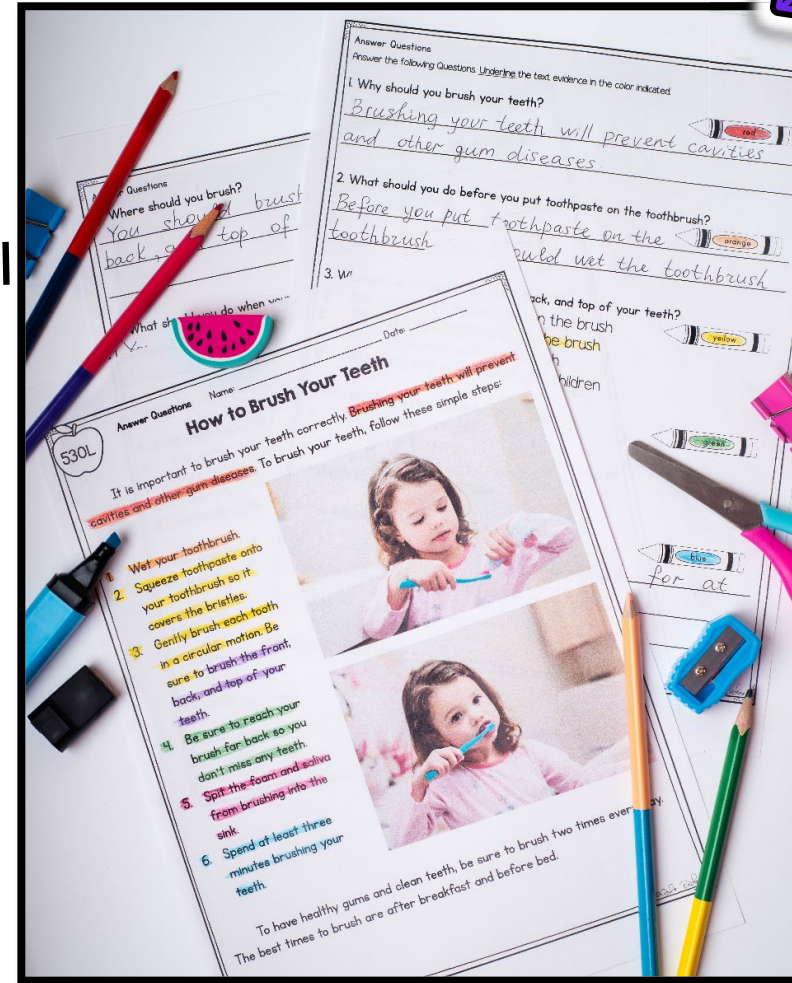
Printable and Google Slides Included



10 NONFICTION PASSAGES



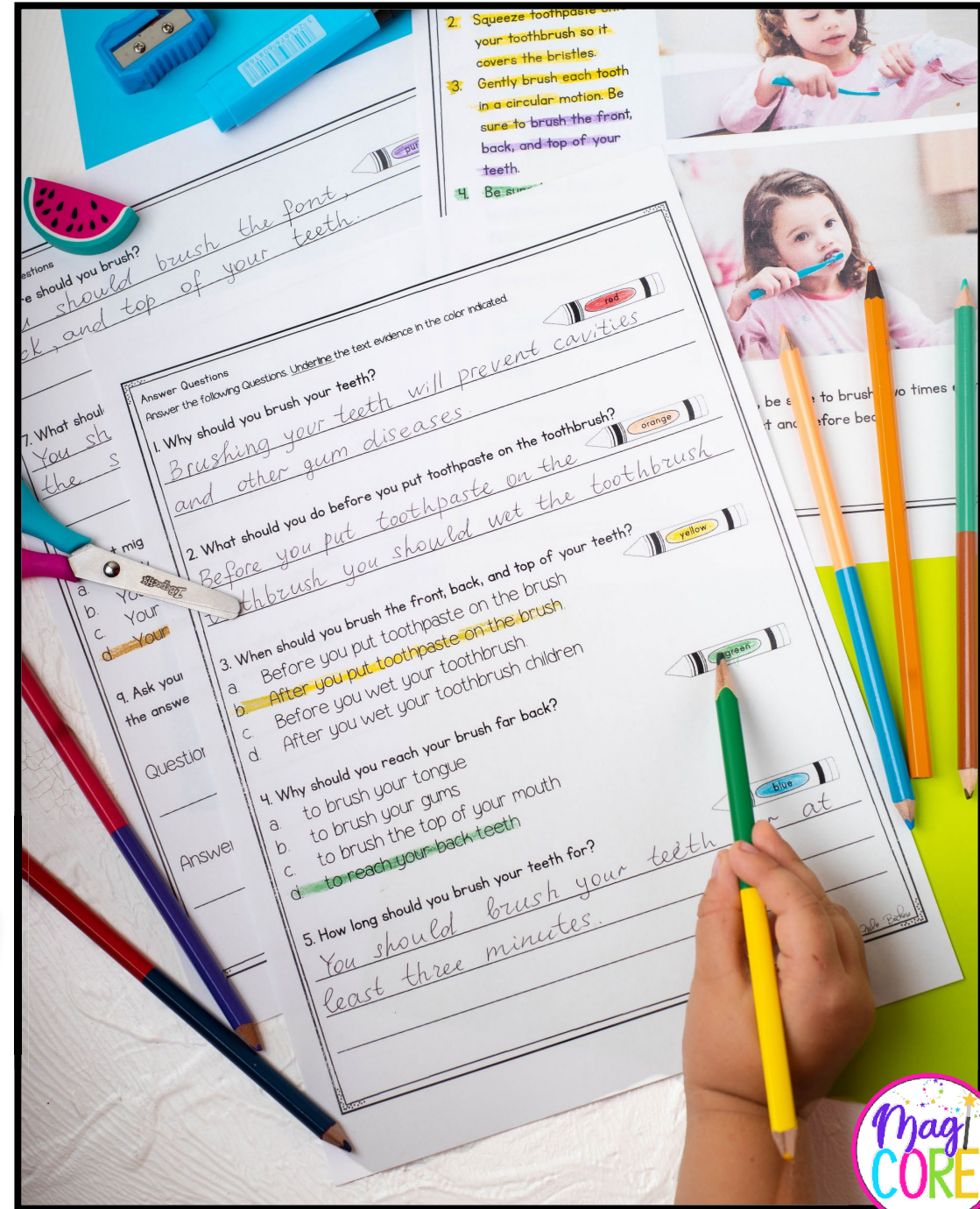
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, biography, procedural, and persuasive texts.

QUESTIONS

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



ANCHOR CHARTS


TYPES OF QUESTIONS

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

Explicit

"Right There" Questions

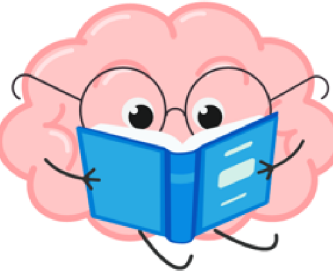
- The answer can be found right in the text.
- Don't try to remember the answer. You may get tricked!
- Underline the answer in the text. Don't underline other things!



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

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



ASK AND ANSWER NONFICTION 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 

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



MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Asking and Answering Questions

Standard RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of details in a text.

Standard RI.2.2 Analyze a text, referring explicitly to the text as evidence.

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, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- Familiarize Yourself with the Resource:** Carefully review the resource, including the passages, anchor charts, and assessments. Understand the range of genres, topics, and text complexity levels covered.
- Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce the concept of asking and answering questions. Display the anchor charts in the classroom and model asking and answering questions in read alouds and content lessons throughout the day. Have students keep a copy of anchor charts in their reading journals.
- Model and Think Aloud:** Select a passage from the resource and model the process of answering questions and using text evidence. Read the passage aloud to the class, thinking aloud to demonstrate how you stop to ask questions. Refer to the anchor charts and highlight the types of questions you ask and answer.
- Guided Practice:** Assign small groups or pairs of students to analyze specific passages from the resource. Encourage them to refer to the anchor charts and use evidence from the text to support their reasoning.
- Collaborative Discussions:** Allow time for collaborative discussions where students can share their findings and reasoning with their peers. Encourage them to explain their thinking and provide evidence from the text.
- Independent Practice:** Gradually transition students to independent practice using the remaining passages from the resource. Encourage students to refer to the anchor charts and use evidence from the text to support their answers.
- Differentiation:** Differentiate instruction based on students' needs. Offer additional support to struggling students through small group interventions, provide sentence frames or prompts, or offer additional practice passages. Provide passages at the highest levels for students who have mastered the skill.
- Assessment:** Use both assessments provided in the resource to assess students' progress and understanding.
- Review and Reteach:** Use assessment data to review and reteach. These students can form a Strategy Group.

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




Model Answer Questions Name: _____ Date: _____

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

The Lost City of Atlantis

Atlantis is a make-believe island that was written about by a scholar named Plato more than 2,000 years ago. He told stories about a kingdom called Atlantis that was very advanced. It was supposed to be near a big water gate called the "Pillars of Hercules". Plato wrote that Atlantis had a conflict with Athens. The people of Atlantis made some bad choices. The gods planned to punish the people. It was said that the island was covered by the sea in one day and night. No one has ever found Atlantis. It is a mystery. Most people think Plato made up Atlantis to teach a lesson about making good choices.



Who told the story of Atlantis?	<input type="text" value="red"/>
What is Atlantis?	<input type="text" value="orange"/>
When did the story of Atlantis begin?	<input type="text" value="yellow"/>
Where was Atlantis located in the story?	<input type="text" value="green"/>
Why did Plato tell the story of Atlantis?	<input type="text" value="blue"/>
How did Atlantis fall?	<input type="text" value="purple"/>

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Model text and questions



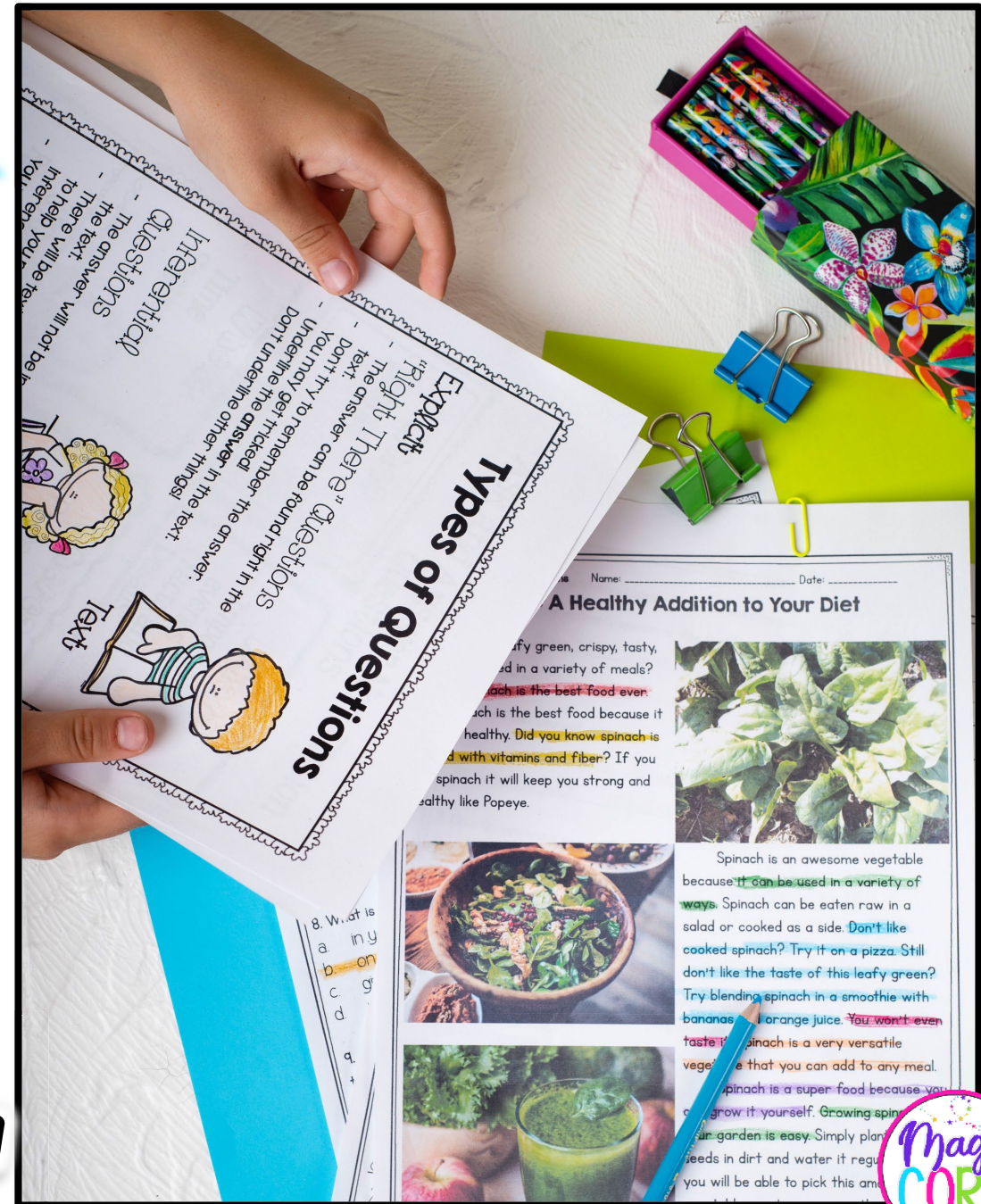
ASSESSMENTS

- 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
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 3,000 teachers... and counting!... To help students grow their reading skill



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.

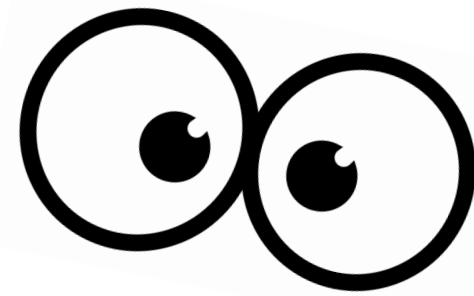
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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-1040L
6-8	

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

TAKE A PEEK



ANSWER QUESTIONS

2nd & 3rd grade

Table of Contents

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

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Question Stem Anchor Chart
3. Types of Questions: Explicit and Inferential
4. Model Text
5. How to Learn Sign Language- 480L
6. Helen Keller- 580L
7. Great White Sharks- 600L
8. The Human Body- 640L
9. How to Brush Your Teeth- 690L
10. Loggerhead Sea Turtles- 780L
11. French Fries- 790L
12. Fast Food Frenzy- 810
13. Answering Questions Test
 - A Healthy Addition to Your Diet- 580L
 - Dr. Seuss- 730L



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.

ABOUT LEXILE LEVELS



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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 NONFICTION 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?

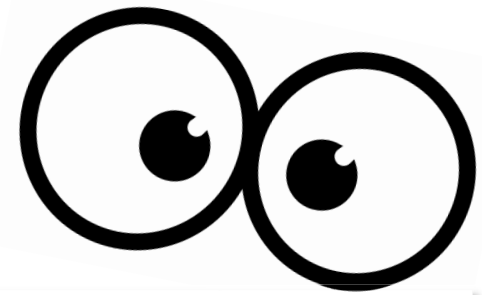
- Reasons
- Cause

HOW?

- Details or Evidence




AND ANOTHER PEEK



480L

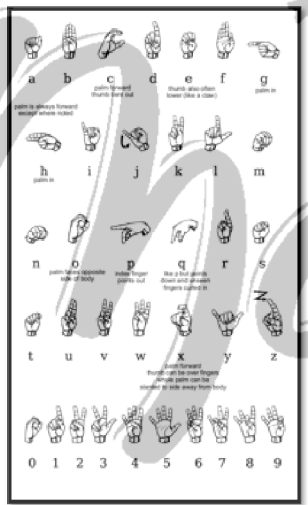
Answer Questions Name: _____ Date: _____

How to Learn Sign Language



Imagine not being able to hear any sounds around you. You would never learn what language sounds like. Some people are deaf. This means they cannot hear. Some deaf people talk by using sign language. Follow these steps to learn sign language.

1. Check out a sign language book from your library.
2. Learn the signs for the alphabet letters. Once you know the alphabet, you will be able to spell any word.
3. Take your time when you sign. This will make it easier for someone to understand you.
4. Practice with a partner.
5. Learn signs for basic words such as "hello" and "how are you?"
6. Continue to learn more vocabulary.
7. You can always watch videos on the internet.








The ASL (American Sign Language) Alphabet

Learning sign language is not easy. You can learn the basics so you are able to speak with deaf people.

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Answer Questions

Answer the following questions. Underline the text evidence in the color indicated.

1. What does *deaf* mean? 
2. How could you start learning sign language? 
3. Why should you learn to sign for the alphabet before signing words? 
 - a. Letters are the easiest signs to learn.
 - b. Once you know the letters, you can spell words.
 - c. You can practice with a partner.
 - d. Learning sign language is not easy.
4. When should you learn harder vocabulary? 
 - a. Before you learn the alphabet.
 - b. After you learn the alphabet.
 - c. Before you learn basic vocabulary.
 - d. After you learn basic vocabulary.
5. Why is it important to take your time when you are learning to sign? 

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Answer Questions

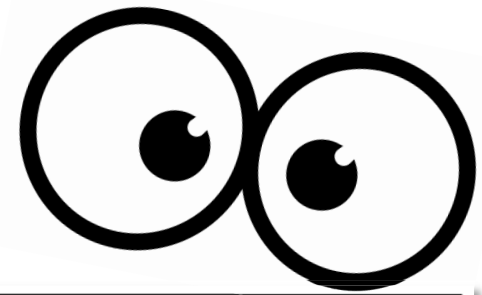
6. What can you do if you are having trouble learning sign language? 
7. Why was sign language invented? 
8. Who would learn sign language? (Circle all that apply.) 
 - a. A college student who studies reading.
 - b. A deaf child.
 - c. Someone with a friend who cannot hear.
 - d. Someone interested in learning different languages.
9. Ask your own who, what, when, where, why, or how question about the text. Write the answer to the question below. 

Question: _____

Answer: _____

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CHECK THIS OUT TOO!



600L

Answer Questions

Name: _____ Date: _____

Great White Sharks



Great White sharks are one of the most feared ocean creatures. People think the Great White is a monster of the deep.

Great White sharks are the largest fish on earth. They grow to about 15 feet long. They can weigh up to 5,000 pounds. Many people think they are white because of their name. Their bodies are mostly gray. The Great White's name comes from their white bellies.



Great White and Human size comparison


People need to be careful around these predators. One-third to one-half of all shark attacks come from Great White sharks. Great White sharks do not try to attack people. Most of these shark attacks happen because the shark mistakes a person for food. Most people survive these shark attacks.

Great Whites are endangered. It is important to learn about these amazing fish so we can save them.

Answer Questions

Answer the following Questions. Underline the text evidence in the color indicated.

1. What do most people think of Great White sharks? 

2. How long do Great Whites get? 

3. Who needs to be careful of Great White sharks? 


- a. children
- b. ocean predators
- c. people with food
- d. people who swim in the ocean

4. How did Great Whites get their name? 


- a. Their bodies are white.
- b. Their bellies are white.
- c. They like to eat white food.
- d. They live under the white waves.

5. Why do most shark attacks happen? 

Answer Questions

6. How many shark attacks happen from Great Whites? 

7. What may happen to Great Whites in the future? 

8. Why does the author believe it is important to learn about Great Whites? 

- a. Great Whites are scary.
- b. Great Whites are interesting.
- c. The author wants people to stay out of the ocean so they do not get attacked by Great Whites.
- d. The author wants people to help Great Whites so they can come off of the endangered species list.

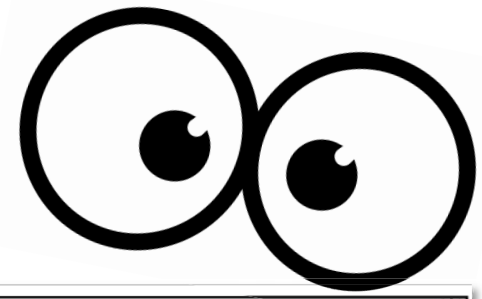
9. Ask your own who, what, when, where, why, or how question about the text.

Write the answer to the question below. 

Question: _____

Answer: _____

UPGRADE THEIR SKILLS!




810L

Answer Questions Name: _____ Date: _____

Fast Food Frenzy

Americans love fast food. It is quick, tasty, and cheap. Everyone loves to take a bite of crispy McDonald's Fries. Digging into a juicy Wendy's cheeseburger is satisfying and delicious. Fast food restaurants are easy and seem cheap, but there is a price to pay for eating this food.



Fast food restaurants are very unhealthy. For example, if you enjoy a Burger King Triple Whopper Meal with a large fry and a soda, you are eating 2,100 calories. That is more calories than you should eat in an entire day! The same meal has 104 grams of fat. That is more fat than you should eat in two days!

More concerning is the ingredients in fast food. McDonald's chicken nuggets are made with only 50% chicken. The rest of the nugget is corn, sugar, and fake ingredients. Wendy's Chili has sand in it. Meat from fast food restaurants has other animal parts mixed with ammonia.


Next time the Burger King drive through looks like a delicious dinner, think twice. It is ok to have fast food as a treat, but eating it regularly can harm your health.

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McDonalds Chicken McNugget Ingredient List


Ingredients: EITHER: Chicken Breast Meat (HS), Water, Vegetable Oils (Sunflower, Rapeseed), Maize Flour, Allergen Ingredient: WHEAT Flour (contains Calcium Carbonate, Iron, Niacin, Thiamin), Starches, Allergen Ingredient: WHEAT Semolina, Breadcrumb (contains Allergen Ingredient: WHEAT), Natural Flavourings (contains Allergen Ingredient: CELERY), Potassium Chloride, Dried Glucose Syrup, Allergen Ingredient: WHEAT Gluten, Salt, Raising Agents (Sodium Carbonates), Pepper, Allergen Ingredient: CELERY, Dextrose.


Potential Allergen Ingredient: NB. May contain traces of milk and mustard.




Answer Questions


Answer the following Questions. Underline the text evidence in the color indicated.

1. Why do people like fast food? 


2. What ingredients are found in chicken nuggets? 

3. How many grams of fat are in a Triple Whopper Meal? 

a. 50 grams of fat
b. 2,100 grams of fat
c. 103 grams of fat
d. 104 grams of fat


4. What example does the author give to show the reader fast food is unhealthy? 


a. The calories in a Triple Whopper Meal.
b. The food is cheap.
c. Fast food tastes delicious.
d. Fast food has a lot of sugar


5. When is it ok to eat fast food? 

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Answer Questions

6. Why should you think twice before eating a lot of fast food? 

7. What is the author's opinion about fast food? 

8. What is the *price you'll pay* for eating a lot of fast food? 

a. \$1.00 if you get something off the dollar menu.
b. Fast food is cheap, so not very much.
c. You will have an easy and delicious meal.
d. Your health will be at risk.

9. Ask your own who, what, when, where, why, or how question about the text. Write the answer to the question below. 

Question: _____

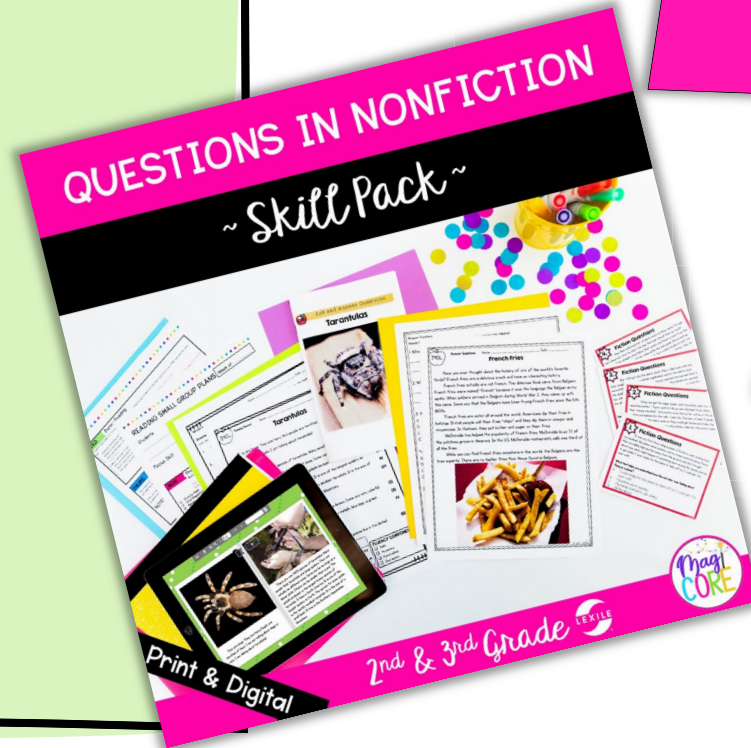
Answer: _____

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UPGRADE THEIR SKILLS!

The QUESTIONS IN NONFICTION SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



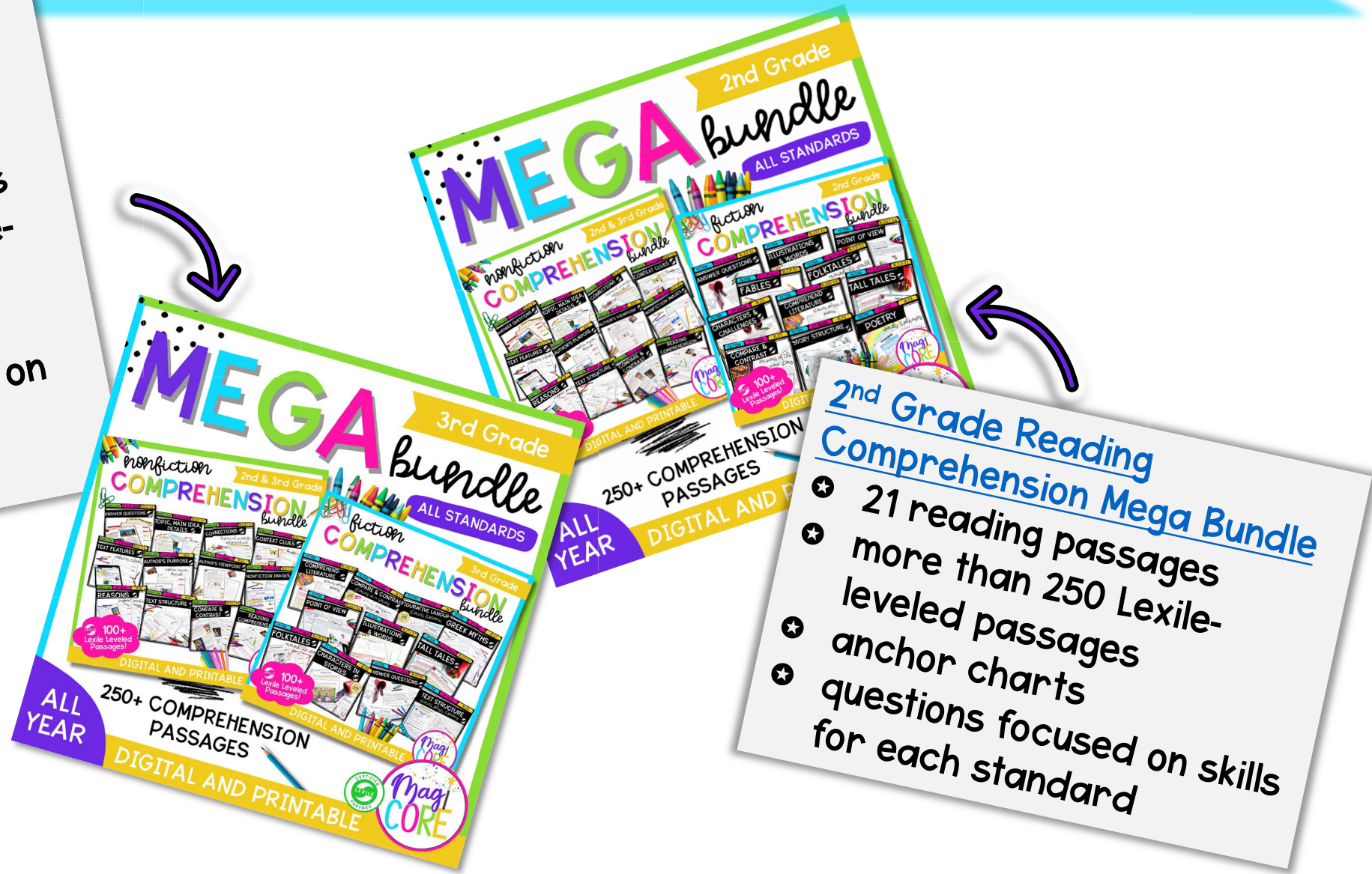
Love this unit but need something more comprehensive? Try the SKILL PACK!



FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- ★ 23 Reading Passages
- ★ More than 250 Lexile-leveled passages
- ★ Anchor charts
- ★ Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard