



Halloween Reading Comprehension Worksheets

6 original Halloween and fall reading passages for grades 1 to 6, each with comprehension questions and a teacher answer key that shows the evidence behind every answer.

PASSAGE	LEVEL	SKILL FOCUS	PAGES
The Pumpkin on the Step	Grades 1-2	A mixed-up delivery	3-5, key 22-23
The Missing Pumpkin Cookies	Grades 1-2	A friendly mystery	6-8, key 24-25
The Scarecrow Who Kept Moving	Grades 3-4	A friendly mystery	9-11, key 26-27
The Corn Maze Map	Grades 3-4	Solving a problem	12-14, key 28-29
Bring a Sheet	Grades 5-6	A school-event mix-up	15-17, key 30-31
How a Pumpkin Grows	Grades 5-6	Plant life cycle (non-spooky)	18-21, key 32-33

Before You Print

How to pick a passage, run it and mark it.

Choose a Passage

PASSAGE	LEVEL	TYPE	WORDS
The Pumpkin on the Step	Grades 1-2	Story	142
The Missing Pumpkin Cookies	Grades 1-2	Story	135
The Scarecrow Who Kept Moving	Grades 3-4	Mystery	305
The Corn Maze Map	Grades 3-4	Story	267
Bring a Sheet	Grades 5-6	Story	392
How a Pumpkin Grows	Grades 5-6	Informational	424

The levels are a starting point, set by passage length, sentence length, vocabulary and how much reading between the lines the questions ask for. They are not a test score, so move a reader up or down a band whenever a passage feels too easy or too hard.

Run It Three Ways

- **Independent:** students read the passage twice, then answer. The second read is where the inference clues show up.
- **Paired reading:** partners take turns reading paragraphs aloud, then answer on their own sheets and compare evidence.
- **Supported reading:** read the passage aloud while students follow along, go over the Words to Know box first and let students answer out loud before writing.

Mark It Fairly

- Inference questions can have more than one good answer. Give full marks when the answer fits the passage and points to a clue from it. A correct idea with no clue earns half.
- For grades 1-2, spelling should not cost marks. The goal is understanding.
- The Draw It and Your Turn boxes are extension tasks for early finishers. They are not marked.

Print, Edit and Share

- Every page works in black and white. Print at 100% (actual size).
- Want your students' names in the stories, or an easier question? Each grade band is also a Canva template, so you can change any passage, question or name before you print.
- Free to print and copy for your own class, homeschool or family. Please share the link to the download page instead of reposting or selling the files.

The Pumpkin on the Step

Read carefully. The small numbers show each paragraph.

- 1 On Saturday morning, Mia opened the front door and saw a big orange pumpkin on the step. It had a green bow on top.
- 2 “Did you buy this pumpkin?” Mia asked her dad. Dad shook his head. “Not me,” he said.
- 3 Mia looked closely. There was a small card under the bow. The card said, “For Sam, 12 Elm Street.”
- 4 Mia lived at 21 Elm Street. “The numbers got mixed up!” she said.
- 5 Mia and Dad carried the pumpkin down the street. It was so heavy that they had to stop two times to rest.
- 6 Sam opened his door. When he saw the pumpkin, he gave a big smile. “My pumpkin!” he said. “Grandma grew it for me.”
- 7 That evening, Sam came to Mia’s house. He gave her a little pumpkin and a note. The note said, “Thank you for being a good neighbor.”

WORDS TO KNOW

bow: a ribbon tied in loops

neighbor: a person who lives near you

The Pumpkin on the Step

Answer the questions. Look back at the story to check your answers. Page 1 of 2.

Name _____ Date _____

1 Where did Mia find the pumpkin?

RECALL

- ☐ (A) in the garden
- ☐ (B) on the front step
- ☐ (C) at the store

2 Who was the pumpkin for?

RECALL

3 Why did the pumpkin come to Mia's house?

INFERENCE

4 "It was so heavy that they had to stop two times to rest."
What does **heavy** mean?

VOCABULARY

- ☐ (A) hard to lift
- ☐ (B) very small
- ☐ (C) bright orange

5 Write 1, 2 and 3 to show the order of events.

SEQUENCE

- ☐ Mia and Dad carry the pumpkin to Sam.
- ☐ Mia finds a card under the bow.
- ☐ Sam gives Mia a little pumpkin.

The Pumpkin on the Step

Answer the questions. Look back at the story to check your answers. Page 2 of 2.

- 6** How did Sam feel when he saw his pumpkin? Write one clue from the story.

INFERENCE

- 7** Why did Sam give Mia a little pumpkin?

CAUSE AND EFFECT

Draw it: Mia and Dad carrying the big pumpkin down Elm Street.

The Missing Pumpkin Cookies

Read carefully. The small numbers show each paragraph.

- 1 Leo and his big sister, Nina, made pumpkin cookies for the class party. They put the cookies on a low table by the back door to cool.
- 2 After lunch, Leo went to get the plate. He counted the cookies. Three cookies were gone!
- 3 “Who took them?” Leo asked. Nina looked at the floor. She saw orange crumbs and muddy paw prints. The paw prints went from the table to the dog door.
- 4 Leo looked out the back door. Their dog, Pepper, was sitting on the grass. She had orange crumbs on her nose.
- 5 “Pepper!” said Leo. Pepper wagged her tail.
- 6 Nina laughed. “Cookies are not good for dogs,” she said. “Next time, we will put them up high.” Then they made three more cookies. This time, they put the plate on top of the fridge.

WORDS TO KNOW

crumbs: tiny pieces of food

paw prints: marks left by an animal's feet

fridge: a refrigerator

The Missing Pumpkin Cookies

Answer the questions. Look back at the story to check your answers. Page 1 of 2.

Name _____ Date _____

1 What did Leo and Nina make for the class party? RECALL

2 How many cookies were gone? RECALL

- ☐ A two
- ☐ B three
- ☐ C six

3 Write two clues Nina found on the floor. RECALL

4 Who took the cookies? How do you know? INFERENCE

5 “They put the cookies on a low table by the back door to cool.” What does **to cool** mean? VOCABULARY

- ☐ A to get less hot
- ☐ B to get bigger
- ☐ C to hide

The Missing Pumpkin Cookies

Answer the questions. Look back at the story to check your answers. Page 2 of 2.

6 Write 1, 2 and 3 to show the order of events.

SEQUENCE

- ☐ Leo counts the cookies.
- ☐ They put the plate on top of the fridge.
- ☐ Nina sees muddy paw prints.

7 Why did Leo and Nina put the new cookies on top of the fridge?

CAUSE AND EFFECT

Draw it: Pepper with orange crumbs on her nose.

The Scarecrow Who Kept Moving

- 1 Every October, the Ortiz family set up a scarecrow named Mr. Buttons in the front yard. He wore a plaid shirt, a floppy straw hat and a long red scarf that Grandpa had knitted. Mr. Buttons always stood next to the mailbox, where everyone walking by could wave at him.
- 2 One Monday morning, Ana looked out the window and blinked. Mr. Buttons was lying face down by the porch steps.
- 3 “Did you move him?” Ana asked her little brother, Diego. Diego shook his head and kept eating his cereal.
- 4 Ana stood the scarecrow back up. On Tuesday, she found him tangled in the hedge. On Wednesday, he was flat on the lawn, and his hat had rolled into the flower bed. Ana decided to investigate. She took out a small notebook and wrote down where Mr. Buttons was each morning and what the weather had been like the night before.
- 5 After a few days, Ana noticed a pattern. On every windy night, Mr. Buttons had fallen over. When she checked his wooden pole, she found a long crack near the bottom. Each gust of wind made the scarecrow wobble until he tipped.
- 6 But Thursday did not fit the pattern. Thursday night had been calm and still, yet on Friday morning, Mr. Buttons was sitting on the porch swing. He was wearing a pair of sunglasses with green frames.
- 7 Ana walked into the kitchen and set her notebook on the table. Diego looked up. He was wearing his baseball cap, but his green sunglasses were missing from their usual spot on top of it.
- 8 Diego grinned. “Okay, that one was me,” he said. “Mr. Buttons looked tired of standing.”
- 9 That weekend, Grandpa helped them put in a new, thicker pole. Mr. Buttons did not fall over again, but Ana kept her notebook ready, just in case.

WORDS TO KNOW

scarecrow: a figure dressed in old clothes, set up outdoors

plaid: a pattern of crossing stripes

pattern: something that happens again and again in the same way

gust: a sudden rush of wind

The Scarecrow Who Kept Moving

Answer the questions. Look back at the story to check your answers. Page 1 of 2.

Name _____ Date _____

1 Where did Mr. Buttons usually stand? RECALL

2 What two things did Ana write in her notebook each day? RECALL

3 “Ana decided to investigate.” What does **investigate** mean? VOCABULARY

- ☐ A to look carefully for facts to solve a problem
- ☐ B to clean up a mess
- ☐ C to give up on a problem
- ☐ D to build something new

4 Why did Mr. Buttons fall over on windy nights? CAUSE AND EFFECT

5 Why did Thursday not fit the pattern? RECALL

The Scarecrow Who Kept Moving

Answer the questions. Look back at the story to check your answers. Page 2 of 2.

- 6 Before Diego says anything, which clue in paragraphs 6 and 7 shows that he moved Mr. Buttons on Thursday?

INFERENCE

- 7 Write 1, 2, 3 and 4 to show the order of events.

SEQUENCE

- ☐ Mr. Buttons is found sitting on the porch swing.
- ☐ Grandpa helps put in a new pole.
- ☐ Mr. Buttons is found tangled in the hedge.
- ☐ The scarecrow's hat rolls into the flower bed.

- 8 Choose one word that describes Ana. Give a detail from the story that shows it.

CHARACTER

Your turn: Ana keeps her notebook ready, just in case. What might she investigate next? Write 2 or 3 sentences.

The Corn Maze Map

- 1 The corn maze at Hill Farm covered three acres, and the stalks were taller than Ms. Patel, the tallest teacher at Riverside School. Before the fourth graders went in, the farmer handed each group a paper map and a whistle. “If you get stuck, blow the whistle twice,” he said. “Someone will come and find you.”
- 2 Kofi, June and Ellis made up the Blue Group. June held the map. Kofi held the whistle. Ellis held the bag of apple slices, which he said was the most important job.
- 3 For the first ten minutes, everything went well. The group turned left at the scarecrow, crossed a little wooden bridge and took the path with the yellow flags. Then they reached a spot where the path split three ways, and none of the turns matched the map.
- 4 “We’re lost,” Ellis said, and he ate an apple slice to calm down.
- 5 June turned the map around in her hands. “Wait,” she said. “I’ve been holding it upside down since the bridge.” On the map, a small arrow showed that north was at the top. The sun was setting behind the barn, which meant the barn was to the west. June turned the map so that the barn on the paper pointed toward the real barn.
- 6 Now the turns matched. The group took the middle path, then a sharp right, and came out beside the pumpkin patch at the exit. They were the second group to finish.
- 7 Kofi looked at the whistle. “We never used it,” he said, sounding a little disappointed.
- 8 “Next time,” June said, “you can hold the map.”

WORDS TO KNOW

acre: a measure of land, a bit smaller than a soccer field **stalks:** the tall main stems of a plant

disappointed: sad because something did not happen the way you hoped

The Corn Maze Map

Answer the questions. Look back at the story to check your answers. Page 1 of 2.

Name _____ Date _____

- 1 What did the farmer give each group before they went into the maze? RECALL

- 2 What was the whistle for? RECALL

- 3 “Then they reached a spot where the path split three ways.” VOCABULARY
What does **split** mean here?

- ☐ A broke into tiny pieces
- ☐ B divided into separate paths
- ☐ C became very muddy
- ☐ D came to a dead end

- 4 Why did the turns stop matching the map? CAUSE AND EFFECT

- 5 How did June use the barn to turn the map the right way? INFERENCE

The Corn Maze Map

Answer the questions. Look back at the story to check your answers. Page 2 of 2.

- 6 Kofi sounded a little disappointed. Why do you think he felt that way?

INFERENCE

- 7 What does June's answer in the last line show about her?

CHARACTER

- 8 Write 1, 2, 3 and 4 to show the order of events.

SEQUENCE

- ☐ June turns the map around.
- ☐ The group takes the path with the yellow flags.
- ☐ The group comes out by the pumpkin patch.
- ☐ The group turns left at the scarecrow.

Your turn: Next year Kofi holds the map. Write what happens when the Blue Group goes back into the maze.

Bring a Sheet

- 1 Every year, the sixth graders at Maple Grove School turned the east hallway into a Haunted Hallway for the fall fundraiser. Younger students paid one ticket to walk through it, and the money went toward new library books. This year, Mr. Alvarez put Tomás in charge of decorations, which Tomás considered the greatest honor of his life so far.
- 2 Tomás had a plan. He wanted the hallway to feel like a dark tunnel, with no light coming in from the windows along the way. That meant covering eight windows. On Monday, he wrote a quick message on the class whiteboard: “Everyone, bring a sheet on Friday for the Haunted Hallway!”
- 3 He meant an old bedsheet that could be taped over a window. He did not think to explain that part. To him, it was obvious.
- 4 On Friday morning, Tomás arrived early with a roll of tape and two flowered sheets from his own closet. Then his classmates began to arrive. Lena walked in with a white sheet draped over her head and two eyeholes cut in the front. Behind her came Marcus, also in a white sheet, then the Kim twins, then almost everyone else. By 8:15, the room held twenty-three ghosts.
- 5 “Great costumes,” Mr. Alvarez said slowly, looking from the ghosts to the bare windows. “Tomás, how many sheets do we have for the windows?”
- 6 Tomás counted. “Two,” he said. His face felt hot. He had been so sure his message was clear.
- 7 For a moment, nobody spoke. Then Lena lifted the front of her sheet. “What if we don’t cover the windows?” she said. “What if we stand in front of them?”
- 8 It turned out to be the best idea of the day. The students lined up along the hallway, with a ghost in front of every window and the rest spaced along the walls, all standing perfectly still. The daylight behind them made each sheet glow softly, so they looked like lanterns. When a group of second graders walked past, the ghosts swayed slowly from side to side, and the younger kids giggled and shrieked at the same time.
- 9 The Haunted Hallway sold more tickets than any year before. That afternoon, Tomás wrote a new message on the whiteboard for next year’s decoration team: “Say exactly what you mean. Then say it again.”

WORDS TO KNOW

fundraiser: an event that collects money for a good cause

draped: hung loosely over something

honor: something that makes you feel proud and trusted

lantern: a lamp with a cover that light glows through

Bring a Sheet

Answer the questions. Look back at the story to check your answers. Page 1 of 2.

Name _____ Date _____

1 What was the money from the Haunted Hallway used for? RECALL

2 Why did Tomás want to cover the windows? CAUSE AND EFFECT

3 The word **sheet** can mean different things. What did Tomás mean by “sheet,” and what did his classmates think it meant? VOCABULARY

4 Reread paragraph 5. What is Mr. Alvarez probably thinking when he says “Great costumes” slowly? INFERENCE

5 “His face felt hot.” How was Tomás feeling, and why? INFERENCE

Bring a Sheet

Answer the questions. Look back at the story to check your answers. Page 2 of 2.

- 6** How did Lena’s idea solve the problem of the uncovered windows? CAUSE AND EFFECT

- 7** The author writes that the ghosts “looked like lanterns.” What does FIGURATIVE LANGUAGE this comparison help you picture?

- 8** What lesson did Tomás learn? Use his new whiteboard message in your answer. THEME

Your turn: Rewrite Tomás’s Monday message so that everyone brings the right kind of sheet.

How a Pumpkin Grows

- 1 A pumpkin on a doorstep in October is the last stage of a story that began with a flat white seed months earlier. Pumpkins are a type of squash, and they belong to the same plant family as cucumbers and melons.

From Seed to Sprout

- 2 Pumpkin seeds need warm soil, so gardeners plant them after the last frost of spring. Most pumpkins need about three to four months to grow. That is why, in the United States, seeds for Halloween pumpkins usually go into the ground between late May and early July.
- 3 Once a seed soaks up water from the soil, its shell splits open. A tiny root pushes down first, and then a pair of smooth, rounded seed leaves pushes up into the light. These first leaves do not look like pumpkin leaves at all. The true leaves, which come next, are much larger, with jagged edges and a rough, prickly surface.

Vines and Flowers

- 4 Over the summer, the plant grows long stems called vines that creep across the ground. A single vine can spread more than ten feet. Bright yellow flowers open along the vines. A pumpkin plant has two kinds of flowers. Male flowers grow on long, thin stems and usually appear first. Female flowers sit close to the vine, and each one has a small green bump at its base that looks like a tiny pumpkin.
- 5 Each flower opens in the early morning and closes by the afternoon of the same day. In those few hours, bees must pollinate it. They do this by carrying pollen, a yellow powder, from a male flower to a female flower. If a female flower is not pollinated, its tiny bump turns yellow, shrivels and falls off. If it is pollinated, the bump begins to grow into a pumpkin.

From Flower to Fruit

- 6 A young pumpkin is usually green. As it grows heavier over the following weeks, it turns orange, and its skin, called the rind, becomes hard. The stem that connects the pumpkin to the vine dries out and becomes tough and woody.

Harvest Time

- 7 A pumpkin is ready to pick when its color is deep all over and the rind is hard enough that a fingernail cannot easily dent it. Farmers cut the stem with a knife or clippers, leaving a few inches attached to the pumpkin. They avoid carrying pumpkins by the stem, because a broken stem lets germs in and the pumpkin rots sooner.
- 8 Inside every pumpkin are stringy pulp and hundreds of seeds. Each seed has the chance to grow into a new plant the next spring, and the cycle begins again.

How a Pumpkin Grows

Answer the questions. Look back at the passage to check your answers. Page 1 of 3.

Name _____ Date _____

WORDS TO KNOW

frost: a thin layer of ice that forms on very cold nights

germs: tiny living things that can make food rot

shrivels: dries up and gets smaller

pulp: the soft, wet inside of a fruit

1 What is this passage mostly about?

MAIN IDEA

- ☐ A how to carve a jack-o'-lantern
- ☐ B the stages of a pumpkin's growth, from seed to harvest
- ☐ C why bees make honey
- ☐ D the history of Halloween

2 Why do gardeners wait until after the last spring frost to plant pumpkin seeds?

RECALL

3 Under which heading would you look to find out when a pumpkin is ready to pick?

TEXT FEATURES

4 Give two differences between male and female pumpkin flowers.

COMPARE

How a Pumpkin Grows

Answer the questions. Look back at the passage to check your answers. Page 2 of 3.

- 5 Use paragraph 5 to explain what **pollinate** means.

VOCABULARY

- 6 A farmer sees many tiny green bumps turn yellow and fall off the vines in July. Using the passage, give the most likely reason.

INFERENCE

- 7 Write 1 to 5 to show the order of a pumpkin's growth.

SEQUENCE

- ☐ The true leaves grow.
- ☐ Yellow flowers open on the vines.
- ☐ A tiny root pushes down.
- ☐ The pumpkin turns orange.
- ☐ Smooth seed leaves push up.

How a Pumpkin Grows

Answer the questions. Look back at the passage to check your answers. Page 3 of 3.

8 Why should you avoid carrying a pumpkin by its stem?

CAUSE AND EFFECT

Draw it: Sketch and label 4 stages of a pumpkin's life, from seed to harvest.

The Pumpkin on the Step

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

- 1** Where did Mia find the pumpkin? RECALL
- Answer:** **B. on the front step**
- Evidence:** paragraph 1: *"saw a big orange pumpkin on the step"*
-
- 2** Who was the pumpkin for? RECALL
- Answer:** **Sam.**
- Evidence:** paragraph 3: *"For Sam, 12 Elm Street."*
- Also accept:** Sam at 12 Elm Street. Spelling does not need to be perfect at this level.
-
- 3** Why did the pumpkin come to Mia's house? INFERENCE
- Answer:** **The house numbers got mixed up. The card said 12 Elm Street, but Mia lives at 21 Elm Street.**
- Evidence:** paragraph 3: *"For Sam, 12 Elm Street."*; paragraph 4: *"Mia lived at 21 Elm Street."*
- Also accept:** Any answer that says the number was read wrong or that 12 and 21 got mixed up. Do not accept "Dad bought it," because Dad says "Not me" in paragraph 2.
-
- 4** "It was so heavy that they had to stop two times to rest." What does **heavy** mean? VOCABULARY
- Answer:** **A. hard to lift**
- Evidence:** paragraph 5: *"It was so heavy that they had to stop two times to rest."*
- Also accept:** The clue is that Mia and Dad had to stop and rest while carrying it.
-
- 5** Write 1, 2 and 3 to show the order of events. SEQUENCE
- Answer:** **1. Mia finds a card under the bow.**
2. Mia and Dad carry the pumpkin to Sam.
3. Sam gives Mia a little pumpkin.
- Boxes top to bottom: 2, 1, 3
- Evidence:** paragraph 3: *"There was a small card under the bow."*; paragraph 5: *"Mia and Dad carried the pumpkin down the street."*; paragraph 7: *"He gave her a little pumpkin and a note."*
-

The Pumpkin on the Step

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

- 6** How did Sam feel when he saw his pumpkin? Write one clue from the story. INFERENCE
- Answer:** Happy. He gave a big smile and said, “My pumpkin!”
- Evidence:** paragraph 6: “he gave a big smile”
- Also accept:** Glad, excited or surprised and happy, as long as the child gives a clue such as the big smile or “My pumpkin!”
-
- 7** Why did Sam give Mia a little pumpkin? CAUSE AND EFFECT
- Answer:** To thank her for bringing his pumpkin to him.
- Evidence:** paragraph 7: “Thank you for being a good neighbor.”
- Also accept:** “To say thank you” or “because she was a good neighbor.”
-

The Missing Pumpkin Cookies

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

- 1** What did Leo and Nina make for the class party? RECALL

Answer: **Pumpkin cookies.**

Evidence: paragraph 1: *“made pumpkin cookies for the class party”*

Also accept: “Cookies.”

- 2** How many cookies were gone? RECALL

Answer: **B. three**

Evidence: paragraph 2: *“Three cookies were gone!”*

- 3** Write two clues Nina found on the floor. RECALL

Answer: **Orange crumbs and muddy paw prints.**

Evidence: paragraph 3: *“She saw orange crumbs and muddy paw prints.”*

Also accept: Both clues are needed for full marks. “Paw prints that went to the dog door” counts as the paw-print clue.

- 4** Who took the cookies? How do you know? INFERENCE

Answer: **Pepper the dog. The paw prints went to the dog door, and Pepper had orange crumbs on her nose.**

Evidence: paragraph 3: *“The paw prints went from the table to the dog door.”*; paragraph 4: *“She had orange crumbs on her nose.”*

Also accept: “The dog” with one clue. The answer needs a clue, not only the name.

- 5** “They put the cookies on a low table by the back door to cool.” What does **to cool** mean? VOCABULARY

Answer: **A. to get less hot**

Evidence: paragraph 1: *“They put the cookies on a low table by the back door to cool.”*

Also accept: Cookies come out of the oven hot, so they are left to cool before eating.

The Missing Pumpkin Cookies

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

6 Write 1, 2 and 3 to show the order of events.

SEQUENCE

Answer: 1. Leo counts the cookies.

2. Nina sees muddy paw prints.

3. They put the plate on top of the fridge.

Boxes top to bottom: 1, 3, 2

Evidence: paragraph 2: *"He counted the cookies."*; paragraph 3: *"She saw orange crumbs and muddy paw prints."*; paragraph 6: *"they put the plate on top of the fridge"*

7 Why did Leo and Nina put the new cookies on top of the fridge?

CAUSE AND EFFECT

Answer: So Pepper could not reach them. Cookies are not good for dogs.

Evidence: paragraph 6: *"Cookies are not good for dogs"*

Also accept: "So the dog can't eat them" or "to keep them up high."

The Scarecrow Who Kept Moving

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

- 1** Where did Mr. Buttons usually stand? RECALL
Answer: **Next to the mailbox in the front yard.**
Evidence: paragraph 1: “Mr. Buttons always stood next to the mailbox”
Also accept: “By the mailbox.”
-
- 2** What two things did Ana write in her notebook each day? RECALL
Answer: **Where Mr. Buttons was each morning and what the weather had been like the night before.**
Evidence: paragraph 4: “wrote down where Mr. Buttons was each morning and what the weather had been like the night before”
Also accept: Both parts are needed for full marks: the scarecrow’s spot and the weather.
-
- 3** “Ana decided to investigate.” What does **investigate** mean? VOCABULARY
Answer: **A. to look carefully for facts to solve a problem**
Evidence: paragraph 4: “Ana decided to investigate. She took out a small notebook”
Also accept: The next sentence is the clue: Ana starts writing down facts in a notebook.
-
- 4** Why did Mr. Buttons fall over on windy nights? CAUSE AND EFFECT
Answer: **His wooden pole had a long crack near the bottom, so the wind made him wobble until he tipped over.**
Evidence: paragraph 5: “she found a long crack near the bottom”; paragraph 5: “Each gust of wind made the scarecrow wobble until he tipped.”
Also accept: Full marks need both the cracked pole and the wind. “Because it was windy” alone earns half.
-
- 5** Why did Thursday not fit the pattern? RECALL
Answer: **Thursday night was calm, but Mr. Buttons still moved. He ended up on the porch swing.**
Evidence: paragraph 6: “Thursday night had been calm and still, yet on Friday morning, Mr. Buttons was sitting on the porch swing.”
Also accept: Any answer that links “no wind” with “he still moved.”
-

The Scarecrow Who Kept Moving

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

- 6** Before Diego says anything, which clue in paragraphs 6 and 7 shows that he moved Mr. Buttons on Thursday? INFERENCE

Answer: Mr. Buttons was wearing green sunglasses, and Diego's green sunglasses were missing from the top of his cap.

Evidence: paragraph 6: "He was wearing a pair of sunglasses with green frames."; paragraph 7: "his green sunglasses were missing from their usual spot on top of it"

Also accept: The answer must connect the sunglasses on the scarecrow to Diego's missing sunglasses. "Diego said it was him" is true but comes from paragraph 8, so it earns half.

- 7** Write 1, 2, 3 and 4 to show the order of events. SEQUENCE

Answer: 1. Mr. Buttons is found tangled in the hedge.
2. The scarecrow's hat rolls into the flower bed.
3. Mr. Buttons is found sitting on the porch swing.
4. Grandpa helps put in a new pole.

Boxes top to bottom: 3, 4, 1, 2

Evidence: paragraph 4: "On Tuesday, she found him tangled in the hedge."; paragraph 4: "his hat had rolled into the flower bed"; paragraph 6: "Mr. Buttons was sitting on the porch swing"; paragraph 9: "Grandpa helped them put in a new, thicker pole"

Also accept: The day words (Tuesday, Wednesday, Friday, that weekend) are the clues.

- 8** Choose one word that describes Ana. Give a detail from the story that shows it. CHARACTER

Answer: Careful (or curious). She wrote down where the scarecrow was and what the weather was each day, and she checked his pole.

Evidence: paragraph 4: "She took out a small notebook"; paragraph 5: "When she checked his wooden pole"

Also accept: Curious, observant, patient, determined or smart, as long as the detail supports the word. A word with no detail earns half.

- +** Your turn NOT MARKED

Answers will vary. Look for a mystery Ana could check with notes and clues, the way she did with the weather.

The Corn Maze Map

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

- 1** What did the farmer give each group before they went into the maze? RECALL
Answer: **A paper map and a whistle.**
Evidence: paragraph 1: *"handed each group a paper map and a whistle"*
Also accept: Both items are needed for full marks.
-
- 2** What was the whistle for? RECALL
Answer: **If a group got stuck, they could blow it twice and someone would come to find them.**
Evidence: paragraph 1: *"If you get stuck, blow the whistle twice"*
Also accept: "To call for help."
-
- 3** "Then they reached a spot where the path split three ways." What does **split** mean here? VOCABULARY
Answer: **B. divided into separate paths**
Evidence: paragraph 3: *"the path split three ways"*
Also accept: The clue is "three ways": one path became three.
-
- 4** Why did the turns stop matching the map? CAUSE AND EFFECT
Answer: **June had been holding the map upside down since the bridge.**
Evidence: paragraph 5: *"I've been holding it upside down since the bridge."*
Also accept: "The map was the wrong way around."
-
- 5** How did June use the barn to turn the map the right way? INFERENCE
Answer: **The sun was setting behind the barn, so she knew the barn was to the west. She turned the map until the barn on the paper pointed toward the real barn.**
Evidence: paragraph 5: *"The sun was setting behind the barn, which meant the barn was to the west.";* paragraph 5: *"June turned the map so that the barn on the paper pointed toward the real barn."*
Also accept: Full marks for lining up the paper barn with the real barn. Mentioning the sun or west is a bonus, not a requirement.
-
- 6** Kofi sounded a little disappointed. Why do you think he felt that way? INFERENCE
Answer: **His job was the whistle, and he never got to use it.**
Evidence: paragraph 2: *"Kofi held the whistle.";* paragraph 7: *"We never used it," he said, sounding a little disappointed."*
Also accept: "He wanted to blow the whistle" or "his job did not matter in the end."
-

The Corn Maze Map

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

- 7** What does June's answer in the last line show about her? CHARACTER
- Answer:** *She is kind. She notices Kofi feels left out and offers him the map, the job that mattered most.*
- Evidence:** paragraph 8: *"Next time,' June said, 'you can hold the map.'"*
- Also accept:** Kind, fair, a good friend or good at sharing, with a reason. "She doesn't want the map anymore" earns half.
-
- 8** Write 1, 2, 3 and 4 to show the order of events. SEQUENCE
- Answer:** *1. The group turns left at the scarecrow.
2. The group takes the path with the yellow flags.
3. June turns the map around.
4. The group comes out by the pumpkin patch.*
- Boxes top to bottom: 3, 2, 4, 1
- Evidence:** paragraph 3: *"The group turned left at the scarecrow";* paragraph 3: *"took the path with the yellow flags";* paragraph 5: *"June turned the map around in her hands.";* paragraph 6: *"came out beside the pumpkin patch at the exit"*
-
- +** Your turn NOT MARKED
- Answers will vary. Strong answers keep the characters the same: Ellis and his apple slices, June helping, Kofi using what June taught him about the barn.

Bring a Sheet

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

-
- 1** What was the money from the Haunted Hallway used for? RECALL
- Answer:** **New library books.**
- Evidence:** paragraph 1: *“the money went toward new library books”*
-
- 2** Why did Tomás want to cover the windows? CAUSE AND EFFECT
- Answer:** **He wanted the hallway to be dark, like a tunnel, with no light coming in.**
- Evidence:** paragraph 2: *“He wanted the hallway to feel like a dark tunnel, with no light coming in from the windows along the way.”*
- Also accept:** “To make it dark and scary.”
-
- 3** The word **sheet** can mean different things. What did Tomás mean by “sheet,” and what did his classmates think it meant? VOCABULARY
- Answer:** **Tomás meant an old bedsheet to tape over a window. His classmates thought he meant a sheet to wear as a ghost costume.**
- Evidence:** paragraph 3: *“He meant an old bedsheet that could be taped over a window.”*; paragraph 4: *“Lena walked in with a white sheet draped over her head and two eyeholes cut in the front.”*
- Also accept:** Both meanings are needed for full marks. One meaning earns half.
-
- 4** Reread paragraph 5. What is Mr. Alvarez probably thinking when he says “Great costumes” slowly? INFERENCE
- Answer:** **He has realized there is a problem: everyone wore their sheets as costumes, so there is nothing to cover the windows. He is being polite while he works it out.**
- Evidence:** paragraph 5: *“‘Great costumes,’ Mr. Alvarez said slowly, looking from the ghosts to the bare windows.”*
- Also accept:** Any answer that connects his look at the bare windows with the missing sheets. “He likes the costumes” alone does not fit the word “slowly” or the question that follows.
-
- 5** “His face felt hot.” How was Tomás feeling, and why? INFERENCE
- Answer:** **Embarrassed. He had been sure his message was clear, and now he could see it was not.**
- Evidence:** paragraph 6: *“His face felt hot. He had been so sure his message was clear.”*
- Also accept:** Ashamed, worried or upset, with a reason linked to the message or the missing sheets.
-

Bring a Sheet

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

- 6** How did Lena's idea solve the problem of the uncovered windows? CAUSE AND EFFECT
- Answer:** The ghosts stood in front of the windows instead of covering them. The daylight behind them made the sheets glow, so the windows became part of the decorations.
- Evidence:** paragraph 7: "What if we stand in front of them?"; paragraph 8: "The daylight behind them made each sheet glow softly"
- Also accept:** Full marks need the ghosts standing in front of the windows. The glowing effect is a strong extra detail.
-
- 7** The author writes that the ghosts "looked like lanterns." What does this comparison help you picture? FIGURATIVE LANGUAGE
- Answer:** The sheets glowing softly because light was shining through them from behind, the way light glows through a lantern.
- Evidence:** paragraph 8: "made each sheet glow softly, so they looked like lanterns"
- Also accept:** Any answer about light glowing through the sheets.
-
- 8** What lesson did Tomás learn? Use his new whiteboard message in your answer. THEME
- Answer:** Say exactly what you mean, because something obvious to you may not be obvious to other people. His message says, "Say exactly what you mean. Then say it again."
- Evidence:** paragraph 3: "To him, it was obvious."; paragraph 9: "Say exactly what you mean. Then say it again."
- Also accept:** Any answer about clear instructions or not assuming others know what you mean, connected to the message.
-
- +** Your turn NOT MARKED
- Answers will vary. Example: "Please bring an old bedsheet on Friday. We will tape it over the hallway windows to make it dark. It is not for a costume." Look for what to bring, what it is for and when.

How a Pumpkin Grows

Answers in red. Evidence quotes come straight from the passage. Page 1 of 2.

- 1** What is this passage mostly about? MAIN IDEA
Answer: **B. the stages of a pumpkin's growth, from seed to harvest**
Evidence: paragraph 1: *"the last stage of a story that began with a flat white seed months earlier"*
Also accept: The headings follow the plant from seed to harvest.
-
- 2** Why do gardeners wait until after the last spring frost to plant pumpkin seeds? RECALL
Answer: **Pumpkin seeds need warm soil.**
Evidence: paragraph 2: *"Pumpkin seeds need warm soil, so gardeners plant them after the last frost of spring."*
Also accept: "Because the cold or frost would hurt them" shows the right idea.
-
- 3** Under which heading would you look to find out when a pumpkin is ready to pick? TEXT FEATURES
Answer: **Harvest Time.**
Evidence: paragraph 7: *"A pumpkin is ready to pick when its color is deep all over"*
-
- 4** Give two differences between male and female pumpkin flowers. COMPARE
Answer: **Male flowers grow on long, thin stems and usually appear first. Female flowers sit close to the vine and have a small green bump at the base that looks like a tiny pumpkin.**
Evidence: paragraph 4: *"Male flowers grow on long, thin stems and usually appear first."*; paragraph 4: *"Female flowers sit close to the vine, and each one has a small green bump at its base"*
Also accept: Any two of: stem length, which appears first, the green bump. "Only the female flower can become a pumpkin" is also correct (paragraph 5).
-
- 5** Use paragraph 5 to explain what **pollinate** means. VOCABULARY
Answer: **To carry pollen from a male flower to a female flower.**
Evidence: paragraph 5: *"They do this by carrying pollen, a yellow powder, from a male flower to a female flower."*
Also accept: "To move pollen between flowers so a fruit can grow."
-

How a Pumpkin Grows

Answers in red. Evidence quotes come straight from the passage. Page 2 of 2.

- 6** A farmer sees many tiny green bumps turn yellow and fall off the vines in July. INFERENCE
Using the passage, give the most likely reason.
Answer: Those female flowers were not pollinated, perhaps because not enough bees visited during the few hours each flower was open.
Evidence: paragraph 5: “If a female flower is not pollinated, its tiny bump turns yellow, shrivels and falls off.”; paragraph 5: “Each flower opens in the early morning and closes by the afternoon of the same day.”
Also accept: Full marks for “not pollinated.” Mentioning too few bees or the short time the flower is open is a strong extra.
-
- 7** Write 1 to 5 to show the order of a pumpkin’s growth. SEQUENCE
Answer: 1. A tiny root pushes down.
2. Smooth seed leaves push up.
3. The true leaves grow.
4. Yellow flowers open on the vines.
5. The pumpkin turns orange.
Boxes top to bottom: 3, 4, 1, 5, 2
Evidence: paragraph 3: “A tiny root pushes down first”; paragraph 3: “seed leaves pushes up into the light”; paragraph 3: “The true leaves, which come next”; paragraph 4: “Bright yellow flowers open along the vines.”; paragraph 6: “it turns orange”
-
- 8** Why should you avoid carrying a pumpkin by its stem? CAUSE AND EFFECT
Answer: The stem might break, and a broken stem lets germs in, so the pumpkin rots sooner.
Evidence: paragraph 7: “a broken stem lets germs in and the pumpkin rots sooner”
Also accept: Full marks need the effect (rotting sooner). “It might break” alone earns half.
-
- +** Draw it NOT MARKED
Look for stages in the right order with labels from the passage, such as seed, seed leaves, true leaves, vine with flowers, green pumpkin and orange pumpkin.