



Halloween Reading Worksheets: Grades 1-2

2 original passages for grades 1-2, with comprehension questions and answer keys that show 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 9-10
The Missing Pumpkin Cookies	Grades 1-2	A friendly mystery	6-8, key 11-12

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 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.”
