



Halloween Reading Comprehension Worksheets: Student Pages

All 6 passages and question sheets with no answer keys and a plain cover, so the whole file prints light on ink.

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

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

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

plaid: a pattern of crossing stripes

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 THEME your answer.

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

shrivels: dries up and gets smaller

germs: tiny living things that can make food rot

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.