Comprehension Passages

Out of this World LITERACY

LEXILE

PROBLEM & SOLUTION

2 DIGITAL FORMATS!

PROBLEM & SOLUTION #2

Name: Date:

READ: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Attack of the Bully

Francesca is in third grade and excited that it's almost time for recess. She plans to play a game of tag with her friends, Amara and Eileen. There's 10 minutes to go until the bell rings. It is the perfect day outside, not too cold and not too hot. Finally the bell rang and Francesca ran outside. She was looking for her friends when all of a sudden Logan, a fourth-grader, stopped her.

"Hey, where are you going?" Logan shouted in an angry voice.

"I'm going to play with my friends, so excuse me," Francesca answered.

"You're not going anywhere," He laughed.

"Umm, please let me go," Francesca said. She was getting scared now.

"It's going to cost you a quarter," He said.

Francesca didn't know what to do. She dug in her pocket and pulled out the quarter that she was supposed to use to buy her milk at lunch.

"Thanks, see you tomorrow third-grader," Logan said with a smirk.

Francesca was so upset. She found her friends and started crying. They both told her to tell an adult, but she was too scared.

Her friend Amara ran up to a teacher who was at recess and told her what had happened. The teacher talked to Francesca and she pointed out Logan as she told her story.

The teacher talked to Logan and got Francesca's quarter back. Logan wasn't at recess the rest of the week. The teacher told Franscesca to come to her for help anytime.



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What is Francesca's biggest problem?
a. It's too cold for recess.
b. She was being bullied.
c. She lost her homework.
d. The teacher was mean.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "It was the perfect day."
b. "Playing tag with friends."
c. "Ten minutes until recess."
d. "You're not going anywhere, give me a quarter."

2a. How did Francesca try but fail to solve the problem?
a. She's too scared to tell the teacher.
b. She went to find her friends.
c. She said excuse me.
d. She started crying.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "They both told her to tell an adult, but she was too scared."
b. "The teacher asked what happened."
c. "She was going to buy her milk."
d. "Not too cold, not too hot."

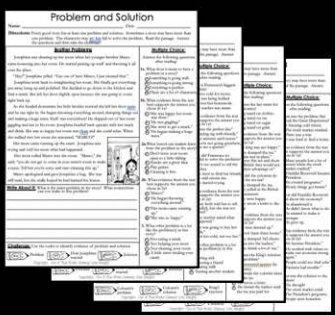
3. What other problem is a lot like the problem(s) in this story?
a. Getting sick
b. Ignoring a friend
c. Sharing milk
d. Teasing another student

WRITE: What is the main problem in the story? What connections can you make to this problem? *Type here:*

CHALLENGE: Use the codes to identify evidence of problem and solution.
**** drag the colors to words that match in the text.*

blue — Problem
red — How Francesca reacted
green — Solution

4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on problem and solution.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on problem and solution.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on problem and solution.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Brother Problems
(Level L)

Attack of the Bully
(Level M)

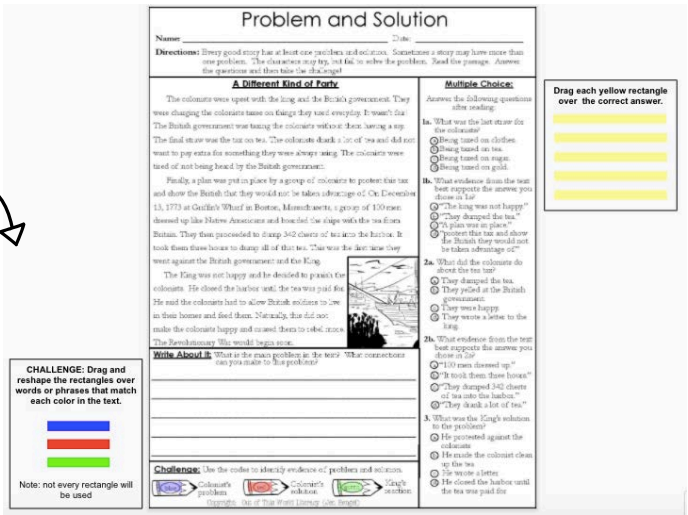
A Different Kind of Patty
(Level U)

The Great Depression
(Level N)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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Click each link to assign work to students each day!

Brother Problems
(Level L)

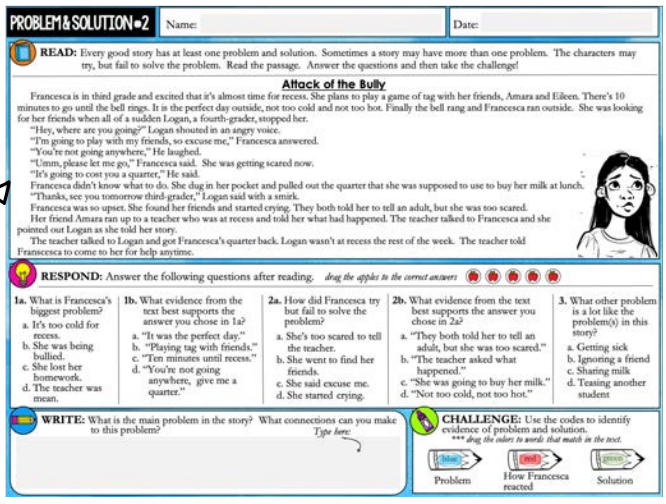
Attack of the Bully
(Level M)

A Different Kind of Patty
(Level U)

The Great Depression
(Level N)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



PROBLEM & SOLUTION #2 Name: Date:

READ: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Attack of the Bully

Francesca is in third grade and excited that it's almost time for recess. She plans to play a game of tag with her friends, Amara and Eileen. There's 10 minutes to go until the bell rings. It is the perfect day outside, not too cold and not too hot. Finally the bell rang and Francesca ran outside. She was looking for her friends when all of a sudden Logan, a fourth-grader, stopped her.

"Hey, where are you going?" Logan shouted in an angry voice.

"I'm going to play with my friends, so excuse me," Francesca answered.

"You're not going anywhere," He laughed.

"Umm, please let me go," Francesca said. She was getting scared now.

"It's going to cost you a quarter," He said.

Francesca didn't know what to do. She dug in her pocket and pulled out the quarter that she was supposed to use to buy her milk at lunch.

"Thanks, see you tomorrow third-grader," Logan said with a smirk.

Francesca was so upset. She found her friends and started crying. They both told her to tell an adult, but she was too scared.

Her friend Amara ran up to a teacher who was at recess and told her what had happened. The teacher talked to Francesca and she pointed out Logan as she told her story.

The teacher talked to Logan and got Francesca's quarter back. Logan wasn't at recess the rest of the week. The teacher told Franscesca to come to her for help anytime.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What is Francesca's biggest problem?
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b. She was being bullied.
c. She lost her homework.
d. The teacher was mean.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "It was the perfect day."
b. "Playing tag with friends."
c. "Ten minutes until recess."
d. "You're not going anywhere, give me a quarter."

2a. How did Francesca try but fail to solve the problem?
a. She's too scared to tell the teacher.
b. She went to find her friends.
c. She said excuse me.
d. She started crying.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "They both told her to tell an adult, but she was too scared."
b. "The teacher asked what happened."
c. "She was going to buy her milk."
d. "Not too cold, not too hot."

3. What other problem is a lot like the problem(s) in this story?
a. Getting sick
b. Ignoring a friend
c. Sharing milk
d. Teasing another student

WRITE: What is the main problem in the story? What connections can you make to this problem? *Type here:*

CHALLENGE: Use the codes to identify evidence of problem and solution. **** drag the colors to words that match in the text.*

Problem | How Francesca reacted | Solution

Problem and Solution

Name: _____ Date: _____

Directions: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Brother Problems

Josephina was cleaning up her room when her younger brother Marco came bouncing into her room. He started picking up stuff and throwing it all over the place.

"Hey!" Josephina yelled. "Get out of here Marco, I just cleaned that."

Josephina went back to straightening her room. She finally got everything put away, hung up and polished. She decided to go down to the kitchen and find a snack. She left her door slightly open because she was going to come right back up.

As she headed downstairs her little brother noticed she left her door open and he ran right in. He began throwing everything around, dumping things out and making a huge mess. Stuff was everywhere! He skipped out of her room giggling and ran to his room. Josephina headed back upstairs with her snack and drink. She was so happy her room was clean and she could relax. When she walked into her room she screamed, "MARCO!"



Her mom came running up the stairs. Josephina was crying and told her mom what had happened.

Her mom called Marco into the room. "Marco," she said, "you do not get to come in your sister's room to make a mess. Tell her you're sorry and start cleaning this up."

Marco apologized and gave Josephine a hug. She was still mad, but she really hoped he had learned his lesson.

Write About It: What is the main problem in the story? What connections can you make to this problem?

Multiple Choice:

Answer the following questions after reading:

1a. What does it mean to have a problem in a story?
- (a.) Something is going well.
- (b.) Something is going wrong.
- (c.) Everything is perfect.
- (d.) There are a lot of characters.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a.) "She was happy her room was done."
- (b.) "He was giggling."
- (c.) "She went to get a snack."
- (d.) "He began making a huge mess."

2a. What lesson can readers learn from the problem in the story?
- (a.) Don't leave your room open to a little sibling
- (b.) Snacks are a great idea.
- (c.) Play games.
- (d.) Cleaning is fun.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a.) "Marco!"
- (b.) "He began throwing everything around."
- (c.) "Her mom came running up."
- (d.) "She was so happy."

3. What other problem is a lot like the problem(s) in this story?
- (a.) Not eating a snack
- (b.) Not helping your mom
- (c.) Not cleaning your room
- (d.) A little sister stealing your candy

Challenge: Use the codes to identify evidence of problem and solution.

blue → Problem | red → How Josephina reacted | green → Solution

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PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

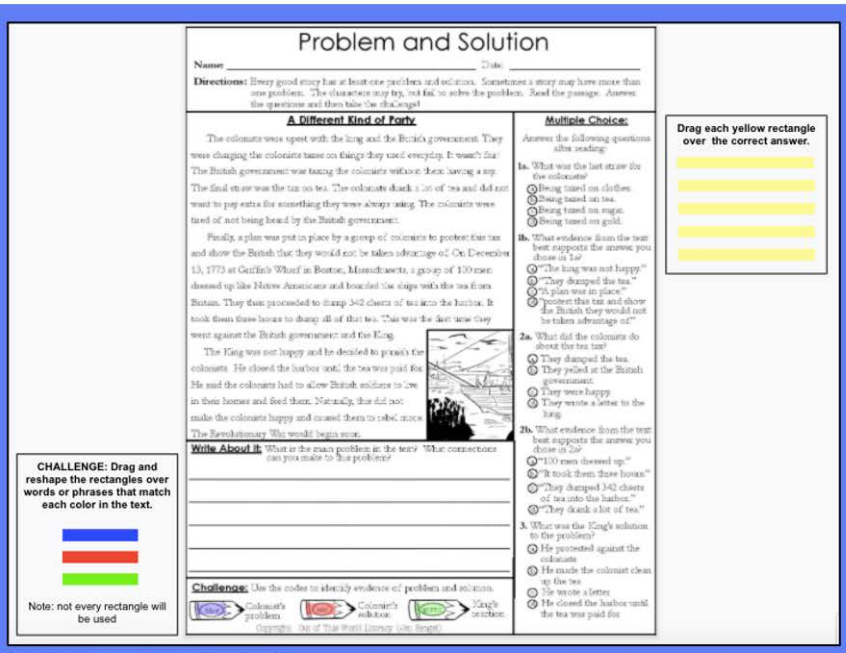
CUSTOM ILLUSTRATION

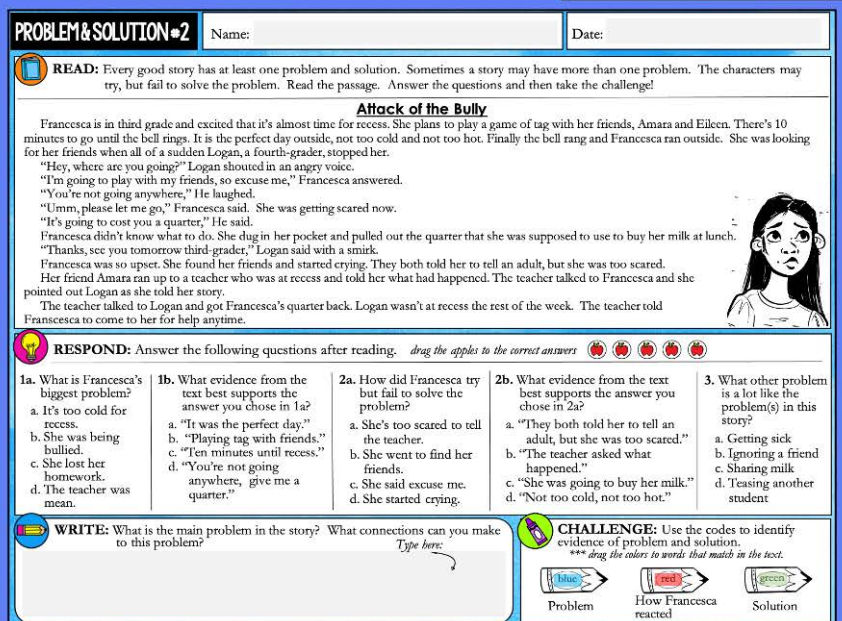
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

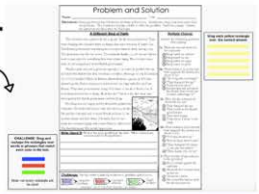
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- Brother Problems (Level L)
- Attack of the Bully (Level M)
- A Different Kind of Patty (Level U)
- The Great Depression (Level N)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



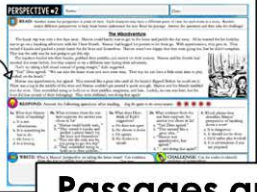
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- Soccer Debacle (Level Q)
- The Misadventure (Level R)
- More Homework for the Win (Level Z)
- Go Away Homework! (Level V)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Brother Problems	230	Fiction	Problem and Solution	500L	L	2.7
Attack of the Bully	248	Fiction	Problem and Solution	550L	M	3.0
A Different Kind of Party	230	NF	Problem and Solution	820L	U	5.2
The Great Depression	216	NF	Problem and Solution	600L	N	3.3

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The Great Depression	216	NF	Problem and Solution	600L	N	3.3

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Brother Problems	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Passage 2: Attack of the Bully	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Passage 3: A Different Kind of Party	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Passage 4: The Great Depression	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Brother Problems	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.8c Analyze plot elements, including the sequence of events, the conflict, and the resolution.
Passage 2: Attack of the Bully	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.8c Analyze plot elements, including the sequence of events, the conflict, and the resolution.
Passage 3: A Different Kind of Party	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.8c Analyze plot elements, including the sequence of events, the conflict, and the resolution.
Passage 4: The Great Depression	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.8c Analyze plot elements, including the sequence of events, the conflict, and the resolution.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Brother Problems	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.8c Analyze plot elements, including the rising action, climax, falling action, and resolution.
Passage 2: Attack of the Bully	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.8c Analyze plot elements, including the rising action, climax, falling action, and resolution.
Passage 3: A Different Kind of Party	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.8c Analyze plot elements, including the rising action, climax, falling action, and resolution.
Passage 4: The Great Depression	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.8c Analyze plot elements, including the rising action, climax, falling action, and resolution.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Brother Problems	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.8c Analyze plot elements, including rising action, climax, falling action, and resolution.
Passage 2: Attack of the Bully	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.8c Analyze plot elements, including rising action, climax, falling action, and resolution.
Passage 3: A Different Kind of Party	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.8c Analyze plot elements, including rising action, climax, falling action, and resolution.
Passage 4: The Great Depression	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.8c Analyze plot elements, including rising action, climax, falling action, and resolution.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Brother Problems	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.7c Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.
Passage 2: Attack of the Bully	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.7c Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.
Passage 3: A Different Kind of Party	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.7c Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.
Passage 4: The Great Depression	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.7c Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.

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PROBLEM & SOLUTION #1

Name:

Date:

READ: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Brother Problems

Josephina was cleaning up her room when her younger brother Marco came bouncing into her room. He started picking up stuff and throwing it all over the place.

"Hey!" Josephina yelled. "Get out of h[illegible] M[illegible]co, I [illegible]st cleaned that."

Josephina went back to straightening [illegible] ro[illegible] [illegible]inally got everything put away, hung up and polished. She decided to go down to the kitchen and find a snack [illegible]eft her door slightly open because she was going to come right back up.

As she headed downstairs her little brother noticed sh[illegible] left her door open and he ran right in. He began throwing everything around, dumping things out and making a h[illegible]ness. Stuff was everywhere! He skipped out of her room giggling and ran to his room. Josephina headed back [illegible] with her snack and drink. She was so happy her room was clean and she could relax. When she walked into her room she screamed, "MARCO!"

Her mom came running up the stairs. Joseph[illegible]s crying and told her mom what had happened.

Her mom called Marco into the room. "Ma[illegible]," [illegible] you do not get to come in your sister's room to make a mess. Tell her you're sorry and start cleaning this up."

Marco apologized and gave Josephine a hug. She was st[illegible]d, but she really hoped he had learned his lesson.



SAMPLE

RESPOND: Answer the following questi[illegible]ng.

1a. What does it mean to have a problem in a story?

a. Something is going well.
b. Something is going wrong.
c. Everything is perfect.
d. There are a lot of characters.

1b. What evidence from the text best supports the answer you chose in 1a?

a. "She was happy her room was done."
b. "He was giggling."
c. "She went to get a snack[illegible]
d. "He began making a huge mess."

2a. What lesson can readers [illegible]n from the problem in t[illegible]e story?

a. [illegible]n't leave your room
[illegible]en to a little sibling
b. S[illegible]cks are a great idea.
[illegible]es.
d. Cleaning is fun.

2b. What evidence from the text best supports the answer you chose in 2a?

a. "Marco!"
b. "He began throwing everything around."
c. "Her mom came running up."
d. "She was so happy."

3. What other problem is a lot like the problem(s) in this story?

a. Not eating a snack
b. Not helping your mom
c. Not cleaning your room
d. A little sister stealing your candy

WRITE: What is the main problem in the story? Wh[illegible]co[illegible]ctio[illegible] can you make to this problem?

CHALLENGE: Use the codes to identify evidence of problem and solution.



Problem | How Josephina reacted | Solution

Problem and Solution

Name: Answer Key Date: _____

Directions: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Brother Problems

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Her mom came running up the stairs. Josephina was crying and told her mom what had happened.

Her mom called Marco into the room. "Marco," she said, "you do not get to come in your sister's room to make a mess. Tell her you're sorry and start cleaning this up."

Marco apologized and gave Josephine a hug. She was still mad, but she really hoped he had learned his lesson.

Write About It: What is the main problem in the story? What connections can you make to this problem?

1. Her little brother destroyed her room.

2. Reader shares a connection to the problem.

Challenge: Use the codes to identify evidence of problem and solution.

blue Problem | red How Josephina reacted | green Solution

Multiple Choice:

Answer the following questions after reading:

1a. What does it mean to have a problem in a story?
- (a.) Something is going well.
- (b.) Something is going wrong.
- (c.) Everything is perfect.
- (d.) There are a lot of characters.

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2a. What lesson can readers learn from the problem in the story?
- (a.) Don't leave your room open to a little sibling
- (b.) Snacks are a great idea.
- (c.) Play games.
- (d.) Cleaning is fun.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a.) "Marco!"
- (b.) "He began throwing everything around."
- (c.) "Her mom came running up."
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Problem and Solution

Name: Answer Key Date: _____

Directions: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

Attack of the Bully

Francesca is in third grade and excited that it's almost time for recess. She plans to play a game of tag with her friends, Amara and Eileen. There's 10 minutes to go until the bell rings. It is the perfect day outside, not too cold and not too hot. Finally the bell rang and Francesca ran outside. She was looking for her friends when all of a sudden Logan, a fourth-grader, stopped her.

"Hey, where are you going?" Logan shouted in an angry voice.

"I'm going to play with my friends, so excuse me," Francesca answered.

"You're not going anywhere," He laughed.

"Umm, please let me go," Francesca said. She was getting scared now.

"It's going to cost you a quarter," He said.

Francesca didn't know what to do. She dug in her pocket and pulled out the quarter that she was supposed to use to buy her milk at lunch.

"Thanks, see you tomorrow third-grader," Logan said with a smirk.

Francesca was so upset. She found her friends and started crying. They both told her to tell an adult, but she was too scared.



Her friend Amara ran up to a teacher who was at recess and told her what had happened. The teacher talked to Francesca and she pointed out Logan as she told her story.

The teacher talked to Logan and got Francesca's quarter back. Logan wasn't at recess the rest of the week. The teacher told Franscesca to come to her for help anytime.

Write About It: What is the main problem in the story? What connections can you make to this problem?

1. Logan was a bully and took Francesca's money.
2. A reader shares a connection to the problem.

Challenge: Use the codes to identify evidence of problem and solution.

blue Problem | red How Francesca reacted | green Solution

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Multiple Choice:

Answer the following questions after reading:

1a. What is Francesca's biggest problem?
- (a.) It's too cold for recess.
- (b.) She was being bullied.
- (c.) She lost her homework.
- (d.) The teacher was mean.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a.) "It was the perfect day."
- (b.) "Playing tag with friends."
- (c.) "Ten minutes until recess."
- (d.) "You're not going anywhere, give me a quarter."

2a. How did Francesca try but fail to solve the problem?
- (a.) She's too scared to tell the teacher.
- (b.) She went to find her friends.
- (c.) She said excuse me.
- (d.) She started crying.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a.) "They both told her to tell an adult, but she was too scared."
- (b.) "The teacher asked what happened."
- (c.) "She was going to buy her milk."
- (d.) "Not too cold, not too hot."

3. What other problem is a lot like the problem(s) in this story?
- (a.) Getting sick
- (b.) Ignoring a friend
- (c.) Sharing milk
- (d.) Teasing another student

Problem and Solution

Name: Answer Key Date: _____

Directions: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

A Different Kind of Party

The colonists were upset with the king and the British government. They were charging the colonists taxes on things they used everyday. It wasn't fair! The British government was taxing the colonists without them having a say. The final straw was the tax on tea. The colonists drank a lot of tea and did not want to pay extra for something they were always using. The colonists were tired of not being heard by the British government.

Finally, a plan was put in place by a group of colonists to protest this tax and show the British that they would not be taken advantage of. On December 13, 1773 at Griffin's Wharf in Boston, Massachusetts, a group of 100 men dressed up like Native Americans and boarded the ships with the tea from Britain. They then proceeded to dump 342 chests of tea into the harbor. It took them three hours to dump all of that tea. This was the first time they went against the British government and the King.



The King was not happy and he decided to punish the colonists. He closed the harbor until the tea was paid for. He said the colonists had to allow British soldiers to live in their homes and feed them. Naturally, this did not make the colonists happy and caused them to rebel more. The Revolutionary War would begin soon.

Write About It: What is the main problem in the text? What connections can you make to this problem?

1. The colonists were being taxed by the British and the colonists had no say.

2. Reader shares a connection to the problem.

Challenge: Use the codes to identify evidence of problem and solution.

Blue Colonist's problem | red Colonist's solution | green King's reaction

Multiple Choice:

Answer the following questions after reading:

1a. What was the last straw for the colonists?
- (a) Being taxed on clothes.
- (b) Being taxed on tea.
- (c) Being taxed on sugar.
- (d) Being taxed on gold.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "The king was not happy."
- (b) "They dumped the tea."
- (c) "A plan was in place."
- (d) "protest this tax and show the British they would not be taken advantage of."

2a. What did the colonists do about the tea tax?
- (a) They dumped the tea.
- (b) They yelled at the British government.
- (c) They were happy.
- (d) They wrote a letter to the king.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "100 men dressed up."
- (b) "It took them three hours."
- (c) "They dumped 342 chests of tea into the harbor."
- (d) "They drank a lot of tea."

3. What was the King's solution to the problem?
- (a) He protested against the colonists
- (b) He made the colonist clean up the tea
- (c) He wrote a letter
- (d) He closed the harbor until the tea was paid for

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Problem and Solution

Name: Answer Key Date: _____

Directions: Every good story has at least one problem and solution. Sometimes a story may have more than one problem. The characters may try, but fail to solve the problem. Read the passage. Answer the questions and then take the challenge!

The Great Depression

On October 29, 1929 there was a stock market crash. The stock market is a place where people buy stock. Stock is a little piece of ownership in a company. Many people lost a lot of money when the stock market crashed. That crash led to the Great Depression. There were people unemployed because companies went bankrupt. Banks had failed and people were not buying anything. Many were in debt! Also, farming was not doing well because of a drought. It was a very hard time to be a farmer when there was no rain.

As time went on the government was trying to help people, but it was not enough. Things began to get worse. People could not find jobs. There were more and more homeless people and many were starving. Farmers had to abandon their farms because they could not afford to harvest crops.

Then Franklin Roosevelt became President. He saw how bad things were and worked with the government and others to make the economy strong again. The President worked hard to create programs that would help the poor. For many years these programs helped. Slowly things were beginning to get better. People were working again, the banks were running. Farmers were growing crops and making money. The Great Depression lasted 10 years.



Write About It: What is the main problem in the text? What connections can you make to this problem?

1. The stock market crashed and there was a bad drought. People were going broke.
2. Reader shares a connection to the problem.

Challenge: Use the codes to identify evidence of problem and solution.

blue Problem | red Thinking of a solution | green Solution

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Multiple Choice:

Answer the following questions after reading:

1a. What was the problem that started the Great Depression?
- (a) A freezing cold winter.
- (b) The stock market crashed.
- (c) There was a war.
- (d) It was hard to find a home.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "Many people lost a lot of money when the stock market crashed."
- (b) "Franklin Roosevelt became President."
- (c) "He created programs."
- (d) "Slowly things got better."

2a. How did Franklin Roosevelt feel about the economy?
- (a) He abandoned it.
- (b) He didn't know what to do.
- (c) He wanted to make it stronger.
- (d) He gave up.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "He became President."
- (b) "He worked with others to make our economy strong again."
- (c) "People could not find jobs."
- (d) "Farmers had trouble."

3. What was the solution to the problem?
- (a) The drought
- (b) The stock market crash
- (c) The President's programs
- (d) People were homeless