Comprehension Passages

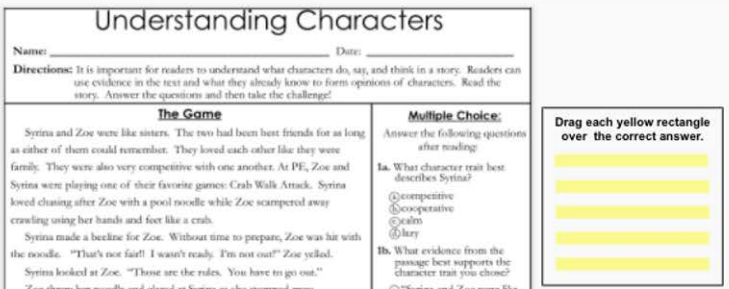
Out of this World LITERACY

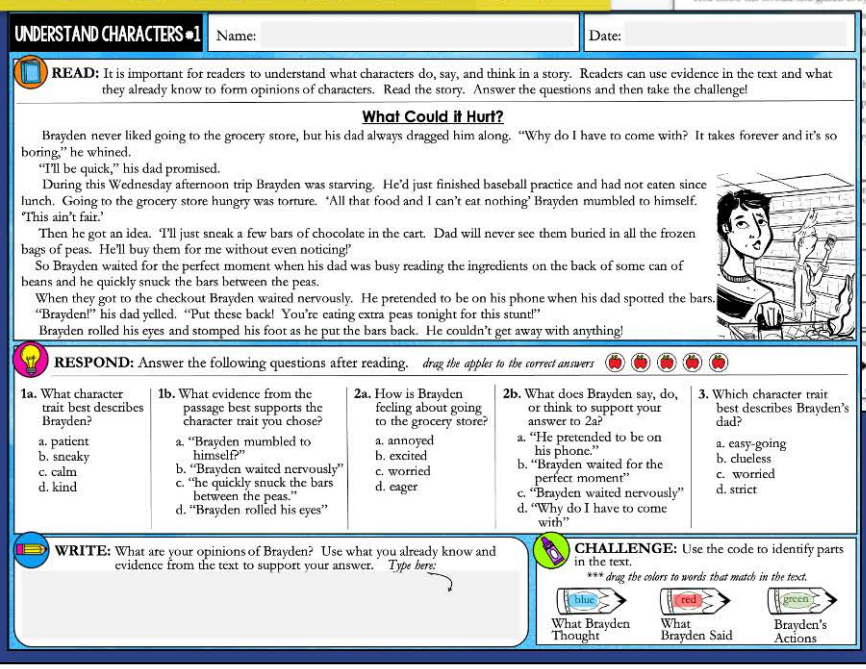
LEXILE

Understanding Characters



2 DIGITAL FORMATS!





Hello There!

I am so excited to be bringing you this free sample 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 understanding characters.
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 characters.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on characters.
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!

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Malaya Bengel Art

PERFECT BLEND FONTS

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What Could It Hurt?
(Level N)

The Game
(Level M)

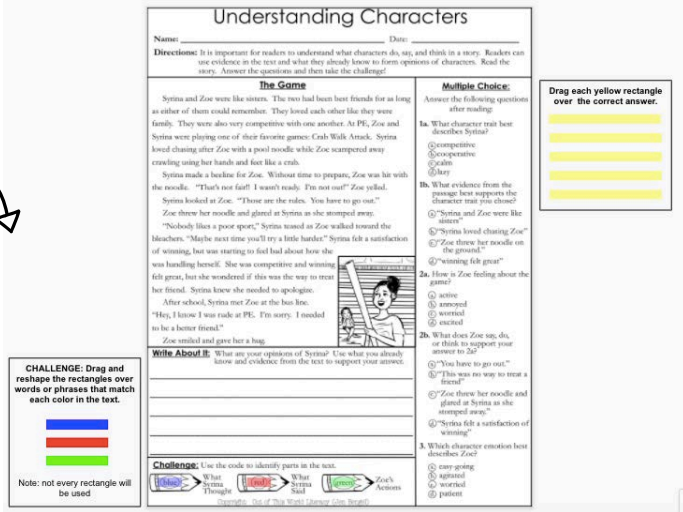
An Act of Kindness
(Level M)

An Unlikely Friendship
(Level N)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What Could It Hurt?
(Level N)

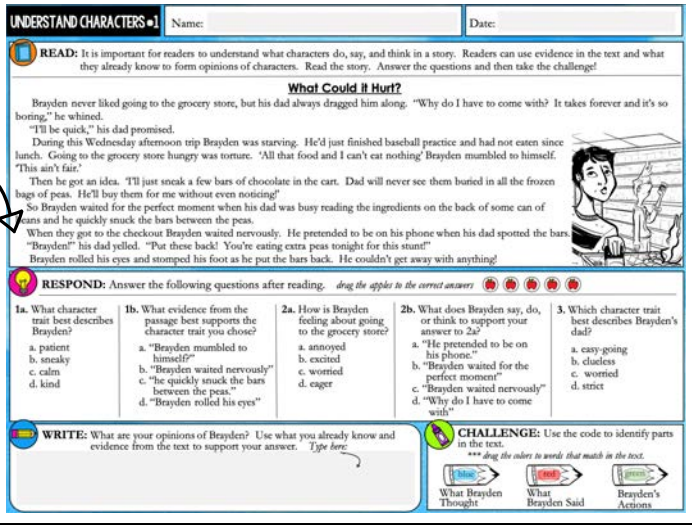
The Game
(Level M)

An Act of Kindness
(Level M)

An Unlikely Friendship
(Level N)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



UNDERSTAND CHARACTERS #1 Name: Date:

READ: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

What Could It Hurt?

Brayden never liked going to the grocery store, but his dad always dragged him along. "Why do I have to come with? It takes forever and it's so boring," he whined.

"I'll be quick," his dad promised.

During this Wednesday afternoon trip Brayden was starving. He'd just finished baseball practice and had not eaten since lunch. Going to the grocery store hungry was torture. 'All that food and I can't eat nothing' Brayden mumbled to himself. 'This ain't fair.'

Then he got an idea. 'I'll just sneak a few bars of chocolate in the cart. Dad will never see them buried in all the frozen bags of peas. He'll buy them for me without even noticing!'

So Brayden waited for the perfect moment when his dad was busy reading the ingredients on the back of some can of beans and he quickly snuck the bars between the peas.

When they got to the checkout Brayden waited nervously. He pretended to be on his phone when his dad spotted the bars. "Brayden!" his dad yelled. "Put these back! You're eating extra peas tonight for this stunt!"

Brayden rolled his eyes and stomped his foot as he put the bars back. He couldn't get away with anything!

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

1a. What character trait best describes Brayden?
a. patient
b. sneaky
c. calm
d. kind

1b. What evidence from the passage best supports the character trait you chose?
a. "Brayden mumbled to himself"
b. "Brayden waited nervously"
c. "he quickly snuck the bars between the peas."
d. "Brayden rolled his eyes"

2a. How is Brayden feeling about going to the grocery store?
a. annoyed
b. excited
c. worried
d. eager

2b. What does Brayden say, do, or think to support your answer to 2a?
a. "He pretended to be on his phone."
b. "Brayden waited for the perfect moment"
c. "Brayden waited nervously"
d. "Why do I have to come with"

3. Which character trait best describes Brayden's dad?
a. easy-going
b. clueless
c. worried
d. strict

WRITE: What are your opinions of Brayden? Use what you already know and evidence from the text to support your answer. *Type here:*

CHALLENGE: Use the code to identify parts in the text.
**** drag the colors to words that match in the text.*
What Brayden Thought | What Brayden Said | Brayden's Actions

Understanding Characters

Name: _____ Date: _____

Directions: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

An Unlikely Friendship

Alena didn't have a good reputation at school. She was known as a "mean girl." She didn't have many friends and the ones she did have were mean girls too. Alena didn't really like being a mean girl, but she followed her friends.

Alena, Reese, and Laney were all friends and had been since kindergarten. The girls were not well-liked at school. Alena was in a different class than Laney and Reese.

It was a good thing the girls were separated—had they been together, this could have caused big problems. During science, Alena was having difficulty remembering her vocabulary words. Her teacher, Mr. Ponicho, had given the students 10 minutes to review their ecosystem vocabulary words before the test. Alena had studied at home, but she just couldn't get these words to stick. She sat back in her chair and let out an exhausted sigh.

"Hey, are you having trouble remembering these words too?" she heard a voice whisper.

Alena turned around to see Nico looking at her.

"Yes! I just can't seem to remember them," she said. Alena knew Nico wasn't going to help her. Just this morning Laney was making fun of his shoes.

"Want to study together?" Nico said.

"Sure," Alena replied surprised. Maybe being a mean girl wasn't the path Alena wanted to take.



Write About It: What are your opinions of Alena? Use what you already know and evidence from the text to support your answer.

_____

_____

_____

_____

_____

Challenge: Use the code to identify parts in the text.

- blue — What Alena Thought
- red — What Alena Said
- green — Alena's Actions

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Multiple Choice:

Answer the following questions after reading:

1a. What character trait best describes Alena?

(a.) annoying
(b.) conceited
(c.) mean
(d.) kind

1b. What evidence from the passage best supports the character trait you chose?

(a.) "Alena didn't have a good reputation"
(b.) "Alena, Reese, and Laney were friends"
(c.) "She sat back in her chair"
(d.) "Alena turned around"

2a. How is Alena feeling about being a mean girl?

(a.) [illegible]
(b.) reconsidering it
(c.) worried
(d.) upset

2b. What does Alena say, do, or think to support your answer to 2a?

(a.) "Alena was in a different class"
(b.) "Alena had studied at home"
(c.) "Alena knew Nico wasn't going to help her"
(d.) "Maybe being a mean girl wasn't the path Alena wanted to take."

3. Which character trait best describes Nico?

(a.) hyper
(b.) [illegible]
(c.) forgiving
(d.) eager

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

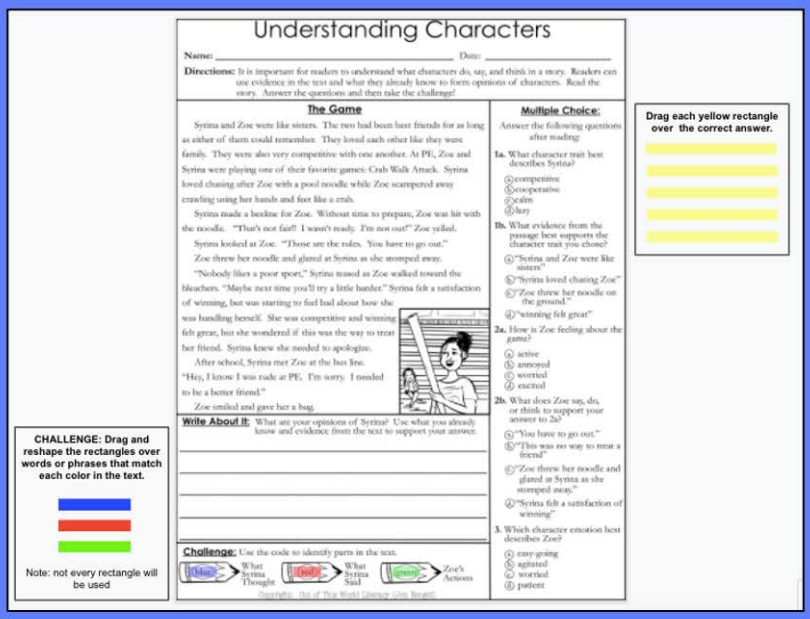
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

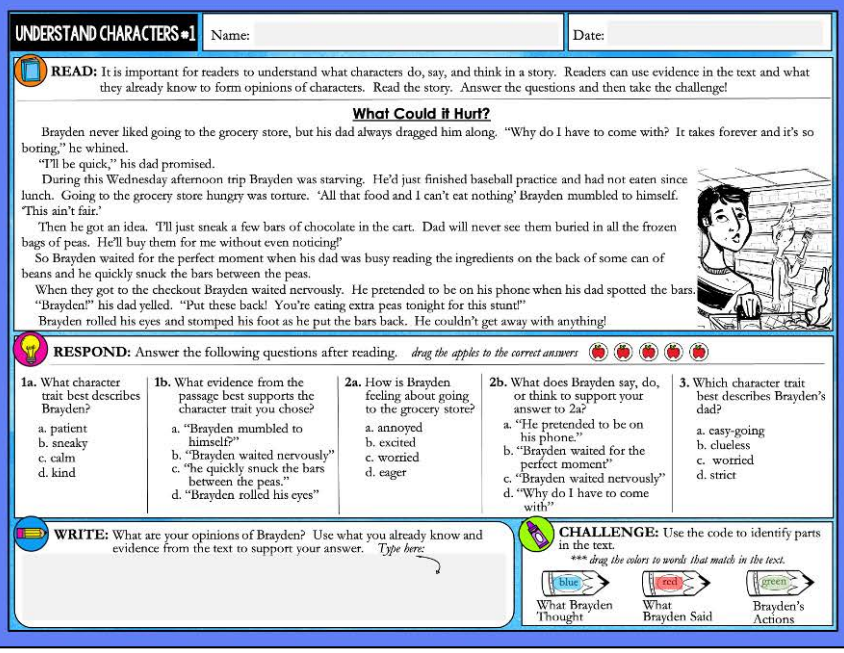
IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



HORIZONTAL VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What Could It Hurt? (Level N)	The Game (Level M)
An Act of Kindness (Level M)	An Unlikely Friendship (Level N)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



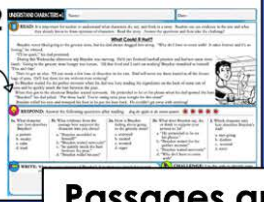
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What Could It Hurt? (Level N)	The Game (Level M)
An Act of Kindness (Level M)	An Unlikely Friendship (Level N)

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
What Could It Hurt?	205	Fiction	Understanding Characters	600L	N	3.3
The Game	223	Fiction	Understanding Characters	550L	M	3.0
An Act of Kindness	248	Fiction	Understanding Characters	540L	M	3.0
An Unlikely Friendship	219	Fiction	Understanding Characters	610L	N	3.3

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Passages and Reading Levels

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An Unlikely Friendship	219	Fiction	Understanding Characters	610L	N	3.3

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: What Could it Hurt?	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Passage 2: The Game	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Passage 3: An Act of Kindness	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Passage 4: An Unlikely Friendship	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: What Could it Hurt?	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.8b Explain the relationships among the major and minor characters.
Passage 2: The Game	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.8b Explain the relationships among the major and minor characters.
Passage 3: An Act of Kindness	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.8b Explain the relationships among the major and minor characters.
Passage 4: An Unlikely Friendship	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.8b Explain the relationships among the major and minor characters.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: What Could it Hurt?	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.8b Explain the interactions of the characters and the changes they undergo.
Passage 2: The Game	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.8b Explain the interactions of the characters and the changes they undergo.
Passage 3: An Act of Kindness	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.8b Explain the interactions of the characters and the changes they undergo.
Passage 4: An Unlikely Friendship	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.8b Explain the interactions of the characters and the changes they undergo.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: What Could it Hurt?	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).	5.8b Analyze the relationships of and conflicts among the characters.
Passage 2: The Game	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).	5.8b Analyze the relationships of and conflicts among the characters.
Passage 3: An Act of Kindness	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).	5.8b Analyze the relationships of and conflicts among the characters.
Passage 4: An Unlikely Friendship	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).	5.8b Analyze the relationships of and conflicts among the characters.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: What Could it Hurt?	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.7b Analyze how the characters' internal and external responses develop the plot.
Passage 2: The Game	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.7b Analyze how the characters' internal and external responses develop the plot.
Passage 3: An Act of Kindness	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.7b Analyze how the characters' internal and external responses develop the plot.
Passage 4: An Unlikely Friendship	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.7b Analyze how the characters' internal and external responses develop the plot.

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UNDERSTAND CHARACTERS #1 | Name: | Date:

READ: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

What Could it Hurt?

Brayden never liked going to the grocery store with his mom. She always dragged him along. "Why do I have to come with? It takes forever and it's so boring," he whined.

"I'll be quick," his dad promised.

During this Wednesday afternoon trip Brayden was starving. He'd just finished baseball practice and had not eaten since lunch. Going to the grocery store hungry was torture. 'All that food and I can't eat nothing' Brayden mumbled to himself. 'This ain't fair.'

Then he got an idea. 'I'll just sneak a few bars of chocolate in the cart. Dad will never see them buried in all the frozen bags of peas. He'll buy them for me without even noticing.'

So Brayden waited for the perfect moment when his dad was distracted reading the ingredients on the back of some can of beans and he quickly snuck the bars between the peas.

When they got to the checkout Brayden waited nervously. He pretended to be on his phone when his dad spotted the bars.

"Brayden!" his dad yelled. "Put these back! You're eating peas tonight for this stunt!"

Brayden rolled his eyes and stomped his foot as he put the bars back. He couldn't get away with anything!



RESPOND: Answer the following questions after reading.

1a. What character trait best describes Brayden?

a. patient
b. sneaky
c. calm
d. kind

1b. What evidence from the passage best supports the character trait you chose?

a. "Brayden mumbled to himself?"
b. "Brayden waited nervously"
c. "he quickly snuck the bars between the peas."
d. "Brayden rolled his eyes"

2a. How was Brayden feeling about going to the grocery store?

a. an
b. ite
c. wo
d. eag

2b. What does Brayden say, do, or think to support your answer to 2a?

a. "He pretended to be on his phone."
b. "Brayden waited for the perfect moment"
c. "Brayden waited nervously"
d. "Why do I have to come with"

3. Which character trait best describes Brayden's dad?

a. easy-going
b. clueless
c. worried
d. strict

WRITE: What are your opinions of Brayden? Use what you already know and evidence from the text to support your answer.

CHALLENGE: Use the code to identify parts in the text.

blue — What Brayden Thought
red — What Brayden Said
green — Brayden's Actions

SAMPLE

Understanding Characters

Name: Answer Key **Date:** _____

Directions: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

An Unlikely Friendship

Alena didn't have a good reputation at school. She was known as a "mean girl." She didn't have many friends and the ones she did have were mean girls too. Alena didn't really like being a mean girl, but she followed her friends.

Alena, Reese, and Laney were all friends and had been since kindergarten. The girls were not well-liked at school. Alena was in a different class than Laney and Reese.

It was a good thing the girls were separated—had they been together, this could have caused big problems. During science, Alena was having difficulty remembering her vocabulary words. Her teacher, Mr. Ponicho, had given the students 10 minutes to review their ecosystem vocabulary words before the test. Alena had studied at home, but she just couldn't get these words to stick. She sat back in her chair and let out an exhausted sigh.

"Hey, are you having trouble remembering these words too?" she heard a voice whisper.

Alena turned around to see Nico looking at her.

"Yes! I just can't seem to remember them," she said. Alena knew Nico wasn't going to help her. Just this morning Laney was making fun of his shoes.

"Want to study together?" Nico said.

"Sure," Alena replied surprised. Maybe being a mean girl wasn't the path Alena wanted to take.



Write About It: What are your opinions of Alena? Use what you already know and evidence from the text to support your answer.

Look for 3 parts in student responses:

1. An opinion of Alena that makes sense.
2. A piece of information the student already knows.
3. Some evidence from the text to support the opinion

Challenge: Use the code to identify parts in the text.

blue — What Alena Thought

red — What Alena Said

green — Alena's Actions

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Multiple Choice:

Answer the following questions after reading:

1a. What character trait best describes Alena?

(a) annoying
(b) conceited
(c) mean
(d) kind

1b. What evidence from the passage best supports the character trait you chose?

(a) "Alena didn't have a good reputation"
(b) "Alena, Reese, and Laney were friends"
(c) "She sat back in her chair"
(d) "Alena turned around"

2a. How is Alena feeling about being a mean girl?

(a) accused
(b) reconsidering it
(c) worried
(d) upset

2b. What does Alena say, do, or think to support your answer to 2a?

(a) "Alena was in a different class"
(b) "Alena had studied at home"
(c) "Alena knew Nico wasn't going to help her"
(d) "Maybe being a mean girl wasn't the path Alena wanted to take."

3. Which character trait best describes Nico?

(a) hyper
(b) unhappy
(c) forgiving
(d) eager

Understanding Characters

Name: Answer Key Date: _____

Directions: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

The Game

Syrina and Zoe were like sisters. The two had been best friends for as long as either of them could remember. They loved each other like they were family. They were also very competitive with one another. At PE, Zoe and Syrina were playing one of their favorite games: Crab Walk Attack. Syrina loved chasing after Zoe with a pool noodle while Zoe scampered away crawling using her hands and feet like a crab.

Syrina made a beeline for Zoe. Without time to prepare, Zoe was hit with the noodle. "That's not fair!! I wasn't ready. I'm not out!" Zoe yelled.

Syrina looked at Zoe. "Those are the rules. You have to go out."

Zoe threw her noodle and glared at Syrina as she stomped away.

"Nobody likes a poor sport," Syrina teased as Zoe walked toward the bleachers. "Maybe next time you'll try a little harder." Syrina felt a satisfaction of winning, but was starting to feel bad about how she was handling herself. She was competitive and winning felt great, but she wondered if this was the way to treat her friend. Syrina knew she needed to apologize.



After school, Syrina met Zoe at the bus line. "Hey, I know I was rude at PE. I'm sorry. I needed to be a better friend."

Zoe smiled and gave her a hug.

Write About It: What are your opinions of Syrina? Use what you already know and evidence from the text to support your answer.

Look for 3 parts in student responses

1. An opinion of Syrina that makes sense.
2. A piece of information the student already knows.
3. Some evidence from the text to support the opinion.

Challenge: Use the code to identify parts in the text.

blue — What Syrina Thought

red — What Syrina Said

green — Zoe's Actions

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Multiple Choice:

Answer the following questions after reading:

1a. What character trait best describes Syrina?

(a) competitive
(b) cooperative
(c) calm
(d) lazy

1b. What evidence from the passage best supports the character trait you chose?

(a) "Syrina and Zoe were like sisters"
(b) "Syrina loved chasing Zoe"
(c) "Zoe threw her noodle on the ground."
(d) "winning felt great"

2a. How is Zoe feeling about the game?

(a) active
(b) annoyed
(c) worried
(d) excited

2b. What does Zoe say, do, or think to support your answer to 2a?

(a) "You have to go out."
(b) "This was no way to treat a friend"
(c) "Zoe threw her noodle and glared at Syrina as she stomped away."
(d) "Syrina felt a satisfaction of winning"

3. Which character emotion best describes Zoe?

(a) easy-going
(b) agitated
(c) worried
(d) patient

Understanding Characters

Name: Answer Key Date: _____

Directions: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

An Act of Kindness

Joshua loved walking home from school. He was finally old enough now that he could walk to and from school without his parents worrying.

It was Friday afternoon and school just let out. Joshua was so excited because his mom gave him five dollars to stop at Cones N' Friends Ice Cream Shop on the way home. His dad told him that he only had an extra 30 minutes to get home. If he was late, he wasn't going to be able to walk home anymore. He had been looking forward to this all day.

The bell rang and Joshua bolted for the door. The ice cream was calling his name. He was so ready to sink his teeth into the delicious treat. As Joshua was heading out the door, he saw one of the smaller kids standing by the water fountain crying. Joshua didn't want to stop, but he knew that he needed to make sure the little guy was alright.

"Are you ok?" Joshua asked.

The little boy's eyes were filled with tears. "I brought teddy bear to Show and Tell today, and now it's lost. I can't find it anywhere," the boy cried.



"We'll find it. Let's go back to your class and look," Joshua said while patting him on the back.

After a few minutes of, Joshua found the bear. He rushed out and made it to the ice cream shop and home in 30 minutes! The ice cream felt like a cool reward!

Write About It: What are your opinions of Joshua? Use what you already know and evidence from the text to support your answer.

Look for 3 parts in student responses:

1. An opinion of Joshua that makes sense.
2. A piece of information the student already knows.
3. Some evidence from the text to support the opinion

Challenge: Use the code to identify parts in the text.

blue — What Joshua Thought

red — What Joshua Said

green — Joshua's Actions

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Multiple Choice:

Answer the following questions after reading:

1a. What character trait best describes Joshua?

- (a) generous
- (b) sneaky
- (c) annoyed
- (d) sad

1b. What evidence from the passage best supports the character trait you chose?

- (a) "School had just let out"
- (b) "Are you ok? Joshua asked"
- (c) "I can't find it anywhere"
- (d) "Joshua loved walking home from school"

2a. How is Joshua feeling about getting ice cream?

- (a) angry
- (b) excited
- (c) worried
- (d) sad

2b. What does Joshua say, do, or think to support your answer to 2a?

- (a) "We will find it."
- (b) "Joshua didn't want to stop"
- (c) "The bell rang"
- (d) "He was so ready to sink his teeth into the delicious treat"

3. Which character emotion best describes the little boy that lost his bear?

- (a) joyful
- (b) ecstatic
- (c) worried
- (d) strict

Understanding Characters

Name: Answer Key **Date:** _____

Directions: It is important for readers to understand what characters do, say, and think in a story. Readers can use evidence in the text and what they already know to form opinions of characters. Read the story. Answer the questions and then take the challenge!

What Could it Hurt?

Brayden never liked going to the grocery store, but his dad always dragged him along. "Why do I have to come with? It takes forever and it's so boring," he whined.

"I'll be quick," his dad promised.

During this Wednesday afternoon trip Brayden was starving. He'd just finished baseball practice and had not eaten since lunch. Going to the grocery store hungry was torture. 'All that food and I can't eat nothing' Brayden mumbled to himself. 'This ain't fair.'

Then he got an idea. 'I'll just sneak a few bars of chocolate in the cart. Dad will never see them buried in all the frozen bags of peas. He'll buy them for me without even noticing!'

So Brayden waited for the perfect moment when his dad was busy reading the ingredients on the back of some can of beans and he quickly snuck the bars between the peas.



When they got to the checkout Brayden waited nervously. He pretended to be on his phone when his dad spotted the bars.

"Brayden!" his dad yelled. "Put these back! You're eating extra peas tonight for this stunt!"

Brayden rolled his eyes and stomped his foot as he put the bars back. He couldn't get away with anything!

Write About It: What are your opinions of Brayden? Use what you already know and evidence from the text to support your answer.

Look for 3 parts in student responses:

1. An opinion that makes sense
2. A piece of information the student already knows
3. Some evidence from the text to support the opinion.

Challenge: Use the code to identify parts in the text.

blue — What Brayden Thought

red — What Brayden Said

green — Brayden's Actions

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Multiple Choice:

Answer the following questions after reading:

1a. What character trait best describes Brayden?

(a.) patient
(b.) sneaky
(c.) calm
(d.) kind

1b. What evidence from the passage best supports the character trait you chose?

(a.) "Brayden mumbled to himself?"
(b.) "Brayden waited nervously"
(c.) "he quickly snuck the bars between the peas."
(d.) "Brayden rolled his eyes"

2a. How is Brayden feeling about going to the grocery store?

(a.) annoyed
(b.) excited
(c.) worried
(d.) eager

2b. What does Brayden say, do, or think to support your answer to 2a?

(a.) "He pretended to be on his phone."
(b.) "Brayden waited for the perfect moment"
(c.) "Brayden waited nervously"
(d.) "Why do I have to come with"

3. Which character trait best describes Brayden's dad?

(a.) easy-going
(b.) clueless
(c.) worried
(d.) strict