

READING COMPREHENSION PACKET

This PDF contains a packet of worksheets that contain a collection of short reading passages and activities for you to print out and use this summer. Each reading passage is designed to reinforce a specific comprehension strategy (*main idea/details, sequencing, cause & effect, etc.*). These strategies are listed and explained on the sheet marked, **How to Be a Good Reader**, which can be found in the front of your packet. Complete as many of these sheets as you like. You can decide on a good pace for your child; for example: one sheet per week. This is an **optional activity**, but fairly quick and easy to complete, so please do consider making this or another age appropriate reading exercise an on-going practice this summer, if possible.

Follow these steps for success:

- 1.) **Read directions** with child (or have him/her read them independently if able)
- 2.) **Have the child read the passage aloud or silently** (*you can alternate between reading aloud and silently since there are 2 passages for each skill*).
- 3.) Have the child **read the questions**.
- 4.) Before answering the questions, the child should *try to find the correct response within the reading passage*. It would be helpful for the child to underline or **highlight** the sentence or phrase in which the correct response can be found.
- 5.) The child should answer all questions. If he/she is uncertain of a response, encourage the child to **re-read** the selection. If he/she is still unsure, the adult can point out the correct response in the selection and explain why it is correct (model).
- 6.) **Encourage the child** with stickers, smiley faces or positive comments—feel free to write these on their worksheets.
- 7.) Save the completed worksheets. If you choose to, bring them to show me the first week of school and **I will have a special prize for your child to reward all of that hard work!**
- 8.) Continue to read news articles (and follow the steps using the green laminated sheet in your binder) on **Newsomatic** & *feel free to also complete review activities on Spelling City (look under teacher Mary Corrigan once you log in)*

Thank you for all of your support!

Feel free to contact me via email this summer if you have any questions.

Sincerely,

Mary Corrigan

Ms. Corrigan

mcorrigan@holyroaryws.org

How to Be a Good Reader

Ask yourself these questions to help you understand what you read:

Main Idea and Details

What is the story mostly about?
What tells me more about the main idea?

Sequence

What happens first, next, and last?
What are the steps to do something?

Cause and Effect

What happens? (the effect)
Why did it happen? (the cause)

Fact and Opinion

Can this be proved true?
Is it what someone thinks or believes?

Compare and Contrast

How are these people or things the same?
How are these people or things different?

Make Inferences

What clues does the story give?
What do I know already that will help?

Prediction

What clues does the story give?
What do I know already that will help?
What will happen next?

Character and Setting

Who or what is the story about?
Where and when does the story take place?

Fantasy and Reality

Is it make-believe?
Could it happen in real life?

Author's Purpose

Does the story entertain, inform, try
to persuade me, or teach me how to do
something?

Nonfiction Text Features

What kind of text am I reading?
What does it tell me?

Visual Information

Is there a picture, chart, or graph?
What does it tell me?

Comprehension Skill

Character

Characters take part in the events of the story. A character can be a person, an animal, or a thing.

- Read for details that describe each character.
- Notice differences among characters so you can tell them apart.
- Notice whether and how a character changes or learns during the story.

A story may have a **main character** and one or more **minor characters**.

- The main character is the most important character in the story.
- A minor character is not the focus of the story.

Comprehension Skill

Point of View

Knowing *who* is telling a story gives you its **point of view**. What you learn in the story comes through that point of view. Authors usually use one of two points of view.

- **First-person** point of view has a character *in* the story telling it. In first-person stories, readers learn about events from that character's point of view. Look for words like *I*, *me*, and *we*.
- **Third-person** point of view has someone *outside* the story telling it. That person is the **narrator**. In third-person stories, readers learn the thoughts, actions, and feelings of many characters. Look for words like *he*, *she*, and *they*.

Comprehension Skill

Setting/Mood

The **setting** of a story tells *where* and *when* the story takes place. The setting can help create the **mood** or feeling of the story.

Read for details that tell where a story takes place.

- It can be a *real* place.
- It can be an *imaginary* place.

Read for details that tell when a story takes place.

- It might be set in the *present* (now).
- It might be set in the *past* (long ago).
- It might be set in the *future* (years from now).

Comprehension Skill

Key Events & Details

Events are the actions or things that happen in a story. The events build interest and move the story along. But not all events have the same effect on the story.

As you read, think about which actions or things are **key events** and which are **details**.

- A key event is important to the theme or big idea of the story.
- Details tell more about a key event. Details may answer questions, such as *Who? Where? What? When? Why? or How?*

Comprehension Skill

Sequence of Events

In most stories, events happen in a certain order or **sequence**. Some events happen in the *beginning* of the story. Other things happen in the *middle*. The story finishes with events that happen at the *end*.

- As you read, think about the sequence of events. This helps you follow the story. Picture the events in your mind to help you remember the sequence.
- **Signal words** give clues about the sequence of events. (Examples: *before, first, second, next, then, now, later, after, and finally*; as well as specific dates and times.)

Comprehension Skill

Conflict & Resolution

Good stories have a **plot**. The plot is the set of key events that move the story along. Most stories present a problem and how it gets solved. This relationship is called **conflict and resolution**.

- A conflict is a form of trouble, problem, or disagreement.
- A resolution is the way the conflict gets solved.
- **Signal words** are clues to a conflict and its resolution. (Examples for conflicts: *question, challenge, dilemma, puzzle, need, and trouble*. Examples for resolutions: *answer, result, idea, plan, reason, solution, solve, improve, and fix*.)

Comprehension Skill

Context Clues

Authors may use words you may not know. But nearby words or sentences can offer clues about the meaning of an unknown word.

- **Context** refers to all the words and sentences around an unknown word.
- **Context clues** are hints that can help you figure out a word's meaning. As you read, search for related words, such as synonyms, antonyms, explanations, or examples in nearby text. Link these clues to the unknown word to understand it.

Comprehension Skill

Compare & Contrast

Authors often discuss people, places, things, or ideas by describing how they are alike and ways they differ.

- To **compare** means to tell how two or more things are alike.
- To **contrast** means to tell how two or more things are different.
- Comparing and contrasting help you understand a story's ideas, its plot, its characters, and its message.
- **Signal words** give clues that help you compare and contrast. (Examples for comparing: *both, too, like, also, and in the same way*. Examples for contrasting: *but, only, however, unlike, and different*.)

Comprehension Skill

Make Inferences

Authors may hint at an idea without stating it directly. But they usually include enough detail so readers can use what they already know about a topic to “read between the lines” and figure out a hidden message.

- **Text clues** are words or details that help you figure out an unstated idea.
- You **make an inference** by combining text clues with what you already know to form a likely conclusion, or “educated guess.”

Comprehension Skill

Summarize

As you read, check that you understand and can recall the key elements of a story. Think about how to retell the important parts in your own words. Leave out minor details and get to the point.

- The **topic** or **theme** of a story is its focus—what it is mainly about.
- **Key details** add more information and support the story’s theme.
- A **summary** briefly restates the theme using only the key details. A good summary is short, clear, and tells only what is most important.

A Cabin in Syracuse, 1855

Read the historical fiction.

Then follow the directions in the Text Marking box.

In the years before the Civil War, some concerned citizens teamed up to assist runaway slaves in their perilous effort to escape bondage. They formed a network of safe houses along the routes north. Elijah's cabin in Syracuse, New York, was part of this Underground Railroad.

One blustery winter night, the family awoke to frantic rapping at the door. Elijah opened it to see Amos, a friend from nearby Manlius, with two runaways—a young woman and a small girl, both looking terrified and both shivering in drenched, tattered clothes.

"Come, sit by our fire," said Elijah's mother, who was welcoming. "I'll have Elijah get it roaring again, and then I'll find you some dry clothes and warm food."

"Oh, thank you kindly, ma'am," replied the woman as the two runaways entered. "I'm Nola, and we've been running hard for days. My little Ruby here is powerful hungry."

Meanwhile, Elijah listened carefully to his instructions from Amos. "You'll keep them here two days," he said gravely. "Best get your hiding space ready, as slave catchers have been spotted nearby."

Flashing two fingers to signal his mother, Elijah then sat with the guests as they ate and drank heartily. *How long had it been since their last meal*, he wondered. Whiskers trotted over to meet the strangers. Ruby timidly stroked the furry cat and smiled—possibly for the first time in days.



Text Marking

Identify who the story is about.




Circle the main character.



Box the other characters.

_____ Underline details about each character.

A Cabin in Syracuse, 1855

 Answer each question. Give details from the historical fiction.

1

Who is telling this story?

- ☐ A. Amos ☐ B. Elijah ☐ C. Elijah's mother ☐ D. a narrator

What helped you answer? _____

2

Which is a synonym for *bondage*?

- ☐ A. employment ☐ B. slavery ☐ C. starvation ☐ D. freedom

What helped you answer? _____

3

Make inferences using details from the story. What kind of person is Elijah?

4

What is the purpose of the opening paragraph?

The Record Setter

Read the humorous story.

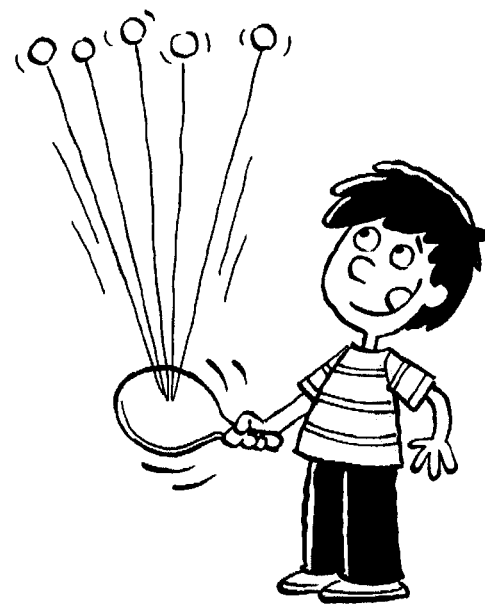
Then follow the directions in the Text Marking box.

My brother, Alex, is generally considered to be a reliable, clever, thoughtful fellow. I say “generally” because of things like what he’s doing right now.

Picture this and you’ll understand. While I, Nate, sit here playing a video game and texting with half my friends—two perfectly normal things to be doing for amusement—what is he occupied with? Alex is standing over there, counting softly to himself 79, 80, 81, 82... while he repeatedly bats a rubber ball attached by an elastic string to a wooden paddle. This is nonsensical behavior, is it not?

You might think I’m being too hard on Alex, as brothers sometimes can be to one another. On the contrary, I’m being lenient. You see, this time it’s paddle-ball batting, but the last time—and I refer to just a few weeks ago—the challenge was standing on his head for as long as he could, with a timer set up on the rug. Of course, he had to read it upside down, but I suppose he got better at it day by day. Maybe he should’ve put the timer upside down, too.

Frankly, I’m getting a bit concerned. What if one of his goofy pals introduces him to alligator wrestling? Or what if he gets enticed to take up tightrope walking from skyscraper to skyscraper? I tell you, for Alex, these ideas are not too far-fetched!



Text Marking

Identify the main character in this story. Read for clues about point of view.

☐ Box signal words that suggest who tells the story.

X how the story is told.

☐ first person

☐ third person

☐ Circle the name of the main character.

 Underline words or phrases that describe the main character.

The Record Setter

▶ Answer each question. Give details from the humorous story.

1

To amuse himself, Nate likes to...

- ☐ A. ...wrestle alligators. ☐ C. ...play table tennis.
☐ B. ...praise his brother. ☐ D. ...play video games.

What helped you answer? _____

2

Which is a synonym for *lenient*?

- ☐ A. easygoing ☐ B. critical ☐ C. loving ☐ D. harsh

What helped you answer? _____

3

How does Nate use exaggeration to get across his point about his brother's behavior?

4

Imagine Alex describing Nate. How might the story be different?

Mile-and-a-Quarter Monkey

Read the descriptive story.

Then follow the directions in the Text Marking box.

It had taken us nearly five hours from the river to reach Three-Mile House that hot summer day in the Grand Canyon. We were already tiring from the hike, and knowing that a relentlessly uphill slog still lay ahead, we gratefully rested there.

The trail wound upward through awesome—in the true sense of the word—scenery, rich with spectacular rock formations. The other hikers in the hut, also fatigued from their challenging climbs, seemed in an upbeat mood. Eventually, we gathered our courage to resume the twisting trail to the rim.

Mile-and-a-Half House was our next stopping point, and reaching it was a steady struggle. Our muscles ached, our gusto was diminished, and we were drained upon arrival. After a much-appreciated second rest, longer than our first, we reluctantly began the final leg of our ascent.

The hike was not getting any easier in the heat, and we paused continuously. While wishing the trek were over, we spotted it overhead: an immense monkey face! That's precisely what the eroded rocks looked like. We excitedly told everyone we passed about where to see Mile-and-a-Quarter Monkey, as we named it. Each hiker gladly promised to keep a lookout for it. Suddenly, amazingly, we felt a renewed bounce in our step. Discovering the giant monkey face had put wings on our feet. Energized, we practically flew out of the canyon, and that was awesome, too.



Text Marking

Think about the setting and mood of the story.



Box WHEN it takes place.



Circle WHERE it takes place.



the setting.



realistic



imaginary

_____ Underline details that set the mood.

Mile-and-a-Quarter Monkey

➤ Answer each question. Give details from the story.

1

What best describes the mood of the hikers as they approached their second rest stop?

- ☐ A. bored and miserable ☐ C. exhausted and a little grumpy
☐ B. gloomy and disappointed ☐ D. cheerful and full of anticipation

What helped you answer? _____

2

Which would be a *trek*?

- ☐ A. a car ride to the mall ☐ C. a skateboard ride down a hill
☐ B. a lengthy hike in the snow ☐ D. a relaxing stroll around the block

What helped you answer? _____

3

What factors made the hike so challenging?

4

Explain the reason for the hikers' change in mood on the final leg of their ascent.

Block Party Celebrity

Read the community story.

Then follow the directions in the Text Marking box.

Newly moved in and eager to meet their neighbors, the Guerrero family had a great idea. They would serve Rosa's delicious *elote*, a favorite savory dip made with corn and cheese, at the block party.

They set up their table in front of their house, located at the quiet end of the block, far from the busy avenue. The family was in a jovial mood as they set up aluminum trays of *elote*, tortilla chips, plastic bowls, forks, and napkins.

Despite the appealing aroma of corn, few people strolled over, distracted by temptations elsewhere on the block. With few neighbors to serve, Ms. Guerrero permitted Yimi and Luisa to explore. When they returned, ice creams in hand, a commotion grabbed their attention. It was the town's mayor, Elena Carillo-Lopez, and her entourage. They had arrived at the Guerrero's end of the block.

The mayor stopped first at their table, smiling warmly as Luisa heaped *elote* into a bowl, added some chips, a fork, and served it with a napkin.

"Holy *guacamole*, your *elote* is the best!" the mayor exclaimed, glowing with each mouthful.


Rosa blushed, saying, "*Gracias, señora.*"


Well, that did it. It seemed now that everybody else made a bee-line to the Guerrero table for *elote*. They were newcomers no longer.



Text Marking

Think about the key events of the story.

 Circle 4 main events in the story.

 Underline details about each event.

Block Party Celebrity

▶ Answer each question. Give details from the community story.

1

Why did the Guerreros set up a table at the block party?

- ☐ A. They wanted to meet the mayor.
- ☐ B. They wanted to open a restaurant.
- ☐ C. Their house was located at the end of the block.
- ☐ D. They hoped the block party would help them meet their neighbors.

What helped you answer? _____

2

What happened after the mayor tasted the *elote*?

- ☐ A. Ms. Guerrero voted for the mayor. ☐ C. The children finished their ice creams.
- ☐ B. Many others came over to try it. ☐ D. The mayor left to get a beverage to wash it down.

What helped you answer? _____

3

What caused the Guerreros to no longer feel like newcomers?

4

Explain the meaning of the title. Who is the celebrity at the block party?

The Relief Pitcher

Read the sports story.

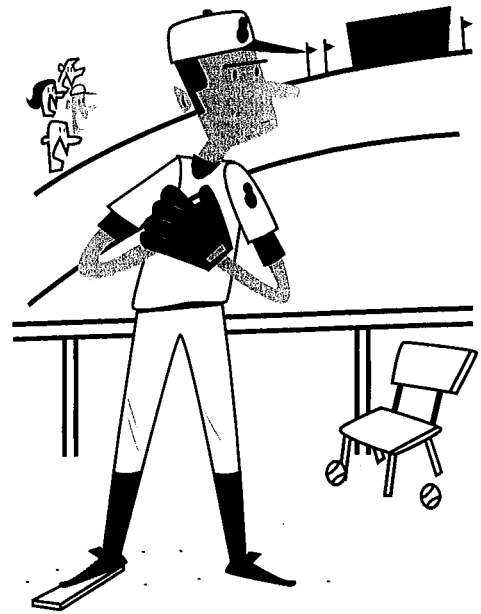
Then follow the directions in the Text Marking box.

Wilson is clearly in trouble—he has walked two batters in a row, has been taking too much time between pitches, and looks weary. Recognizing this, the team’s manager and pitching coach exchange worried glances and confer softly. The coach picks up the phone in the dugout to call the bullpen coach, step 1 in the relief-pitching process.

Next, there is action in the bullpen behind left field. Two pitchers, a righty and a lefty, get up. After doing a series of gentle stretches, each hurler grabs his glove, stands on a mound, and begins to toss the ball softly to his catcher. After briefly warming up, both relievers start throwing harder, expecting that one of them will likely be called into the game.

Then there is more trouble for Wilson. Another walk draws the manager from his perch by the dugout railing. He’s had enough. On his way to the mound, he waves his left hand, signaling the bullpen. Seeing this, the lefty stops throwing, opens the bullpen gate, and jogs to the mound to replace Wilson.

When the manager reaches the mound, he takes the ball from the struggling pitcher, who leaves the field with his head down. Next, the manager greets the incoming reliever, and gives him the ball and some encouragement. Finished, the manager trots back to the dugout, hoping he’s made the right choice.



Text Marking

Mark the sequence of events in the story.



Box at least 7 signal words about sequence and time.



Underline some key events.

1-2-3-4... Number the events in order.

The Relief Pitcher

Answer each question. Give details from the sports story.

1

What is the manager's first step in the process of relieving his struggling pitcher?

- ☐ A. He has the coach call the bullpen to get pitchers warming up.
- ☐ B. He begins tossing the ball softly.
- ☐ C. He walks another batter.
- ☐ D. He walks to the mound.

What helped you answer? _____

2

Why are the manager and coach concerned?

- ☐ A. It is raining. ☐ C. There is action in the bullpen.
- ☐ B. They don't know what to do. ☐ D. They think that their pitcher is tiring.

What helped you answer? _____

3

Make an inference about the narrator of this baseball story?

4

Summarize the events in this story, focusing on the conflict and its possible resolution.

Talent Show Contest

Read the entertainment story.

Then follow the directions in the Text Marking box.

Ms. Spira, the music teacher, was nearly finished auditioning hopefuls for the upcoming talent show. She announced to the two remaining candidates that there was just one spot left to fill, which caused Tameka and Kai to glance nervously at each other across the room. Tameka, a talented dancer, hoped to show off her technique and style in the show, while Kai, a gifted pianist, dreamed of becoming a professional musician and wanted this opportunity to perform. Though each hoped desperately to be selected, that seemed impossible now, with only two more try-outs for one opening.

Kai moved beside Tameka. "I know you're an awesome dancer, and you know I'm great on the piano. Too bad we've got to battle each other," he whispered.

"Oh, that's kind to say, but one of us is simply going to be disappointed," Tameka answered.

Kai asked, "What music are you dancing to?" Tameka replied that she planned to dance to the hit, "Sweet, Fleet Feet." Kai originally planned to play a classical waltz by Frederic Chopin. But he also knew "Sweet, Fleet Feet" and could play it energetically, so he suggested something to Tameka that made her grin.

Then Ms. Spira turned to Tameka and Kai to ask, "Who's next?"

"Both of us—we've become a team!" they responded. The friends chattered as they went onto the stage. "May we please have a few moments to warm up?" Tameka politely asked.



Text Marking

The story describes a problem. Identify it and think about how the characters responded to it and found a way out.



Box the conflict.



Circle the ways that Kai and Tameka reacted to the conflict.



Underline the resolution.

Talent Show Contest

7 Answer each question. Give details from the entertainment story.

1

Who is telling the story?

- ☐ A. Ms. Spira ☐ B. Tameka ☐ C. Kai ☐ D. a narrator

What helped you answer? _____

2

Two words that could describe everyone auditioning for the talent show are...

- ☐ A. ...dancers and pianists. ☐ C. ...hopefuls and candidates.
☐ B. ...best friends and hopefuls. ☐ D. ...jugglers and musicians.

What helped you answer? _____

3

Why did Tameka ask Ms. Spira for a few moments to warm up?

4

What inferences can you make about Kai based on his idea?

The Shipwreck

Read the fable, adapted from Aesop.

Then follow the directions in the Text Marking box.

Long ago, when dolphins were friendly toward humans, shipwrecked sailors often told of being rescued by holding onto a dolphin's back for a ride to shore. Also at that time, ships commonly carried animal mascots, like monkeys, who were known to be smart, entertaining companions, and good at mimicking the sailors.

One stormy night near Athens, Greece, a ship broke apart, dumping its sailors into the sea. Struggling, they grabbed onto anything they could to stay afloat. Emulating them, the monkey clung to an oar.

A dolphin swimming past, mistaking the monkey for a sailor, invited him to climb onto her back and grasp her tightly while she carried him to land. She politely asked, "Are you from Greece?"

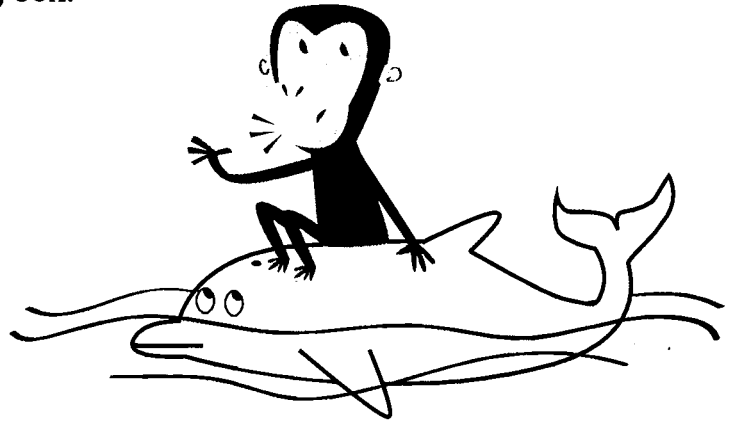
"Yes, my family is from Athens," replied the monkey.

"You sound like a well-educated person," said the dolphin respectfully. So the monkey began to regale her with fantastical tales; but all were lies. Soon the dolphin interrupted the monkey's yammering to indicate land on the horizon.

"As an Athenian," the dolphin said, "you must surely know Piraeus."

"Naturally!" the monkey replied. "Piraeus is my father's first cousin, whom we visit often because he is our favorite relative."

Knowing that Piraeus was the port nearest Athens, the dolphin realized the monkey was an imposter. So she dove under the waves, letting the monkey swim on his own, and sought an honest man to save.



Text Marking

Use context clues to unlock meaning.



Circle the words **mascots**, **emulating**, **regale**, and **yammering**.



Underline context clues for each.

The Shipwreck

Answer each question. Give details from the fable.

1

Which word is a synonym for *mimicking*?

- ☐ A. realizing ☐ B. emulating ☐ C. yammering ☐ D. entertaining

What helped you answer? _____

2

Which is the most appropriate moral for this fable?

- ☐ A. Look before you leap. ☐ C. A liar deceives no one but himself.
☐ B. The memory of a good deed lives. ☐ D. A friend in need is a friend indeed.

What helped you answer? _____

3

According to this fable, why did sailors bring animals aboard ship?

4

Why did the dolphin dive under the waves at the end?

To Go or Not to Go

Read the science fiction story.

Then follow the directions in the Text Marking box.

"It's the opportunity of a lifetime, Rashid. We'll be pioneers!" said Dr. Donovan.

Despite his mother's enthusiasm, Rashid wasn't convinced that joining a new colony on Mars was a good idea. "But Mom," he said, "we'd have to stay there at *least* two years. And when you add on the six months or more it will take to get there and the same to return, we'd be away from home and friends for three years—or longer! It'll be 2051 when we finally get back, and I'll be sixteen already!"

"But Rashid, just think of the advantages, not the least of which is how much time we'll spend together as a family."

Unconvinced, Rashid responded, "Mom, taking this trip is not only unappealing, but probably unhealthy, too. We'll be exposed to deep-space radiation. Plus, life in that planet's low-gravity environment might be too weird. For instance, what will we do for entertainment? I don't expect we'll find swimming pools, hockey rinks, or restaurants!"

Rashid's mother knew all this, but she was passionate about going, believing that after preparation and study, they could meet each potential challenge. "Just think how exciting it would be, darling," she replied, "an experience like no other. How can I encourage you to be as excited as I am about this chance for adventure?"

"I'm not that excited to bring back Martian microbes, Mom. Can I go to hockey practice now?"



Text Marking

Make an inference: How does the story reveal the personalities of Rashid and his mother?

_____ Underline text clues.



Think about what you already know.

To Go or Not to Go

Answer each question. Give details from the science fiction story.

1 Something is *the opportunity of a lifetime* if it is _____.

- ☐ A. challenging ☐ B. dangerous ☐ C. lively ☐ D. rare

What helped you answer? _____

2 Which description best fits Dr. Donovan?

- ☐ A. argumentative ☐ B. cautious ☐ C. passionate ☐ D. timid

What helped you answer? _____

3 Based on the story, what kind of person is Rashid? In what ways is his personality different from his mother's?

4 What details in the story indicate that it is a work of science fiction?

Febold Feboldson's Find

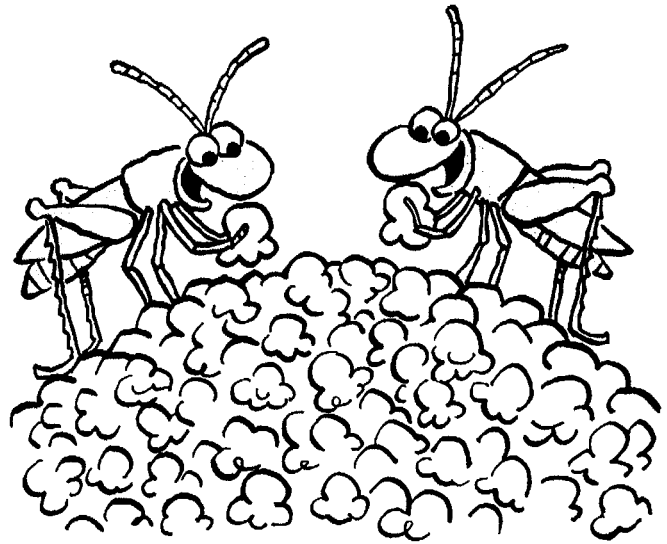
Read the tall tale from the American Midwest.
Then follow the directions in the Text Marking box.

You've probably tasted the popular American popcorn ball. You might imagine some cook thinking to use syrup to stick popcorn together into a tasty snack. Well, that's NOT how popcorn balls came to be, at least according to old Febold Feboldson. He claimed that the popcorn ball invented itself during the weird summer of 1874.

Midwestern farmers called that growing season The Year of Striped Weather. That's because it alternated rainy and hot, not day by day, but by sections of cropland. Fields grew in stripes: first you'd see a mile-wide stripe of crops wilting in the broiling heat, then a mile-wide stripe of waterlogged crops soaking nearly to death.

Febold Feboldson had this situation on his farm. He grew corn in the Dismal River valley and sugar cane on the hills above. One day the sun baked his corn plants so hot that the kernels popped, causing a yellow blizzard. Meanwhile, the rain was drenching his sugar cane stalks so badly that the syrup inside washed out and rolled toward the popcorn. A ball soon formed, growing gigantic as it tumbled along. Febold estimated the giant popcorn ball at about two hundred feet wide!

His neighbor, Bert Bergstrom, witnessed this eye-popping event. Bert offered to help Febold corral the great popcorn ball to impress visitors. But just then, a swarm of hungry grasshoppers devoured the entire very-first popcorn ball.

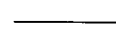


Text Marking

Summarize the story.
Think about its theme.



Circle the main idea
of the story.



Underline important
details.

Febold Feboldson's Find

Answer each question. Give details from the tall tale.

1 What odd thing happened during The Year of Striped Weather?

- ☐ A. Strange weather made crops grow in striped sections.
- ☐ B. Farmers planted their crops only at night.
- ☐ C. The only crops that grew had stripes on them.
- ☐ D. Febold Feboldson met Bert Bergstrom.

What helped you answer? _____

2 Which word does NOT mean the same as the other three?

- ☐ A. soaked ☐ B. drenched ☐ C. tumbled ☐ D. waterlogged

What helped you answer? _____

3 Explain the meaning of the title of this passage.

4 Why do you think the tall tale ends with grasshoppers devouring the entire popcorn ball?
