Ben's Little Story

Read a three-line story, then answer a story question and an inference question.

1.RL.10.a "Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands)."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 READ IT

Ben fell

Dad came

Ben ran

2 THINK ABOUT IT

a

ran	**sat**	**fell**

b

help	**eat**	**sleep**

ANSWER KEY

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HOW TO RUN THIS PAGE

Have each student trace and read the three lines in order. Listen to the student read from the page before offering word help, and record any support separately. The questions move from an event stated in the story to a reason the student must infer.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · READ IT

SAY "Trace each line. Then read the three lines in order to me. I will listen before I help with a word."

- Box 1: **Ben fell**
- Box 2: **Dad came**
- Box 3: **Ben ran**

PART 2 · THINK ABOUT IT

SAY "Think about the story you read. I will read each question and its choices aloud. Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	At the start, what happened to Ben? Did he run, sit, or fall? Circle the word that tells what happened.	**fell**
b	Why do you think Dad came? Did he come to help, eat, or sleep? Circle the best reason.	**help**

WHAT TO ACCEPT

The circles should be fell, then help. Help is an inference, not a reason stated in the story; record any reading or comprehension support separately.