Name _____

Make It, Solve It Answer Key

Since this is a **question-building activity**, student answers will vary. Below are sample models to guide evaluation.

Possible Student-Generated Questions and Answers:

Literal

- *Question:* Where did Jamal usually sit in the library?
- *Answer:* In the corner chair by the history section.

Inferential

- *Question:* Why did Jamal feel more connected to his town after seeing the display?
- *Answer:* Because learning about local heroes showed him that the library had been important in the community's history.

Evaluative

- *Question:* Do you think libraries are still as important to communities today as they were in the past? Why or why not?
- *Answer:* (Varies, but should include reasoning — e.g., yes, because they provide access to knowledge and community space, or no, because many people rely on the internet instead.)

Teacher Notes:

- Look for whether students correctly identify the **type** of question they built.
- Literal questions should point to a detail directly stated in the passage.
- Inferential questions should push students to interpret or connect ideas.
- Evaluative questions should encourage opinion-based reasoning that extends beyond the passage.

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