Reading Check on Paper

Guided Practice · Grades 6–8

Use the model first, then practice together. During independent practice, hold back clues and the key until the student responds.

Allow about 4 minutes for the model, 6 minutes for guided work and 8–10 minutes for independent work per skill. Adjust to the class. Score the independent answer and evidence separately (one point each). Read the explanation separately: 0 if there is no text-based reasoning, 1 if it names a relevant detail, and 2 if it explains how that detail supports the answer. Keep this score separate from the two selected responses.

Making Inferences

Watch a model · At the Rehearsal Door

Each choice offers a possible reason. I need the detail that explains when she enters. She waits while the scene is underway and goes in when the voices stop. That timing supports avoiding an interruption. The passage does not mention a noisy hallway or another late arrival, and it does not show her reading her lines while she waits.

1. A · Connect her waiting while the scene is underway with her entering when the voices stop.

B · No noisy hallway is described; the waiting ends when the scene inside stops.

C · No second arrival is described; she enters at the pause in the ongoing scene.

D · Look for an action showing her reading the script. What event ends her wait?

Try with help · On the Display Shelf

Point to two actions involving the crack. Explain what both actions would prevent someone from seeing. Then compare that explanation with one other choice.

Hint 1. Before the classmate approaches, which way does she turn the crack?

Hint 2. When the classmate leans closer, what does the card cover?

1. D · Connect turning the crack toward the wall with moving the card in front of it as a classmate looks closely. Both actions reduce the chance that someone sees the flaw.

A · A name card can identify the maker, but putting it specifically in front of the crack follows an earlier attempt to hide that crack.

B · Other bowls are nearby, but the card is moved in front of the crack, not to create a place for another bowl.

C · The text locates the card in relation to the crack. What does it say about the other labels' positions?

On your own · The History Map

1. B · Connect pulling the map back after the offer of help with checking a sheet that allows only one presenter. Together these suggest that he wants to control the work and be the presenter.

A · He offers to stay himself; the text does not show him assigning after-practice work to his partner.

C · Labels are part of the task, but the sheet he checks concerns the presenter, not the accuracy of the labels.

D · He moves the map toward his side rather than smoothing it. Connect his reaction to the offer of help with the single presenter space.

2. C · He checks a sheet with only one presenter place after pulling the map away from the offer of help. The single place supports his wish to be the presenter.

A · These establish the work and the offer. Look for the condition he checks before deciding who will present.

B · This is one useful clue about his reaction. Keep it in your explanation, then look for information that explains his reason. You need to connect the two clues.

D · This is his partner's later reaction, not the condition Eli checks.

If the student misses the inference, ask what the chosen answer explains and which passage detail it leaves unexplained. If the inference is right but the evidence is weak, ask the student to compare two details.

Independent score: Answer ____ / 1 Evidence ____ / 1 Explanation ____ / 2

Vocabulary

Watch a model · Before the Announcement

"Draft" has more than one meaning. Here it is a file on a laptop, with open questions and wording that is still changing. I try "an early version" in the sentence. That fits; moving air or selecting players does not explain this editable announcement. I check the whole scene instead of using only a familiar meaning.

1. B · Questions, changed wording and a new saved version support a text still being revised.

A · A draft can be moving air, but this one is a file with unfinished wording.

C · The questions and wording changes show that this copy is still being prepared.

D · A draft can select players, but check what is opened, changed and saved in this scene.

Try with help · A Time in Pencil

Hint 1. What information are two members still waiting for?

Hint 2. Why might the organizer wait to send invitations?

1. A · Pencil, missing schedules and unsent invitations show that the time remains open to change.

B · The organizer waits for schedules and does not send invitations.

C · Two members do not yet know their schedules.

D · Look at what the organizer plans to check the next day. Does that show this time has already been ruled out?

On your own · The Stand in the Bag

1. C · The same separated parts are fitted together after being stored apart. The prefix re- means "again," so "reassemble" means put together again.

A · The parts were separated earlier; she now fits poles into the base.

B · She uses the parts stored in the numbered bag, not a new set.

D · The poles are fitted into the base. That joins the stored parts rather than merely arranging them nearby.

2. C · This sentence shows the pieces being joined. Connect it with their earlier separation and return from storage.

A · This is a useful clue about the earlier separation. Keep it in your explanation, then look for the later action that completes the idea.

B · This shows storage. Look for the later action on the pieces, rather than where they wait.

D · This describes the bag after the parts are out, not what happens to the stand's pieces.

If the student misses the meaning, have them substitute their choice and reread. If the meaning is right but the evidence is weak, ask which detail makes that meaning more likely.

Independent score: Answer ____ / 1 Evidence ____ / 1 Explanation ____ / 2