Reading Check on Paper

Making Inferences · Grades 9–10

Watch a model · At the Control Desk

Name or code _____ Date _____

1 Ravi had played a leading role in the autumn show. When spring auditions were announced, several friends assumed he would try for the lead again. He collected an audition sheet, but stayed after rehearsal to ask the lighting operator how the final scene had changed from evening to night without anyone moving the scenery.

2 At the next rehearsal, he sat behind the control desk. In a small notebook, he copied the lighting operator’s sequence of cues. A friend offered to run the lead’s lines with him afterward. He thanked her, then asked whether she could watch the final lighting change and tell him where it became noticeable. The following morning, he returned the audition sheet blank and signed up to assist at the control desk instead.

1. What most likely explains Ravi’s choice?

Circle ONE letter.

A He wants to learn how a technical effect can change the audience’s view of a scene.

B He wants to learn how a performer can adjust a scene in response to a technical cue.

C He wants to learn how a director can coordinate performers during a scene change.

D He wants to learn how a designer can select scenery for a lighting plan.

Reading Check on Paper

Making Inferences · Grades 9–10

Try with help · The Corrected Card

Name or code _____ Date _____

1 At the school festival, a card lists each talk's code, room and start time. Talk B4 has moved to the library. Its code and start time stay the same. Another talk will use the library that afternoon. The draft notice says only "New room: library."

2 A reviewer asks the organizer to add the code and start time to the notice. Someone holding a card for the other library talk should be able to tell whether their talk has moved.

1. Why should the organizer include the talk code in the notice?

Circle ONE letter.

A It identifies the room used by a talk when the visitor first collected a card.

B It identifies the talk affected by a change when a room hosts several sessions.

C It identifies the sequence of talks when a visitor is choosing an afternoon program.

D It identifies the talk's revised starting time when a visitor reads the correction.

Notes from our practice

_____

_____

_____

Reading Check on Paper

Making Inferences · Grades 9–10

On your own · Before the First Slide

Name or code _____ Date _____

1 Nell had practiced the opening of the team presentation until she could say it without looking at her title slide. At their final run-through, Luis held up a folded paper bridge and showed how it could support a stack of coins. The group leaned toward him. During her introduction, two students kept watching the paper bridge instead of the screen.

2 She asked him to put the bridge away, then tried the introduction again. This time the group watched the screen, but nobody asked a question. During the break, she removed her title slide and wrote its essential information on a small card. She gave the card to Luis and asked him where that information could fit into his demonstration.

3 On presentation day, Luis began with the paper bridge. The screen stayed blank until his demonstration ended; then Nell brought up the first of the remaining slides. Her original introduction stayed folded under the remote. Afterward, she put the small information card with the demonstration materials instead of returning it to her opening notes.

1. What most likely explains where Nell puts the small card afterward?

Circle ONE letter.

A She plans to put the title-slide facts back into a separate introduction after the demonstration.

B She plans to keep the card by the demonstration while saving its facts for questions afterward.

C She plans to use the card to remind Luis when to finish the demonstration.

D She plans to keep the title-slide facts available as part of Luis’s demonstration.

Before the First Slide · Evidence and explanation

2. Which sentence most directly shows where Nell intended to use the information on the card?

Circle ONE letter.

A Nell had practiced the opening of the team presentation until she could say it without looking at her title slide.

B She asked him to put the bridge away, then tried the introduction again.

C During the break, she removed her title slide and wrote its essential information on a small card.

D She gave the card to Luis and asked him where that information could fit into his demonstration.

E Her original introduction stayed folded under the remote.

F Afterward, she put the small information card with the demonstration materials instead of returning it to her opening notes.

Use details from different parts of the passage to explain your answer. Explain why one other answer fits less well.

_____

_____

_____

_____

_____

Reading Check on Paper

Vocabulary · Grades 9–10

Watch a model · The Poster Review

Name or code _____ Date _____

1 The art group’s new poster used different colors from the sample, but its arrangement was almost identical. A large circle sat above three slanted lines. The title ran around the circle instead of across the top. Even the space left for the date matched the sample.

2 During the review, a student called the design derivative. She placed the sample beside it and traced the matching arrangement with a finger. The designer put both versions away and began another sketch. This time, the title divided the page, and the date became part of the central image. The earlier sample remained in the folder.

1. What does “derivative” mean as used in paragraph 2?

Circle ONE letter.

A Made without any advance preparation.

B Made with a closely borrowed design.

C Made for a short period of display.

D Made by simplifying a complex original.

Reading Check on Paper

Vocabulary · Grades 9–10

Try with help · The Second Supply List

Name or code _____ Date _____

1 The team had a list of supplies for the display. Each entry gave the item, quantity and person bringing it. A second sheet arrived with the same entries copied into colored boxes. It added no item, changed no quantity and named no new volunteer.

2 The coordinator called the second list redundant. Two volunteers had begun checking different sheets as if they described separate tasks. She kept the original item list at the desk and used a color key on that sheet instead. The colored arrangement was attractive, but a second copy of the same tasks gave them no additional planning information.

1. What does “redundant” mean as used in paragraph 2?

Circle ONE letter.

A Incomplete because the color key has not yet been chosen.

B Conflicting because its quantities differ from the first sheet.

C Unneeded because it repeats planning information the team already has.

D Supplementary because it adds a separate set of volunteer tasks.

Notes from our practice

_____

_____

_____

Reading Check on Paper

Vocabulary · Grades 9–10

On your own · One Sentence, Two Scenes

Name or code _____ Date _____

1 Two students were preparing the same scene for a performance workshop. In the first version, a visitor looked at an empty chair and said, “I see you saved me a place.” The actor playing the visitor smiled, and the person beside the chair smiled back. The audience read the exchange as a welcome.

2 For the next version, the students decided to reinterpret the exchange. The visitor stopped inside the doorway and looked from the empty chair to the person beside it. The words stayed the same, but the visitor paused before “saved.” The other actor turned the chair away before answering. Several students watching the rehearsal leaned forward.

3 Afterward, one listener said the empty place now seemed like a reminder of an argument. Another thought the visitor was testing whether the welcome was sincere. The two actors wrote both comments in the margin. They had not changed the words or replaced the chair; they had changed its position and the actors’ movements. Their notes focused on what the timing and actions made the same sentence suggest.

1. What does “reinterpret” mean as used in paragraph 2?

Circle ONE letter.

A Perform the same exchange so that it suggests a different meaning.

B Translate the dialogue into another language while preserving its intention.

C Repeat the performance with the original greeting made clearer.

D Give the exchange a shorter wording that keeps its first meaning.

One Sentence, Two Scenes · Evidence and explanation

2. Which TWO listed texts connect how the second version was performed with how listeners read it?

Circle TWO letters.

A The actor playing the visitor smiled, and the person beside the chair smiled back. The audience read the exchange as a welcome.

B The words stayed the same, but the visitor paused before “saved.” The other actor turned the chair away before answering.

C Several students watching the rehearsal leaned forward.

D Afterward, one listener said the empty place now seemed like a reminder of an argument. Another thought the visitor was testing whether the welcome was sincere.

E The two actors wrote both comments in the margin.

Use two relevant details from the passage to explain your meaning choice.

_____

_____

_____

_____

_____