Reading Check on Paper

Guided Practice · Grades 9–10

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 Control Desk

Each option describes a reasonable interest in theater. I need the details that identify this student's interest. He asks how the lights changed the scene, copies the lighting cues and asks a friend to watch the transition. These clues concern the technical effect itself. There is no comparable evidence that he wants to direct actors or perform in response to cues. The description also does not show him selecting new scenery: his question is about a change with the set still in place.

1. A · The lighting question, cue notes and request to observe the transition all concern the technical effect.

B · Compare the offer to practice the lead's lines with what he asks his friend to watch. Is he preparing to act?

C · Which actions show him working with performers, rather than observing changes from the desk?

D · His question concerns a change while the scenery stays in place. Look for evidence that he is selecting scenery.

Try with help · The Corrected Card

What stays the same after the room change, and what is shared by two talks?

Hint 1. Which information belongs to one talk even after it moves?

Hint 2. Would the room alone distinguish the two library sessions?

1. B · The library hosts another session, so the unchanged code identifies which talk moved.

A · What happens to the code after the room changes? Does that fit a code for the original room?

C · Does the correction give an order for attending talks, or identify the one that changed?

D · The reviewer asks for the code and the starting time together. Does putting them together make them the same information?

On your own · Before the First Slide

1. D · She gives Luis the title slide's essential information to fit into the demonstration, then stores that card with its materials.

A · Compare where the card and the unused opening end up. Is she restoring a separate introduction after the demonstration?

B · When does she ask Luis to fit the information into his work: during the demonstration or only at later questions?

C · Look for evidence that the card is an ending cue. What did she write on it, and what does she ask Luis to do with that information?

2. D · The earlier request places the information within the demonstration; its later storage with those materials is consistent with that intended role.

A · This describes preparation of the original introduction. Look for what she later plans to do with its information.

B · This is the earlier attempt to preserve the separate introduction. Check what she does after that attempt.

C · This puts the information on a card but does not yet show its planned use. Look at what she asks next.

E · This shows the separate opening is unused, but does not identify the intended role of its information.

F · This is what Nell did after the talk. The earlier request identifies where she intended to use the information.

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 · The Poster Review

I try “made with a closely borrowed design.” The passage calls the arrangement almost identical, and the reviewer places the sample beside the poster to trace the matching pattern. The changed colors do not erase that relationship. No clue establishes missing preparation, a short display period or simplification to fewer parts. I check the whole comparison rather than treating one changed feature as the whole design.

1. B · The passage calls the arrangement almost identical, and the reviewer traces its matching pattern beside the sample. That supports a closely borrowed design despite the changed colors.

A · Does the passage say the group skipped preparation, or does it compare the two arrangements?

C · Which detail is about the intended display period, rather than the arrangement of the poster?

D · Compare the parts in the two arrangements. Has the group removed complexity, or kept the same pattern?

Try with help · The Second Supply List

Hint 1. Which items or quantities differ between the sheets?

Hint 2. Compare what each group plans to do after it reads its list.

1. C · The second sheet repeats the same planning information and adds no distinct task.

A · Is information missing from the repeated entries, or do they already supply the same items, quantities and people?

B · Check the quantities on the two sheets. Does the passage describe any difference?

D · The volunteers treat the sheets as separate work. Compare the entries to decide whether another task has actually been added.

On your own · One Sentence, Two Scenes

1. A · The unchanged words are performed with a pause and action that lead to a different audience reading.

B · Compare the spoken words in the two versions. Is there any indication of another language?

C · Compare the listeners’ comments about the versions. Is the later reading simply a clearer welcome?

D · Check whether the dialogue is rewritten. Which changes do the notes actually describe?

2. B, D · The wording stays the same, but the pause and action change. One listener hears an argument; another hears a test of the welcome’s sincerity.

A · These describe the first version. Look for the second performance and what listeners made of it.

C · Leaning forward shows attention. Does it tell what meaning the listeners read into the exchange?

E · This records responses. Which text gives what those responses actually were?

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