Inference Skill Check

Making Inferences · Grades 6–8 · Try 1

Name or code _____ Date _____

Read each passage and circle one answer for each question.

Passage 1 · The Arrow on the Garden Plan

1 After rain, water running off a roof has to go somewhere. A downspout may send it across pavement and toward a drain. A rain garden offers another route. It is a shallow planted area arranged to collect some runoff and allow water to soak through soil.

2 A rain garden is not meant to be a permanent pond. Its location, soil and plants have to suit the site. Water must arrive and then drain through the soil. A bed of flowers that never receives the roof's runoff may be attractive, but it is not handling that particular flow.

3 Consider an example plan for a small building. A paved walk separates its downspout from a proposed garden. On the first drawing, an arrow leads from the downspout to the garden, but the drawing does not show how water crosses the walk. Before approving the plan, a reviewer asks the designer to trace the route on the ground.

4 At the site, the designer finds that the walk slopes toward a street drain. The proposed garden lies beyond a slightly raised edge. Merely drawing an arrow across the pavement has not changed either feature. The next plan must address the route rather than just enlarge the planted area.

5 The soil presents a second question. A place that receives runoff still needs to let that water move through. A designer would check conditions before choosing the site and plants. A useful plan also considers where extra water can go if a storm sends more than the garden can hold.

6 Real sites need local guidance and checks for buildings, utilities and drainage. On a drawing, the garden may be the most colorful part. Out in the rain, the connections between roof, pavement, soil and an overflow route determine what that garden actually receives.

1. Which conclusion is best supported by the site findings in paragraph 4?

Circle ONE letter.

A Some runoff may miss the planted area before the soil can absorb it.

B Soil in the proposed garden may already be absorbing water too slowly.

C The garden may need a larger overflow route to carry water away during the heaviest storms.

D A larger planted area alone may be enough to catch the runoff.

2. Which observation would make a reviewer question whether a proposed garden works as the passage describes?

Circle ONE letter.

A The plants differ in color from those in the plan.

B Extra storm water uses the planned route beyond the garden.

C The collected water remains above the soil for several days.

D The bed receives runoff from only part of the roof.

Passage 2 · Room on the Table

1 Liv rolled a toy cart across her bridge for the fourth time. The wheels reached the other side without catching. Around her, students were setting up projects for the school design fair. She straightened the bridge beside a card that read, “Final Design.”

2 Her notebook was harder to arrange. Its pages showed three bridges that had sagged or twisted. Arrows crowded the margins, and one page carried a gray wheel mark. During rehearsal, she had practiced explaining the final design without opening the notebook.

3 Her project partner arrived with a tray of bent paper supports. “Where do these go?” he asked. Liv glanced at the tables nearby, with their neat rows of finished work. “Under here for now.” She lifted the tablecloth and slid her notebook beside the tray.

4 Two sixth graders stopped before the doors officially opened. One sent the cart over the bridge. The other crouched to inspect a folded support. “How did you decide to bend it that way?” she asked. Liv started her rehearsed explanation, then stopped. The bridge in front of them showed the bend, but not what had happened before it.

5 She pulled out the tray. The student set an earlier support beside the finished one. “Oh, the wheels would hit this edge.” Liv opened her notebook to the gray wheel mark. The students leaned over it and traced the cart’s route with their fingers.

6 A bell announced five minutes until visitors entered. Her partner reached for the tray to put it away. Liv stopped him and moved the finished bridge toward the back. She set the open notebook beside the earlier support at the front. Her partner made a small card: “First Trial.”

7 When the first visitor approached, Liv held her opening sentence ready. He pointed to the bent support. “Did this one work?” She handed him the cart and made room on the table.

3. Why does Liv open her notebook while the students look at the supports?

Circle ONE letter.

A To check the cart’s route after the finished bridge passes a test.

B To show where a support should be folded when it is made.

C To show which support held the cart without bending.

D To connect a record of trouble with one of the earlier designs.

4. What does Liv most likely want visitors to understand from her new display?

Circle ONE letter.

A How trying different supports led to the bridge's design.

B How the cart moves over the bridge during a test.

C How folding separate supports holds the bridge together.

D How her bridge compares with the projects at nearby tables.

Passage 3 · The Backup Track

1 Wes listened to the opening of the student radio program through one headphone. His polished introduction sounded clear. He switched to the group's recording. Behind a student's voice came a chair squeak, followed by a burst of laughter from the recording room. He dragged the end of that section toward the trash icon, then stopped before releasing it.

2 The program was supposed to introduce the school's new recording space. Earlier that week, Wes had spent an afternoon making a polished opening with music between every sentence. The other students had recorded their parts while setting up microphones. Their version had pauses, overlapping voices and the squeaky chair.

3 At lunch, he played both versions for the group. During the polished one, they watched the screen. During the other, someone pointed at a photograph of the room. Another student began explaining how they had balanced a microphone on a stack of books. Wes wrote the time of that exchange on a sticky note.

4 After lunch, the adviser left the choice to him. There was room for only one opening. Wes turned off the music in his polished version and tried placing a short piece of the room recording before it. The change made the introduction longer than the time allowed.

5 He opened the combined introduction again. He cut a sentence that repeated the room's name. The chair squeak and surrounding voices stayed. He saved the unused sentence in a separate file. He listened without looking at the screen. He labeled the spare file with the date. Then he moved the sticky note from the edge of the laptop to the folder marked for broadcast.

6 When the group returned, Wes asked them to listen once more. At the squeak, one student started to apologize. Wes lifted a hand and let the recording continue. The next voice was explaining where a visitor could find the room. He checked the program's running time and pressed Save.

5. What does Wes's treatment of the unused sentence suggest?

Circle ONE letter.

A He keeps it available without putting it in the current broadcast.

B He expects to put the entire sentence back before the group listens.

C He considers it a mistake that should no longer be kept anywhere.

D He wants the adviser to decide whether the group may keep a copy.

6. Why does Wes most likely keep the squeak and surrounding voices?

Circle ONE letter.

A They fill the time left after he removes the music.

B They let listeners hear how the recording room was used.

C They help listeners follow the music between each sentence.

D They show the group's version needed less editing than his.

Teacher use: ____ / 6