Reading Check on Paper

Inference Check · Form A | Grades 3–5

Teacher key and scoring

Use an unseen form when rechecking. These items also appear online. Record counts by area and consider them with classroom work. For a response with more than one entry, award the point only when all entries match the key. Score each Part A and Part B separately.

Allow about 20–30 minutes as a planning estimate, or give one passage at a time. Students may reread. Give the normal access supports for the student and record any read-aloud or other help that changes what the task measures.

Literal comprehension: 1, 6, 11, 16 · **Inference:** 2, 4, 7, 9, 12, 14, 17, 19 · **Evidence:** 3, 5, 8, 10, 13, 15, 18, 20

The Last Seat

1. A / B / B · Literal comprehension

The boy has the sketchbook. Maya keeps her backpack on her knees and takes the folded paper from her pocket.

2. B · Inference

He hides the page and his cheeks turn pink. Together these suggest that showing his drawing makes him self-conscious.

A contradicted: He turns the drawing away instead of showing it to her.

C unsupported: The sketchbook stays with him; Maya has not taken it.

D unsupported: The bus has not reached school, and he is reacting to her looking at his page.

3. D · Evidence

He hides the page and his cheeks turn pink. Together these suggest that showing his drawing makes him self-conscious.

A one detail: These describe his materials and drawing, not his reaction to Maya seeing it.

B wrong person: These describe Maya’s actions rather than the boy’s reaction.

C other time: These show his later interest and willingness to share, not his first reaction.

4. A · Inference

The boy asks Maya how to draw her domes. By school, his page has two rockets, one with her domes and her name, suggesting that they drew together.

B unsupported: Her folded paper is shown earlier; the ending describes two rockets on the sketchbook page.

C contradicted: The ending describes a changed page with Maya’s name, after he asks for her help.

D contradicted: He is drawing one rocket at the start; the ending has two, including one with her domes and name.

5. C · Evidence

The boy asks Maya how to draw her domes. By school, his page has two rockets, one with her domes and her name, suggesting that they drew together.

A one detail: He is willing to show the drawing here; the ending shows what actually appears on their page.

B one detail: He asks for help here, but the request alone does not show the result of the ride.

Snow Day Plan

6. A / B / A · Literal comprehension

The radio says all schools are closed; Nico thinks of friends at the hill behind the library; Rosa watches in pajamas.

7. C · Inference

Rosa asks to come, but the sled holds only one. Nico gets baskets, invites her to dress and puts together a train in which she rides.

A unsupported: Clothes are mentioned, but the baskets become seats rather than a load of clothes.

B contradicted: The sled becomes part of the train outside.

D contradicted: He invites Rosa to get ready for their train; no lending to the friends is described.

8. A · Evidence

Rosa asks to come, but the sled holds only one. Nico gets baskets, invites her to dress and puts together a train in which she rides.

B one detail: This shows his earlier plan, not the change that makes room for Rosa.

C one detail: These show Rosa watching and the snowy setting, not how Nico makes space for her.

D one detail: These show his early preparation, before the baskets make room for Rosa.

9. D · Inference

Nico calls the ride a train. The rope ties the sled and baskets together, so the separate parts can move together during the ride.

A contradicted: The rope connects her basket with the rest of the train; it does not separate her ride.

B other time: The ending shows a ride outside, not empty baskets being carried back indoors.

C wrong feature: Tying baskets onto a sled does not change the size of the sled itself.

10. B · Evidence

Nico calls the ride a train. The rope ties the sled and baskets together, so the separate parts can move together during the ride.

A one detail: This announces the plan without showing the rope’s job.

C one detail: This shows Rosa taking part and enjoying the ride, not what holds the parts together.

How Owls Hunt

11. B · Literal comprehension

The opening sentence places the barn owl on a fence post.

12. A · Inference

The owl dives when it hears the mouse, and the dark-room result shows it can hunt by sound alone. A still mouse would give it less movement noise to locate; harder does not mean impossible.

B contradicted: The mouse becomes still, not louder or easier to hear; the passage says the owl relies on sound.

C ignores clue: The passage emphasizes hunting by sound, including with no light, rather than a switch to mainly looking.

D ignores clue: The mouse’s movement is a source of sound; stopping removes that movement noise.

13. C · Evidence

The owl dives when it hears the mouse, and the dark-room result shows it can hunt by sound alone. A still mouse would give it less movement noise to locate; harder does not mean impossible.

A one detail: Darkness and claws do not connect a silent mouse with the owl's need for sound.

B one detail: These describe a shape and other birds, not the owl listening for the moving mouse.

D other idea: These describe catching and quiet flight, not how sounds help it find a mouse.

14. B · Inference

Quiet flight keeps the mouse from hearing the owl approach. Without that warning, the mouse has less chance to escape before the owl reaches it.

A wrong feature: The passage connects finding sound to face feathers and ears; wings matter during flight.

C wrong feature: Claws hold prey; this does not explain the benefit of silent flight before the catch.

D unsupported: The passage gives no link between quiet wings and choosing a later resting place.

15. C · Evidence

Quiet flight keeps the mouse from hearing the owl approach. Without that warning, the mouse has less chance to escape before the owl reaches it.

A one detail: This describes a contrast with other birds, not the effect on the mouse.

B one detail: This explains the wing feature; the next result shows why it helps the owl reach prey.

The Lost Key

16. C · Literal comprehension

Grandma says they will be late for the library sale.

17. D · Inference

Owen digs into the basket, returns holding something that jingles and Grandma says they can hurry to the sale. Together these point to finding the key in the basket.

A contradicted: Grandma checked the pockets; Owen then searches somewhere else.

B contradicted: The drawer is among Grandma's unsuccessful searches before Owen goes outside.

C unsupported: Owen searches the porch basket rather than going to the gate.

18. B · Evidence

Owen digs into the basket, returns holding something that jingles and Grandma says they can hurry to the sale. Together these point to finding the key in the basket.

A other idea: These name the earlier unsuccessful searches, not where Owen finds the key.

C one detail: These give an earlier route, but do not show what Owen finds during the search.

D one detail: These locate the basket before the search, but do not show that the key is found.

19. C · Inference

Grandma searches several indoor storage places. Owen remembers her actions with the basket the night before and then goes to that place, using a specific remembered event to guide the search.

A contradicted: Grandma names several places, while Owen goes outside after remembering the night before.

B contradicted: The story shows Owen remembering the night before and going to look. He does not wait for Grandma to choose a place.

D unsupported: Owen goes to the porch after remembering the night before. Nothing says he picks it because it is close to his chair.

20. A · Evidence

Grandma tries several places, while Owen recalls the basket and chooses where to look from that earlier event.

B one detail: These show worry and a later return, not how they choose places to search.

C one detail: These are true earlier actions, but do not show the memory that guides Owen.

D other time: These are the outcome, rather than the different ways they choose where to look.