Reading Check on Paper

Optional Reading Skills Check | 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.

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

Before the Visitors

1. B · Main idea

The students arrange the animals, test the arrangement and box, make changes, and open the display.

2. A · Inference

The mouse is hidden behind the giraffe; after the change Sana can see every animal.

B unsupported: No additional tall animal arrives.

C unsupported: The cards are already beside the animals; no shortage of space for cards is shown.

D unsupported: The giraffe remains part of the display.

3. D · Evidence

The mouse is hidden behind the giraffe; after the change Sana can see every animal.

A one detail: The original position is relevant, but these do not show the blocked view that needs changing.

B one detail: These locate the smaller animals and labels without showing the visibility problem.

C other idea: These give the occasion and setting, not the reason for the giraffe's move.

4. C · Vocabulary

The box rocks before folded paper is put under a corner, then stays steady when tapped.

A everyday meaning: Steady can describe an even speed, but this box is staying in place.

B look alike: Ready resembles steady, but being ready is not what the tap tests.

D ignores clue: No color change is described; the context concerns movement.

5. B · Vocabulary evidence

The box rocks when Sana lets go; paper goes under a corner; the later tap leaves it stable.

A one detail: The placement and labels do not show how the box responds to a tap.

C other idea: These concern the visit, not movement of the box.

D other idea: These concern the art and labels rather than the box's response.

On the Way

6. C · Literal comprehension

Grandpa brought the toy car to the table.

A true detail: Lena lifts the jacket; this is not what Grandpa brings.

B true detail: This describes the model, not Grandpa's action.

7. B · Main idea

Lena carries her model home, covers it when rain wets it, and arrives at Grandpa's door.

A one detail: These are actions from one part of the trip, before the rain response and arrival.

C unsupported: She does not leave the model at the stream or wait there.

D contradicted: The model is too wide for her backpack; she carries it outside.

8. A · Evidence

Lena carries her model home, covers it when rain wets it, and arrives at Grandpa's door.

B one detail: These describe carrying the model, not its rain problem and the final check.

C one detail: These give the initial plan and design, not the main problem and response.

D one detail: These are one part of the response; the other choice connects the rain and final check.

9. D · Vocabulary

Her path crosses a stream; grass grows on the bank beside the water.

A look alike: This is bark, a similar-looking word, not bank.

B everyday meaning: This real bank meaning does not fit the grass beside the stream.

C ignores clue: Lena pauses on the bank before stepping onto the footbridge.

10. B · Vocabulary evidence

Her path crosses a stream; grass grows on the bank beside the water.

A one detail: This names the waterway, but does not directly describe where Lena pauses.

C one detail: This describes the next action, not the location where she paused.

A Closer Look at Boots

11. B · Literal comprehension

Different boots have different patterns, even when their tops look alike.

12. D · Inference

Spaces between raised shapes are grooves, grooves give water paths, and the shapes can wear down. Apply those ideas without guaranteeing a slip.

A contradicted: Wearing raised shapes nearly flat would not deepen the spaces between them.

B unsupported: The passage links the sole pattern with water beneath it, not water reaching the boot's top.

C unsupported: The passage does not say a worn sole prevents water reaching the floor.

13. C · Evidence

Spaces between raised shapes are grooves, grooves give water paths, and the shapes can wear down. Apply those ideas without guaranteeing a slip.

A one detail: These name conditions, not how wearing the raised pattern affects its water paths.

B one detail: These describe other influences on grip, not the wear-and-water-path connection.

D one detail: These identify the sole and pattern, without the water-path function and wear.

14. A · Main idea

The passage explains sole pattern/contact and grip, then mud, wear, materials and different surfaces.

B one detail: This is one mechanism; it leaves out wear, mud, material and surface limits.

C too broad: The passage discusses soles, not every part, and does not promise complete safety.

D unsupported: The passage does not describe a manufacturing process.

15. B · Evidence

The passage explains sole pattern/contact and grip, then mud, wear, materials and different surfaces.

A one detail: These describe the pattern but do not cover its function and limits.

C one detail: These cover the water explanation but not the later conditions and limits.

D one detail: These cover later limits but omit the pattern and water-path explanation.

Crates on a Delivery Route

16. D · Vocabulary

The same ones can carry later deliveries.

A ignores clue: The same containers can carry later deliveries, not only one trip.

B ignores clue: Making a different object is not reusing the same container.

C ignores clue: Reusable describes another use, not a promise that cleaning is unnecessary.

17. B · Literal comprehension

At a cleaning center, workers check the returned crates for damage.

A unsupported: No capacity check is described at the cleaning center.

C unsupported: Store routing is not the stated check at the cleaning center.

D unsupported: The passage gives route days but does not say these workers check dates.

18. A · Evidence

At a cleaning center, workers check the returned crates for damage.

B one detail: This is the washing/treatment step, not what the initial check looks for.

C one detail: This is what happens after checking and cleaning, not the explicit statement of what is checked.

19. C · Inference

Returned crates are prepared for another trip, while a crate left behind cannot carry the next load. Infer a possible need for other containers, not cost or savings.

A unsupported: The source does not give stores the cleaning job or predict that they would begin it.

B contradicted: Leaving crates at stores removes them from the return flow rather than increasing returns.

D unsupported: The source does not predict less room for filled crates when empties are not collected.

20. A · Evidence

Returned crates are prepared for another trip, while a crate left behind cannot carry the next load. Infer a possible need for other containers, not cost or savings.

B one detail: This prepares crates for collection but does not state what a missing return prevents.

C one detail: This gives one use, not why missing returns affect a later load.

D one detail: This gives the collection action, not the consequence when that action does not happen.