# Reading Check on Paper

## Vocabulary Check · Form V | Grades 3–5

Name or code _____ Date _____

Read each passage. Answer each question using the passage. Follow the directions for each response. You may mark the booklet or copy your choices to the answer sheet.

Print double-sided if possible. Each reading starts on a fresh page. Keep the two pages for each reading together.

## Saturday at the Garden Table

**1** On Saturday, Nia and Seth helped at the school garden table. They set out small pots of plants and paper bags of seeds. A sign said, “One seed bag for each visitor.” Nia put empty bags beside the trays for carrying plants home.

**2** The seed bags were **scarce**, but there were plenty of plant pots. Nia counted just four seed bags and left them in a shallow box. She wrote “More next week” on a card.

**3** Seth was reluctant to call to visitors. He kept his voice low and let the first two people walk past. Then Nia offered to stand beside him while he spoke.

**4** Seth straightened the sign before the next family arrived. This time, he called, “You can choose a plant.” He pointed to another sign: "No **charge** for plants today." The visitors put their coins away and picked up two pots.

**5** When the table was empty, Seth folded the signs. Nia saved the shallow box for next Saturday.

Questions 1–5 · Saturday at the Garden Table

**1. Finish the sentence about the garden table.**

Nia puts _____ beside the trays.

Circle ONE letter.

**A** the shallow box of seed bags

**B** the folded garden signs

**C** empty bags for carrying plants

**D** the card about next week

## Saturday at the Garden Table · Questions continued

**2. Part A. What does “scarce” mean for the seed bags?**

Circle ONE letter.

**A** ready for visitors to use

**B** available in small numbers

**C** hidden from all the visitors

**D** available whenever needed

**3. Part B. Pick the choice with the best clue for Part A.**

Circle ONE letter.

**A** Each visitor may take one seed bag.

**B** Seth speaks softly. Nia offers to stand beside him.

**C** The seed bags sit in a shallow box.

**D** There are many pots but only four seed bags.

**4. Part A. What does “charge” mean on the sign about plants?**

Circle ONE letter.

**A** an amount of money to pay

**B** a sudden rush toward a place

**C** a job someone must look after

**D** a limit on how many to take

**5. Part B. Pick the listed text with the best clue for Part A.**

Circle ONE letter.

**A** Seth straightened the sign before the next family arrived.

**B** This time, he called, “You can choose a plant.”

**C** He pointed to another sign: “No charge for plants today.”

**D** The visitors put their coins away and picked up two pots.

## Signs Along a Trail

**1** Trail signs help walkers follow a route. Some show a trail name, a distance or an arrow. At a place where paths meet, an arrow can show which way to turn.

**2** A sign can also use a symbol instead of a long message. This small picture stands for a place or an activity. A bench picture may show a rest spot. Check the park map to find out what its pictures mean.

**3** Imagine a park sign beside two paths. An arrow points right toward a pond. The picnic shelter is shown in another part of the park map.

**4** The sign is fixed to a wooden **post**. The **post**'s lower end is buried in the ground, and the sign is held above the grass.

**5** A narrow side path is **unmarked**. There is no sign or painted mark beside it. Walkers stay on the marked route to the pond.

Questions 6–10 · Signs Along a Trail

**6. Finish the sentence about the arrow in the example.**

The arrow points _____.

Circle ONE letter.

**A** left toward the pond

**B** straight ahead toward the pond

**C** back toward the pond

**D** right toward the pond

## Signs Along a Trail · Questions continued

**7. Part A. What does “unmarked” mean for the side path? Think about marked and un-.**

Circle ONE letter.

**A** having a sign at each turn

**B** having no room for walkers

**C** not marked by signs or paint

**D** having a sign that shows a pond

**8. Part B. Pick the listed text with the best clue for Part A.**

Circle ONE letter.

**A** A narrow side path is unmarked.

**B** There is no sign or painted mark beside it.

**C** Walkers stay on the marked route to the pond.

**9. Part A. What does “post” mean in the sentence about the wooden “post”?**

Circle ONE letter.

**A** a message someone puts online

**B** a job someone has at work

**C** a board that carries a message

**D** a pole that holds the sign up

**10. Part B. Pick the choice with the best clue for Part A.**

Circle ONE letter.

**A** The post is buried and holds up the sign.

**B** The sign is fixed to a wooden post.

**C** Trail signs can show a name, distance or arrow.

**D** A bench picture can show a place to rest.

## Before the Curtain Opens

**1** Luis held the list of parts for the class play. A bird, a baker and a river guide appeared in the story. Each person had a short turn to speak.

**2** The parts were **varied**. One called for a song, another for a whisper, and another for a warning. Luis tapped each line as the students tried their voices.

**3** Before the next practice, he asked everyone in the room to **rearrange** the chairs beside the curtain. The chairs had faced the windows. Now they made a half circle facing the curtain. Luis placed a blue cloth behind them for the river scene.

**4** A bell rang outside the room. Ms. Lee closed the door so the students could hear each other during their final practice. She set a bottle of water near her notebook.

**5** “The whole cast should come to the front,” she said. The children who would act in the play left their seats. They stood behind the curtain and waited for their first line.

Questions 11–15 · Before the Curtain Opens

### 11. Does each statement match the story?

Use the category letters below. Write one letter for each line. Letters may repeat.

**A** Yes

**B** No

_____ Luis holds a list of parts.

_____ Ms. Lee puts water near her notebook.

_____ The bell rings inside the room.

## Before the Curtain Opens · Questions continued

**12. Part A. What does “varied” mean when the story describes the parts?**

Circle ONE letter.

**A** of different kinds

**B** very hard to remember

**C** all exactly the same

**D** put in a fixed order

**13. Part B. Pick the choice with the best clue for Part A.**

Circle ONE letter.

**A** Luis taps each line as the students try their voices.

**B** The children wait for their first line behind the curtain.

**C** One part is a song, one a whisper and one a warning.

**D** Ms. Lee closes the door so the students can hear.

**14. Part A. What does “rearrange” mean for the chairs? Think about arrange and re-.**

Circle ONE letter.

**A** add more chairs to the room

**B** move the chairs to a new place

**C** take chairs from the room

**D** fix the chairs that are broken

**15. Part B. Pick the choice with the best clue for Part A.**

Circle ONE letter.

**A** Luis talks about the next practice. A cloth goes behind the chairs.

**B** Ms. Lee closes the door. The children wait behind the curtain.

**C** The story has a bird and a baker. Each person gets a short turn.

**D** The chairs face the windows at first. Then they face the curtain.

## Keeping Track of Rain

**1** A rain gauge collects rain so an observer can measure how much fell. One kind has a clear tube with numbered marks along its side. Each mark shows an amount of rain, often in inches.

**2** Place the gauge level, away from tree branches and roofs that could block or add water. Set it where you can read it safely after the storm.

**3** As rain falls, water can **accumulate** in the tube. It collects there, and the amount builds as more drops enter. The observer reads the water level against the **scale** on the tube.

**4** Consider two showers. During the first, the rise is gradual rather than sudden. The level moves up a little at a time. During the second, heavy rain sends the level up quickly. Both showers add water, but at different speeds.

**5** After each shower, write down the amount before emptying the gauge. Start with an empty gauge to measure the next shower separately.

Questions 16–20 · Keeping Track of Rain

**16. Finish the sentence about emptying the gauge.**

Before emptying the gauge, the observer should _____.

Circle ONE letter.

**A** put it under a tree

**B** start measuring the next shower

**C** write down the amount of rain

**D** wait for the next storm

## Keeping Track of Rain · Questions continued

**17. Part A. What does “accumulate” mean for water in the tube?**

Circle ONE letter.

**A** dry up as the rain falls

**B** move through the tube and drain away

**C** stay at the same amount as before

**D** gather and build up over time

**18. Part B. Pick the listed text with the best clue for Part A.**

Circle ONE letter.

**A** As rain falls, water can accumulate in the tube.

**B** It collects there, and the amount builds as more drops enter.

**C** The observer reads the water level against the scale on the tube.

**19. Part A. What does “scale” mean on the rain gauge?**

Circle ONE letter.

**A** the hard plates on a fish’s skin

**B** the notes played in a set musical order

**C** the lines used to read how much rain

**D** a tool used for weighing things

**20. Part B. Pick the choice with the best clue for Part A.**

Circle ONE letter.

**A** A clear tube collects rain for an observer.

**B** Numbered marks on the tube show amounts of rain.

**C** The gauge stays level and away from branches.

**D** A heavy shower sends the water level up quickly.

# Answer Sheet · Vocabulary Check · Form V

Name or code _____ Date _____

Circle the letter you chose in the booklet. A number in parentheses tells you how many letters to circle. For write-in items, copy the letters in the order shown.

| Question | Mark or write your answer | Question | Mark or write your answer |
|---|---|---|---|
| 1 | A B C D | 11 | ____ / ____ / ____ |
| 2 | A B C D | 12 | A B C D |
| 3 | A B C D | 13 | A B C D |
| 4 | A B C D | 14 | A B C D |
| 5 | A B C D | 15 | A B C D |
| 6 | A B C D | 16 | A B C D |
| 7 | A B C D | 17 | A B C D |
| 8 | A B C | 18 | A B C |
| 9 | A B C D | 19 | A B C D |
| 10 | A B C D | 20 | A B C D |

## Teacher use

Literal comprehension _____ / 4

Vocabulary _____ / 8

Vocabulary evidence _____ / 8