Reading Check on Paper

Vocabulary Follow-Up · Form W | 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 · **Vocabulary:** 2, 4, 7, 9, 12, 14, 17, 19 · **Vocabulary evidence:** 3, 5, 8, 10, 13, 15, 18, 20

Packing the Clay Birds

1. C · Literal comprehension

She placed the largest piece on the bottom of a wide box.

2. B · Vocabulary

A piece falls from a wing, and Eli changes to lifting each bird from underneath.

A ignores clue: Cleanliness is not the problem; a wing chips when it touches the box.

C ignores clue: The handling changes because the birds can be damaged, not because their weight is stated to be heavy.

D ignores clue: The chipped wing shows vulnerability rather than a surface that resists damage.

3. D · Vocabulary evidence

A piece falls from a wing, and Eli changes to lifting each bird from underneath.

A one detail: Careful box carrying and packing help protect objects, but do not show the birds' easy damage as directly as the chipped wing and changed handling.

B other idea: Cloth count and box transport do not directly show the birds' fragility.

C other idea: Finding and placing cloth do not directly show the birds' easy damage.

4. A · Vocabulary

The sticker holds the lid shut and is peeled away before the box is opened.

B everyday meaning: The sea-animal meaning does not fit a paper object pressed across a lid.

C everyday meaning: An official seal is a real meaning, but here the paper sticker serves as a closure.

D ignores clue: This imagines a label's message, while the passage shows the sticker holding the lid shut.

5. C · Vocabulary evidence

The sticker holds the lid shut and is peeled away before the box is opened.

A other idea: These describe the packing supplies, not the paper's closure function.

B other idea: These describe the display destination and final box location, not how the paper closes it.

D one detail: Across-lid placement is a partial clue, but the other choice directly shows keeping it closed and removing the paper for opening.

Labels on a Borrowing Cart

6. A · Literal comprehension

A teacher places a picture label on the front of each tray.

7. D · Vocabulary

The items in each group belong together. Brushes go in one tray, and drawing pencils go in another.

A ignores clue: Borrowing dates belong in records, while category concerns what items belong together.

B ignores clue: Return procedures are separate from grouping kinds of tools.

C ignores clue: This confuses a storage place with the group of similar things assigned to it.

8. B · Vocabulary evidence

The items in each group belong together. Brushes go in one tray, and drawing pencils go in another.

A other idea: These concern naming and recording loans, not grouping the tools by kind.

C other idea: These concern checking returned tools, not what makes a category.

D one detail: Holding and checking tools do not show the particular kinds grouped together.

9. C · Vocabulary

Its name does not appear on the borrowing list yet.

A ignores clue: The issue is whether its name is on the written list, not a wrong tray.

B ignores clue: Returning time does not explain unlisted.

D ignores clue: The name is absent, not repeated.

10. A · Vocabulary evidence

Its name does not appear on the borrowing list yet.

B other idea: This records a return, not a new tool's missing name.

C one detail: This records a loan in the notebook; it is separate from adding a missing tool to the borrowing list.

D other idea: This checks loans at the end of the day, not the new tool's missing list entry.

The Picnic Plan

11. C · Literal comprehension

Omar pointed to a large tree on the school map.

12. A · Vocabulary

It was empty, so she took it to the drinking fountain and filled it again.

B ignores clue: This repeats carrying, not filling. Fill and the actual fountain action require putting water in again.

C ignores clue: Pouring water out would not refill the jug.

D ignores clue: Leah uses the fountain to fill it again, not put it away empty.

13. B · Vocabulary evidence

It was empty, so she took it to the drinking fountain and filled it again.

A one detail: This names the action but repeats refill without explaining it.

C other idea: This describes Omar's separate task, not putting more water into the jug.

D other idea: This describes carrying snacks after she returns, not refilling.

14. A · Vocabulary

Leah changes the lunch spot, and the teacher will check the new spot and lunch time.

B everyday meaning: A draft of air is a real meaning, but Leah holds a written plan that can be changed.

C everyday meaning: A player draft is a real meaning; this passage concerns a written picnic plan.

D ignores clue: The teacher asks for changes before people get copies, so it is not final.

15. B · Vocabulary evidence

Leah changes the lunch spot, and the teacher will check the new spot and lunch time.

A other idea: These describe snacks on picnic day, not whether the written plan is an early version.

C other idea: These describe picnic supplies and cleanup, not revising the written work.

D one detail: Holding a plan and reading its location do not by themselves show that it is still being revised.

Comparing Two Drains

16. A · Literal comprehension

One has a tiny opening near the bottom. The other has a larger opening at the same height.

17. D · Vocabulary

Its water passes between the two marks in just a few seconds.

A ignores clue: That fits a slow change rather than the few-seconds change at the larger opening.

B ignores clue: The passage contrasts fast and slow, not an uneven schedule.

C ignores clue: Water passes between the marks, so a change is seen.

18. D · Vocabulary evidence

Its water passes between the two marks in just a few seconds.

A other idea: This names a decreasing amount, not how fast the larger-opening change happens.

B one detail: This explains decreasing quantity, not whether it happens quickly.

C one detail: This repeats rapid without explaining its speed.

19. C · Vocabulary

Read the measuring cup to check how much water you pour. Fill both containers equally, then mark the starting water height on each one.

A everyday meaning: Sound volume is a real meaning, but this test measures how much water is poured.

B everyday meaning: A volume can be one book; the passage instead describes measured water.

D ignores clue: Marks help observe the test, but starting volume means the water amount, not a mark’s height.

20. A · Vocabulary evidence

Read the measuring cup to check how much water you pour. Fill both containers equally, then mark the starting water height on each one.

B one detail: The container dimensions are a setup condition, not how much water is put in.

C other idea: This describes catching discharged water, not the starting amount.

D one detail: These give an observation boundary, not the meaning of starting volume.