Reading Check on Paper

Inference Check · Form A | Grades 6–8

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.

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.

Questions 1–5 · Room on the Table

1. Just before the sixth graders arrive, sort the objects by where they are.

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

A On display above the tablecloth

B Beneath the tablecloth

_____ The finished bridge

_____ The tray of bent supports

_____ Liv’s notebook

2. Part A. 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.

3. Part B. Which listed text best supports the answer to Part A?

Circle ONE letter.

A Liv rolled a toy cart across her bridge for the fourth time. The wheels reached the other side without catching.

B "Oh, the wheels would hit this edge." Liv opened her notebook to the gray wheel mark.

C During rehearsal, she had practiced explaining the final design without opening the notebook.

D Liv glanced at the tables nearby, with their neat rows of finished work.

4. Part A. 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.

5. Part B. Which listed text describes the arrangement that best supports the answer to Part A?

Circle ONE letter.

A Its pages showed three bridges that had sagged or twisted. Arrows crowded the margins, and one page carried a gray wheel mark.

B Liv started her rehearsed explanation, then stopped. The bridge in front of them showed the bend, but not what had happened before it.

C Liv opened her notebook to the gray wheel mark. The students leaned over it and traced the cart's route with their fingers.

D She set the open notebook beside the earlier support at the front. Her partner made a small card: "First Trial."

E "Did this one work?" She handed him the cart and made room on the table.

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.

Questions 6–10 · The Backup Track

6. Which listed sentence states the problem caused by combining the recordings?

Circle ONE letter.

A After lunch, the adviser left the choice to him.

B There was room for only one opening.

C Wes turned off the music in his polished version and tried placing a short piece of the room recording before it.

D The change made the introduction longer than the time allowed.

7. Part A. 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.

8. Part B. Which listed text best supports the answer to Part A?

Circle ONE letter.

A "He cut a sentence that repeated the room's name."

B "He listened without looking at the screen."

C "He saved the unused sentence in a separate file."

D "Then he moved the sticky note from the edge of the laptop to the folder marked for broadcast."

9. Part A. 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.

10. Part B. Which two listed sentences together best support the answer to Part A?

Circle TWO letters.

A The program was supposed to introduce the school's new recording space.

B Earlier that week, Wes had spent an afternoon making a polished opening with music between every sentence.

C After lunch, the adviser left the choice to him.

D Wes lifted a hand and let the recording continue.

E He checked the program's running time and pressed Save.

The Lamp That Hid the Lock

1 From across the parking lot, Tova could spot the new lamp outside her climbing gym. At the bike rack below it, she could barely find the keyhole in her lock. “It looks bright until you try to use it,” she told the gym manager. A photograph from the lot would show a glowing lamp, but it wouldn’t show what Tova could see at the rack.

2 The problem was glare: light bright enough to make it harder to see. Tova had to look past the exposed bulb to find the lock. The National Park Service recommends directing outdoor light onto the area people need to see and using fixtures that shield the bright source.

3 A cover can block light headed sideways or up into the sky. In a test at the gym, the cover hid the bulb from Tova’s view while light still reached the lock. From the far side of the lot, the lamp looked dimmer than before. The keyhole was clear enough for her to see its shape.

4 The gym was also considering ways to control when the lamp came on. A timer could switch it off after closing. A motion sensor could switch it on when someone approached. These controls change when the lamp is on. While it is on, the lamp still sends light in the same direction.

5 Suppose the gym installs a cover and changes the timer schedule on the same night. Changing both features together leaves open whether the cover, the schedule, or the combination caused an improvement. A useful test keeps the other conditions as similar as possible.

6 After the cover went on, Tova stood at the rack and then walked back across the lot. From the lot the lamp barely caught her eye. Back at the rack, she lined up her key and heard the lock click shut on the first try. The place that needed the light was the place she could see.

Background source · National Park Service, Outdoor Lighting Principles

Questions 11–15 · The Lamp That Hid the Lock

11. For each statement, decide whether it matches the passage.

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

A Matches the text

B Does not match the text

_____ A timer can switch the lamp off after closing.

_____ A motion sensor switches the lamp on at a scheduled hour.

_____ A timer changes where the light goes while the lamp is on.

12. Part A. At a trail kiosk, a bare lamp shines into visitors' eyes as they try to read a map. Which change best addresses the problem while keeping the map usable after dark?

Circle ONE letter.

A Move the bare lamp closer to the map so the words receive more light.

B Aim the bare lamp at the map while keeping the bulb visible to readers.

C Shield the bulb from readers' eyes while directing its light onto the map.

D Shield the bulb from readers' eyes while directing its light onto the path.

13. Part B. Choose the text that best supports your answer to Part A.

Circle ONE letter.

A A cover can block light headed sideways or up into the sky.

B In a test at the gym, the cover hid the bulb from Tova's view while light still reached the lock.

C From the far side of the lot, the lamp looked dimmer than before.

D The keyhole was clear enough for her to see its shape.

14. Part A. Another gym adds a cover and changes its timer schedule at the same time. Riders then report fewer problems. Which comparison would best test whether the cover helped?

Circle ONE letter.

A Compare two timer schedules with the new cover in place for both.

B Compare the old setup with the setup that has both new settings.

C Compare the covered lamp at the bike rack and across the lot.

D Compare the lamp with and without the cover under the same schedule.

15. Part B. Which listed text best explains the problem with that gym's comparison?

Circle ONE letter.

A "These controls change when the lamp is on. While it is on, the lamp still sends light in the same direction."

B "Changing both features together leaves open whether the cover, the schedule, or the combination caused an improvement."

C "A photograph from the lot would show a glowing lamp, but it wouldn't show what Tova could see at the rack."

D "Back at the rack, she lined up her key and heard the lock click shut on the first try. The place that needed the light was the place she could see."

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.

Questions 16–20 · The Arrow on the Garden Plan

16. Which two details describe a rain garden in paragraph 1?

Circle TWO letters.

A It sends water across pavement toward a street drain.

B It is a shallow area with plants.

C It stores runoff above the ground as a lasting pond.

D It is arranged to collect some of the runoff.

17. Part A. 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.

18. Part B. Which listed text best supports the answer to Part A?

Circle ONE letter.

A “On the first drawing, an arrow leads from the downspout to the garden, but the drawing does not show how water crosses the walk.”

B “The soil presents a second question. A place that receives runoff still needs to let that water move through.”

C “The next plan must address the route rather than just enlarge the planted area.”

D “At the site, the designer finds that the walk slopes toward a street drain. The proposed garden lies beyond a slightly raised edge.”

19. Part A. 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.

20. Part B. Which two listed sentences together best support the answer to Part A?

Circle TWO letters.

A A rain garden is not meant to be a permanent pond.

B Its location, soil and plants have to suit the site.

C A bed of flowers that never receives the roof’s runoff may be attractive, but it is not handling that particular flow.

D Water must arrive and then drain through the soil.

E Real sites need local guidance and checks for buildings, utilities and drainage.

Answer Sheet · Inference Check · Form A

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	____ / ____ / ____	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 E	15	A B C D
6	A B C D	16 (2)	A B C D
7	A B C D	17	A B C D
8	A B C D	18	A B C D
9	A B C D	19	A B C D
10 (2)	A B C D E	20 (2)	A B C D E

Teacher use

Literal comprehension _____ / 4

Inference _____ / 8

Evidence _____ / 8