Reading Check on Paper

Inference Check · Form B | 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.

The Empty Chair

1 By noon, Gus had sorted the loose screws at the community repair table into six little dishes. He could find any size without searching. Next to him, a volunteer was helping visitors repair small household objects. Gus watched her replace the handle on a drawer.

2 When she left to find another tool, a visitor set down a wooden bird feeder. Its loose side swung outward. Gus found a matching screw and reached for the screwdriver. Then the visitor unfolded a sheet of paper. A large pencil drawing showed the feeder, with each part labeled.

3 “My grandson made this,” the visitor said. “He’s bringing the loose pieces.” Gus glanced at the line of visitors waiting for repairs. He had already spotted the loose screw hole. “I can probably have it ready in a minute.”

4 The visitor’s grandson came through the door carrying a small bag. He stopped when he saw the screwdriver in Gus’s hand. “I brought the pieces that came off.” He put the bag down but kept one hand around its top. On the drawing, the loose side’s lower corner had been circled twice.

5 Gus slid the screwdriver onto the table between them. “Which part were you working on?” The boy opened the bag. He laid out two screws, then tapped the circle on the paper. Together they tipped the feeder so the loose side faced up.

6 The volunteer returned and spread a work mat in front of the empty chair beside her tools. “You can take the next repair here,” she told Gus. He picked up his dish of screws, then stopped. The boy was fitting a screw into the hole. The screw slipped. Gus steadied the feeder while the boy tried again.

7 Only after the side stayed in place did Gus take the empty chair. The visitor lifted the feeder while the boy folded his drawing. At the other work mat, a visitor turned a broken picture frame over in her hands. Gus pulled a spare cloth across the table before she set it down.

Questions 1–5 · The Empty Chair

1. Which listed sentence tells what is on the paper the visitor unfolds?

Circle ONE letter.

A When she left to find another tool, a visitor set down a wooden bird feeder.

B Its loose side swung outward.

C Gus found a matching screw and reached for the screwdriver.

D Then the visitor unfolded a sheet of paper.

E A large pencil drawing showed the feeder, with each part labeled.

2. Part A. What do the boy's actions suggest when he first reaches the table?

Circle ONE letter.

A He is waiting for Gus to compare the sizes of the loose screws.

B He is checking the damaged corner against the drawing.

C He is unsure whether he will get to repair the feeder himself.

D He is waiting for a clear place to spread out his pieces.

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

Circle TWO letters.

A The visitor's grandson came through the door carrying a small bag.

B He stopped when he saw the screwdriver in Gus's hand.

C "I brought the pieces that came off."

D He put the bag down but kept one hand around its top.

E On the drawing, the loose side's lower corner had been circled twice.

4. Part A. Why does Gus pause before moving to the empty chair?

Circle ONE letter.

A He wants to stay until the boy finishes this repair attempt.

B He is waiting for the volunteer to bring him another tool.

C He wants to leave that table clear for the volunteer's next repair.

D He wants the feeder moved onto a different work mat first.

5. Part B. Which quotation best supports the answer to Part A?

Circle ONE letter.

A "The volunteer returned and spread a work mat in front of the empty chair beside her tools."

B "Gus glanced at the line of visitors waiting for repairs."

C "When she left to find another tool, a visitor set down a wooden bird feeder."

D "Only after the side stayed in place did Gus take the empty chair."

Above the Truck

1 Hal opened his sketchbook on the wall outside the community hall. Across the road, a delivery truck stood between him and the doorway he had planned to draw. The driver was unloading boxes one at a time. Hal checked the clock above the hall's entrance and turned to a blank page.

2 The drawing group had one hour before its indoor session began. Hal's teacher had asked everyone to bring in a sketch made from observation. Hal already had a clean drawing of the doorway on his phone, copied from a picture he had found the night before. It showed every carved leaf above the door.

3 He set the phone beside the sketchbook. From where he sat, he could see the upper windows over the truck. One was open. A curtain pushed outward, settled, then pushed outward again. He drew a few short lines at the top of the page and rubbed them away with his thumb.

4 A member of the group stopped beside him. She pointed down the street, where a bench offered an unobstructed view of another entrance. Hal looked toward it. Then he folded the cover of his phone shut and tilted his page so he could keep the open window in sight.

5 The delivery truck finally pulled away. Hal had filled most of the page with the window, its curtain and a narrow strip of wall. He turned back to the doorway for a moment. There was space below his sketch, but not enough to draw the whole entrance at the same scale.

6 When the hall clock reached the hour, he packed the closed phone. Inside, the group laid drawings on a long table. Hal placed his page between two sketches of doorways. Beside the moving curtain, he had left three light pencil lines rather than one dark outline. He brushed a crumb of eraser from the margin.

Questions 6–10 · Above the Truck

6. Before the truck leaves, sort the details by how Hal sees them.

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

A In the picture on his phone

B From where he sits on the wall

_____ Every carved leaf above the door

_____ The driver unloading boxes

_____ The curtain in the open window

7. Part A. Why does Hal most likely leave several light lines beside the curtain?

Circle ONE letter.

A He is planning a border that matches the carved leaves.

B He is using the lines to show a shape that kept changing.

C He is marking where the truck stood below the window.

D He is leaving guides for a dark outline to add during the indoor session.

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

Circle ONE letter.

A “He drew a few short lines at the top of the page and rubbed them away with his thumb.”

B “From where he sat, he could see the upper windows over the truck.”

C “He set the phone beside the sketchbook.”

D “A curtain pushed outward, settled, then pushed outward again.”

9. Part A. What does Hal’s response to the offer of another view suggest about his drawing?

Circle ONE letter.

A He lets what he can observe change the plan he started with.

B He wants to copy the carved design more accurately than his phone shows.

C He chooses the same kind of subject as the drawings beside his indoors.

D He needs a place where he can draw the whole entrance without an obstacle.

10. Part B. Which listed sentence best supports the answer to Part A?

Circle ONE letter.

A Across the road, a delivery truck stood between him and the doorway he had planned to draw.

B Hal already had a clean drawing of the doorway on his phone, copied from a picture he had found the night before.

C Then he folded the cover of his phone shut and tilted his page so he could keep the open window in sight.

D The delivery truck finally pulled away.

E When the hall clock reached the hour, he packed the closed phone.

When the Water Went the Other Way

1 On a harbor display, the predicted tide was falling. At the pier, water crept up past a painted stripe on a post. The display also showed measurements from a gauge at that harbor. The display put both lines on the same height scale. The two lines had stayed close earlier that afternoon. Now one dipped while the other rose.

2 An astronomical tide prediction follows patterns linked to the pull of the Moon and Sun on Earth's water. That prediction gives one line on the display. The gauge measures the water level that is actually there. Wind can push water toward shore, and water running off the land after rain can raise the level in a bay.

3 An astronomical tide prediction leaves out short-term effects such as wind and runoff. NOAA, the agency that publishes tide predictions, compares predictions with measurements to check how closely they agree. A gap can point to a real change in water level or a problem with the gauge. The gap alone cannot tell a reader which explanation fits.

4 That afternoon, a steady wind blew toward shore as the lines separated. A student working on the display wanted to hide the readings above the prediction to make the graph easier to read. The reviewer asked to see the weather notes and equipment records before making a change.

5 The shape of the measured line gives a reviewer something to check. A run of high readings could be checked by watching the water at the pier. A lone spike calls for checking the equipment at that moment.

6 The display kept the two lines and added the harbor name and time. The falling prediction and the rising measurements were both visible. The gap was the place to start looking for an explanation.

Background source · NOAA Tides & Currents, Frequently Asked Questions

Questions 11–15 · When the Water Went the Other Way

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

_____ The reviewer asked for the high readings to be hidden before checking the records.

_____ Astronomical tide predictions use patterns linked to the Moon and Sun.

_____ Earlier that afternoon, the two lines on the display had stayed close.

12. Part A. If the student hides the high readings, which part of the investigation becomes hardest?

Circle ONE letter.

A Checking whether the graph names the right harbor and time.

B Checking how far the predicted tide fell over the afternoon.

C Finding when the weather notes first mention a steady wind.

D Deciding whether the readings point to a gauge error or a real change.

13. Part B. Which quotation shows how the pattern of the readings can guide the decision in Part A?

Circle ONE letter.

A “The display also showed measurements from a gauge at that harbor. The display put both lines on the same height scale.”

B “The reviewer asked to see the weather notes and equipment records before making a change.”

C “A run of high readings could be checked by watching the water at the pier. A lone spike calls for checking the equipment at that moment.”

D “A gap can point to a real change in water level or a problem with the gauge. The gap alone cannot tell a reader which explanation fits.”

14. Part A. At another bay, rain sends water off the land and into the bay. A working gauge reads above the astronomical tide prediction. What best explains the difference?

Circle ONE letter.

A Runoff can raise the prediction before it affects the measured level.

B Runoff can raise the measured level while the tide prediction leaves it out.

C Runoff can raise both lines by the same amount at the same time.

D Runoff can make the gauge report a higher level without raising the water.

15. Part B. Choose the text that together best support your answer to Part A.

Circle TWO letters.

A An astronomical tide prediction follows patterns linked to the pull of the Moon and Sun on Earth’s water.

B The gauge measures the water level that is actually there.

C Wind can push water toward shore, and water running off the land after rain can raise the level in a bay.

D An astronomical tide prediction leaves out short-term effects such as wind and runoff.

E A gap can point to a real change in water level or a problem with the gauge.

The Tag in Box 3

1 A box can arrive with the right description and still be the wrong box. Two collections might both contain a red cloth banner, for example. The description narrows the search but does not necessarily identify a single object. A tracking system needs a way to keep similar things apart.

2 Here is one possible system for a small traveling display. Each object receives a unique code. Its record lists a description, its box and its current location. The same code appears on a tag with the object and on a packing list.

3 Suppose two banners have the codes R14 and R41. Their descriptions both say “red cloth,” but their sizes differ. A packing list says R14 belongs in box 3. At the next stop, someone finds an R41 tag in that box. Changing the list immediately would make the records agree without showing what actually happened.

4 Instead, the checker can compare the object’s size with the records and examine the other boxes. The error might involve the object’s place, the tag or the list. Those possibilities call for different corrections. A code is useful, but it does not make every attached tag or copied entry correct.

5 The system also records moves. If box 3 leaves a classroom for a storage room, the location entry changes. The object code stays the same. Otherwise, a reader could mistake a new location for a new object and begin a second record for something already listed.

6 A note explaining a correction belongs with the record. A later checker then has more than a perfectly tidy list: the note shows what was compared and why an entry changed. At unpacking time, the useful question is not merely whether two labels look alike. It is whether the object, its identifier and its recorded journey still fit together.

Questions 16–20 · The Tag in Box 3

16. Which two details about box 3 are stated in paragraph 3?

Circle TWO letters.

A The packing list says the R14 banner belongs there.

B The packing list says the R41 banner belongs there.

C Someone finds a tag marked R41 in that box.

D The tag was changed during the move to storage.

17. Part A. An object moves to storage, and another object has the same description. What keeps their records distinct?

Circle ONE letter.

A The moved object keeps its code, while the other object has its own code.

B The moved object takes the storage place's code, while the other keeps the old code.

C The matching descriptions give them one code while their locations stay separate.

D Both objects receive new codes whenever their location entries are updated.

18. Part B. Which two quotations together best support the answer to Part A?

Circle TWO letters.

A "If box 3 leaves a classroom for a storage room, the location entry changes."

B "Each object receives a unique code."

C "Its record lists a description, its box and its current location."

D "The same code appears on a tag with the object and on a packing list."

E "The object code stays the same."

19. Part A. Why should the checker compare the object's size with the records and look in the other boxes before correcting the list?

Circle ONE letter.

A The comparison can decide whether moving a box requires new codes for its contents.

B The comparison can distinguish a misplaced object from an incorrect tag or entry.

C The comparison can decide whether similar descriptions should share one record.

D The comparison can identify an entry to change so it matches the tag already found.

20. Part B. Which listed passage best supports the answer to Part A?

Circle ONE letter.

A Changing the list immediately would make the records agree without showing what actually happened.

B Instead, the checker can compare the object's size with the records and examine the other boxes.

C The error might involve the object's place, the tag or the list. Those possibilities call for different corrections.

D A code is useful, but it does not make every attached tag or copied entry correct.

E A note explaining a correction belongs with the record.

Answer Sheet · Inference Check · Form B

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 E	11	____ / ____ / ____
2	A B C D	12	A B C D
3 (2)	A B C D E	13	A B C D
4	A B C D	14	A B C D
5	A B C D	15 (2)	A B C D E
6	____ / ____ / ____	16 (2)	A B C D
7	A B C D	17	A B C D
8	A B C D	18 (2)	A B C D E
9	A B C D	19	A B C D
10	A B C D E	20	A B C D E

Teacher use

Literal comprehension _____ / 4

Inference _____ / 8

Evidence _____ / 8