Reading Check on Paper

Optional Reading Skills Check | 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.

Four Beats

1 Roy tapped the edge of the music stand while the rehearsal recording played. His part began after four silent beats. On the recording, he came in after three. The note sounded clear, but it landed across the last word of another performer’s line. He paused the track and looked at the count penciled above his part.

2 The group would perform after lunch. A friend offered to run the entire piece with him again. Roy set the speaker on a chair and moved the play marker back only a few seconds. His friend kept a hand on the next page, waiting to turn it.

3 Roy’s practice became **deliberate**. He played the same short lead-in, counted four beats and began. When the recording reached the next section, he stopped it and moved the marker back. After three tries, his friend let go of the page and counted along instead.

4 During the last run, Roy’s first note came after the final word of the line. He let the recording continue this time. His friend turned the page, and they followed the rest of the piece together. At the end, Roy circled the four in his pencil count.

5 The teacher came to collect the music stands. She asked whether they wanted the recording played once more before going to lunch. Roy shook his head and slid his music into its folder. His friend hummed the lead-in while carrying the speaker toward the cupboard.

6 In the hall before the performance, Roy opened the folder just enough to see the circled number. He tapped four times against its back, then kept his hand still until the group was called. The count remained above the part, darker now than the note names underneath it. When they stepped onto the stage, he put the folder where he could see the mark.

Questions 1–5 · Four Beats

1. Part A. Why does Roy open his folder in the hall before the performance?

Circle ONE letter.

A He wants to use the timing he practiced when he starts to play.

B He wants to remind his friend when to begin playing the recording.

C He wants to check where his friend should turn the first page.

D He wants to find the note he changed during the final practice.

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

Circle ONE letter.

A His friend kept a hand on the next page, waiting to turn it.

B She asked whether they wanted the recording played once more before going to lunch.

C He tapped four times against its back, then kept his hand still until the group was called.

D Roy shook his head and slid his music into its folder.

3. Part A. What does “deliberate” mean as used in paragraph 3?

Circle ONE letter.

A Unhurried and steady in the way it progresses.

B Purposeful and carefully directed at a goal.

C Uncertain about which action should come next.

D Accidental rather than arranged beforehand.

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

Circle ONE letter.

A The group would perform after lunch. A friend offered to run the entire piece with him again.

B After three tries, his friend let go of the page and counted along instead.

C He played the same short lead-in, counted four beats and began. When the recording reached the next section, he stopped it and moved the marker back.

D The teacher came to collect the music stands. She asked whether they wanted the recording played once more before going to lunch.

5. Which TWO statements together best summarize the story?

Circle TWO letters.

A A performer notices that he starts playing too early.

B A teacher offers to play a recording again before the group eats.

C Repeated practice helps him improve when his part begins.

D An unreliable recording makes two performers change their notes.

E A friend takes over the difficult part so the performance can begin.

At the Third Corner

1 Dale walked the route to the neighborhood exhibition with a guide he had made the night before. The first two instructions worked. At the third corner, the page said to turn beside a blue door. Two blue doors stood along the same wall. He stopped between them while a delivery cyclist rolled past.

2 The exhibition organizers wanted a guide that was **accessible** to first-time visitors. Dale knew which doorway he meant because he had used it all week. He checked the page without stepping closer. Nothing on it distinguished the two doors, and the small route sketch ended before that corner.

3 He asked a friend who had never visited to try the same instruction. She approached from the earlier corner and stopped at the first blue door. Dale kept the guide in his hands while she looked for another clue. Then he showed her where the exhibition entrance actually stood.

4 Beside that entrance was a round window divided into four panes. The other blue door had a narrow letter slot but no window. Dale took a close photograph of the round window and put it beside the third instruction. He left the earlier street names alone.

5 On the way back, his friend carried the revised page. Before reaching the corner, she looked at the photograph and pointed toward the round window. This time, Dale stayed a few steps behind. They reached the exhibition with the guide still open at the third instruction.

6 At the entrance desk, Dale replaced the original stack with copies of the new page. He kept one old copy folded inside his notebook. When an organizer asked what had changed, he opened both versions to the third instruction. The street names matched. Next to the photograph, he had added four words naming the window instead of describing the door’s color.

Questions 6–10 · At the Third Corner

6. Part A. What is this story mainly about?

Circle ONE letter.

A A guide writer changes a familiar route to follow a visitor’s choice.

B A guide writer photographs landmarks to make an exhibition display.

C A guide writer replaces street names with a route of shorter turns.

D A guide writer tests an unclear instruction and revises its landmark.

7. Part B. Select TWO quotations that, together, best support the answer to Part A.

Circle TWO letters.

A “She approached from the earlier corner and stopped at the first blue door.”

B “Dale knew which doorway he meant because he had used it all week.”

C “Dale took a close photograph of the round window and put it beside the third instruction.”

D “He left the earlier street names alone.”

E “Beside that entrance was a round window divided into four panes.”

8. Part A. What does “accessible” mean as used in paragraph 2?

Circle ONE letter.

A Easy for the intended readers to understand and use.

B Close enough for every visitor to reach by walking.

C Available without asking permission to read a copy.

D Arranged so that all the words fit onto one small page.

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

Circle ONE letter.

A He stopped between them while a delivery cyclist rolled past.

B He checked the page without stepping closer.

C Beside that entrance was a round window divided into four panes. The other blue door had a narrow letter slot but no window.

D Nothing on it distinguished the two doors, and the small route sketch ended before that corner.

10. Which listed text states what Dale does with one copy of the original guide?

Circle ONE letter.

A At the entrance desk, Dale replaced the original stack with copies of the new page.

B He kept one old copy folded inside his notebook.

C The street names matched.

D Next to the photograph, he had added four words naming the window instead of describing the door’s color.

More Than One Way to Find It

1 One article can answer more than one search. An article about a footbridge might interest someone looking for river crossings and someone researching a town's history. Placing the article in one folder does not require giving readers only one route to find it.

2 Consider an index for a small collection of local articles. Each entry gives a title, a topic and a location. The article itself stays in one numbered folder. A reader uses the location in the index to find that folder, rather than expecting a second copy behind every topic word.

3 The footbridge article might have entries under both "transport" and "local history." Those entries can point to the same folder number. This does not mean the collection holds two articles. It means two routes through the index lead to the same item. Counting index lines would therefore answer a different question from counting stored articles.

4 Choosing topic words also involves the intended reader. An editor familiar with the collection may try "transport," while a new river-project reader may try "bridges." Adding a cross-reference from "bridges" to "transport" can give that reader another way into the existing set of entries.

5 The index needs checking when a folder moves. If the footbridge article changes location, each entry pointing to it needs the new location. Correcting "transport" alone leaves the other entry pointing to the wrong folder. A reader could then mistake a stale direction for a missing article.

6 The index's usefulness depends on the connection between search terms and locations. A collection can grow without moving every article into every possible topic folder. The extra paths belong in the index, while the stored item remains identifiable in its own place.

Questions 11–15 · More Than One Way to Find It

11. Part A. Why does paragraph 4 describe two people looking for an article?

Circle ONE letter.

A To suggest that each reader needs a separate stored copy of the article.

B To show that the editor searches using a more recent folder number.

C To show that people may try different search words for the same article.

D To suggest that the article gives different facts to different readers.

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

Circle ONE letter.

A A reader uses the location in the index to find that folder, rather than expecting a second copy behind every topic word.

B The footbridge article might have entries under both "transport" and "local history." Those entries can point to the same folder number.

C If the footbridge article changes location, each entry pointing to it needs the new location. Correcting "transport" alone leaves the other entry pointing to the wrong folder.

D An editor familiar with the collection may try "transport," while a new river-project reader may try "bridges."

13. Part A. What is the main idea of this explanation?

Circle ONE letter.

A An article should be copied into every folder named by its topics.

B An index can offer several ways to find an article kept in one place.

C An index works best when editors use a single topic word for an article.

D An article's folder should be moved whenever a new search word is added.

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

Circle ONE letter.

A Counting index lines would therefore answer a different question from counting stored articles.

B Choosing topic words also involves the intended reader.

C The index needs checking when a folder moves. If the footbridge article changes location, each entry pointing to it needs the new location. Correcting "transport" alone leaves the other entry pointing to the wrong folder.

D The extra paths belong in the index, while the stored item remains identifiable in its own place.

15. Complete the sentence about the information each index entry gives.

Each index entry gives _____.

Circle ONE letter.

A a title and a complete copy of the article

B a title, a topic and a location

C a location and the number of readers who visited

D a topic and a list of every article in each folder

The Meaning of a Square

1 A triangle beside a name on a diagram means nothing definite until the reader knows its job. It might mark a starting point, a storage area or something else. A key connects a symbol with a meaning so that a reader can interpret the marks without asking the person who drew them.

2 Imagine a diagram for an indoor activity day. The designers use triangles for supply tables and squares for places where completed work is returned. In the key, each shape appears beside its meaning. A new volunteer can then locate the return points without searching every room or recognizing every organizer's handwriting.

3 The symbols need to be **consistent**. A square that means a return point in the key cannot quietly mean a supply table in one corner. If the meaning changes, the reader needs an explicit different symbol or a clear note. Familiarity with one part of the diagram does not repair a conflicting mark elsewhere.

4 The designers also color the triangles green and the squares blue. On a color screen, the groups are easy to separate. But some volunteers receive a black-and-white photocopy. Color no longer separates the groups on those copies. The different shapes remain visible.

5 Before sending the diagram, a checker follows a sample task using only the printed copy and key. If a needed point is marked by color alone, the checker cannot simply assume which category it belongs to. A correction needs to reach the diagram, not just the explanation spoken by its maker.

6 Different diagrams can assign different meanings. What matters is that the assignments are stated, repeated faithfully and available in the form readers actually receive. A carefully drawn symbol still needs a reliable connection to its meaning when the diagram leaves the designer's desk.

Questions 16–20 · The Meaning of a Square

16. Part A. Which statement about the shapes in the example matches the text?

Circle ONE letter.

A Squares mark the places where completed work is returned.

B Squares mark the tables where volunteers collect supplies.

C The same square marks a different category in each room.

D Triangles and squares both mark places to return finished work.

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

Circle ONE letter.

A A key connects a symbol with a meaning so that a reader can interpret the marks without asking the person who drew them.

B The designers use triangles for supply tables and squares for places where completed work is returned.

C A new volunteer can then locate the return points without searching every room or recognizing every organizer's handwriting.

D The designers also color the triangles green and the squares blue.

18. Part A. Why do the designers keep different shapes as well as different colors?

Circle ONE letter.

A So that screen users can follow a different set of directions.

B So that categories remain distinct on a black-and-white copy.

C So that one square can stand for several different categories.

D So that readers can tell which diagram version was made first.

19. Part B. Select TWO quotations that, together, best support the answer to Part A.

Circle TWO letters.

A “On a color screen, the groups are easy to separate.”

B “But some volunteers receive a black-and-white photocopy. Color no longer separates the groups on those copies.”

C “The different shapes remain visible.”

D “Familiarity with one part of the diagram does not repair a conflicting mark elsewhere.”

E “Different diagrams can assign different meanings.”

20. What does “consistent” mean as used in paragraph 3?

Circle ONE letter.

A Printed with exactly equal dimensions everywhere.

B Repeated at equal intervals across the diagram.

C Used with the same assigned meaning throughout.

D Accepted by everyone who helps make the diagram.

Answer Sheet · Optional Reading Skills Check

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

Teacher use

Inference _____ / 3

Evidence _____ / 6

Vocabulary _____ / 3

Vocabulary evidence _____ / 2

Main idea _____ / 3

Literal comprehension _____ / 3