Reading Check on Paper

Optional Reading Skills Check | Grades 6–8

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 25–35 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.

Inference: 1, 11, 18 · **Evidence:** 2, 7, 12, 14, 17, 19 · **Vocabulary:** 3, 8, 20 · **Vocabulary evidence:** 4, 9 · **Main idea:** 5, 6, 13 · **Literal comprehension:** 10, 15, 16

Four Beats

1. A · Inference

His earlier error was entering after three rather than four beats; the circled four and tapping recall the corrected count.

B unsupported: The recording was used at rehearsal; no signal to start it is described before the performance.

C other idea: The mark is a beat count rather than a direction for turning pages.

D contradicted: He corrected when he starts playing, rather than changing the written note.

2. C · Evidence

His earlier error was entering after three rather than four beats; the circled four and tapping recall the corrected count.

A other idea: This is the friend’s page-turn preparation during rehearsal, not Roy’s reminder before performing.

B other idea: This is the teacher’s offer before lunch, not Roy’s use of the folder in the hall.

D other idea: This is Roy putting the music away before lunch, not using its count before the performance.

3. B · Vocabulary

He repeatedly selects the same lead-in and practices its entrance count.

A everyday meaning: Deliberate can describe an unhurried manner, but this scene emphasizes selecting and repeating a specific task. It gives no comparison of practice speed.

C ignores clue: He has selected the same short passage and entrance count; he is not choosing between possible actions.

D opposite meaning: His repeated selection of the same section and count shows intention rather than accident.

4. C · Vocabulary evidence

He repeatedly selects the same lead-in and practices its entrance count.

A one detail: These set the time and describe the friend’s offer, not the specific practice Roy chooses.

B one detail: This describes his friend changing her help. Roy’s own select-count-stop-reset actions more fully show how he directs the practice.

D other idea: These describe the teacher collecting equipment and offering another run, not Roy directing his practice.

5. A, C · Main idea

The story begins with an early entrance and follows Roy's focused repetition until his entrance is corrected.

B one detail: This happens, but the offer is a small event after Roy's focused practice.

D unsupported: The recording reveals an early entrance; it is not unreliable and no notes are rewritten.

E contradicted: The friend helps with counting and page turns; Roy continues to play his part.

At the Third Corner

6. D · Main idea

Dale tests an instruction, discovers two possible doors and changes the landmark so a new visitor can identify the correct entrance.

A contradicted: The route remains; the ambiguous instruction is changed.

B other idea: The photograph is added to the guide, not used to create an exhibition display.

C contradicted: The earlier street names stay and no shorter route is described.

7. A, C · Evidence

The friend's trial stops at the wrong blue door; Dale then adds a photograph of the distinguishing window.

B one detail: His own familiarity is not the visitor's trial of the instruction.

D one detail: This states what stays unchanged, not the trial or the new landmark.

E one detail: This describes the feature at the entrance; it does not show a trial or Dale making the revision.

8. A · Vocabulary

The guide needs enough information for a new visitor to choose the right entrance.

B everyday meaning: Physical reachability is another meaning; the problem here is the guide's usable information.

C everyday meaning: Availability can be part of access, but no permission restriction causes the confusing direction.

D ignores clue: The passage concerns distinguishing the entrances, not fitting words onto a page.

9. D · Vocabulary evidence

The missing distinction between the two doors and the unfinished sketch show why the guide does not yet give its readers usable directions.

A one detail: This describes his uncertainty at the corner and a passing cyclist; the missing information in the guide more directly explains the usability problem.

B one detail: This says how Dale checks the page without identifying the information a reader needs from it.

C one detail: These describe physical features at the entrances. They do not show whether the original guide gives its reader enough information to use them.

10. B · Literal comprehension

Paragraph 6 says Dale keeps one old copy folded inside his notebook.

A one detail: This describes the stack available to visitors, not the old copy he keeps separately.

C other idea: This compares information in the versions without saying what happens to the old copy.

D other idea: This describes the revised wording, not where the original copy is kept.

More Than One Way to Find It

11. C · Inference

The editor tries transport, while a reader starting a river project may try bridges; the cross-reference connects those approaches.

A contradicted: The index provides more paths while the article remains in one folder.

B other idea: This contrast concerns topic words, not old and new locations.

D unsupported: The article remains the same item; the words used to find it can differ.

12. D · Evidence

The editor tries transport, while a reader starting a river project may try bridges; the cross-reference connects those approaches.

A other idea: This explains how an index location leads to storage, not why different readers may try different words.

B one detail: These are two subject entries; the requested contrast is between the words the two readers may try.

C other idea: This concerns keeping directions current after a move, not the readers' search-word choices.

13. B · Main idea

The footbridge example and cross-reference show multiple paths without duplicating storage; updates keep those paths connected.

A contradicted: Extra routes belong in the index; copies behind every topic are not needed.

C contradicted: Different entries and cross-references let different readers find the same item.

D contradicted: Adding a route in the index does not require moving or duplicating the article.

14. D · Evidence

The footbridge example and cross-reference show multiple paths without duplicating storage; updates keep those paths connected.

A one detail: This distinguishes the two counts but does not explain both the index's extra paths and the stored item's location.

B one detail: This describes one consideration when choosing words, not the full index-and-storage relationship.

C one detail: These explain how location changes must be maintained, not why several search paths can lead to one stored item.

15. B · Literal comprehension

Paragraph 2 explicitly says each entry gives a title, a topic and a location.

The Meaning of a Square

16. A · Literal comprehension

Paragraph 2 assigns squares to places where finished work is returned.

B contradicted: Triangles, rather than squares, mark the supply tables.

C contradicted: The same symbol needs the same meaning; a square cannot silently change categories.

D contradicted: Triangles mark supply tables, while squares mark return points.

17. B · Evidence

Paragraph 2 assigns squares to places where finished work is returned.

A one detail: This explains a key's role without giving this example's shape assignment.

C one detail: This gives a benefit of the key without naming which shape marks return points.

D one detail: This gives the color assignments, not what each shape means.

18. B · Inference

Paragraph 2 gives distinct jobs to triangles and squares. Paragraph 4 removes the color distinction on photocopies but preserves the shapes, so the jobs remain distinguishable.

A contradicted: The categories and instructions remain the same across formats.

C contradicted: The passage requires the assigned meaning to stay consistent.

D unsupported: No version-order meaning is assigned to the shapes or colors.

19. B, C · Evidence

Paragraph 4 pairs the loss of color distinctions on copies with the shapes that remain visible.

A one detail: This describes when color works, not the problem on photocopies or the remaining shape clue.

D other idea: This concerns inconsistent meanings rather than color disappearing on photocopies.

E other idea: This concerns separate diagrams' assignments rather than what remains visible on copies.

20. C · Vocabulary

A square cannot mean a return point in the key but a supply table in one corner.

A ignores clue: The paragraph requires the symbol's meaning to stay the same, not its physical size.

B ignores clue: The frequency and spacing of marks are not the concern.

D everyday meaning: Agreement among people is not the requirement here; each symbol must keep the assigned meaning.