Reading Check on Paper

Vocabulary Check · Form V | 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.

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

Before the Programs Are Folded

1. A, D · Literal comprehension

Paragraph 6 puts the schedule in a clear sleeve with a pencil clipped to the top.

B contradicted: The programs are still stacked by the door; she takes one to compare with the separate schedule.

C unsupported: The stand is part of a changeover; it is not where she stores the schedule.

2. C · Vocabulary

The microphone is off; the distant reader lowers his hand and the student near the door looks up when Gail uses her own voice.

A everyday meaning: Project can describe displaying an image, but this paragraph concerns her voice and the listeners.

B everyday meaning: Project can mean forecast or estimate, but this context concerns carrying a voice to the listeners.

D ignores clue: She steps away from the microphone, but the listeners remain farther away; the action concerns carrying her voice, not moving beside them.

3. A · Vocabulary evidence

The distant listeners' responses show the effect of Gail's action. The earlier raised hand precedes it, and the microphone/action quotation gives a reason rather than a response.

B one detail: The raised hand occurs before Gail takes the action, so it is not its effect on listeners.

C one detail: This gives the cause and the action itself, not how listeners respond afterward.

D other idea: This concerns the later amplified run and its timing, rather than Gail's unaided voice reaching listeners.

4. D · Vocabulary

The five-minute allowance expires before the next act is ready. She then observes another complete changeover.

A opposite meaning: Her five-minute allowance passes before the next act is ready, so it is too small rather than too large.

B ignores clue: The concern is whether the allowed interval is long enough, not whether the acts have an order.

C literal parts: Under does not describe Gail's physical position; the following sentence compares allowed time with actual readiness.

5. C · Vocabulary evidence

The five-minute allowance expires before the next act is ready. She then observes another complete changeover.

A one detail: This records the end of acts, not the difference between the changeover allowance and the time needed.

B one detail: This gives the original allowance, but does not show whether it was too short or too long.

D one detail: This adds a task to the next observation; it does not by itself compare the earlier allowance with actual readiness.

The Loose Corner

6. B / A / B · Literal comprehension

The passage gives how he carries the cart, who brings the drawing and the order of empty and loaded tests.

7. B · Vocabulary

Unlike the cardboard, the plastic returns close to its earlier shape when Troy releases it.

A ignores clue: The paragraph tests bending and recovery, not how easily the strip can be cut.

C opposite meaning: Staying bent describes the cardboard, not the plastic's return toward its earlier shape.

D ignores clue: Holding a position in the cart is different from recovering its shape after bending.

8. B · Vocabulary evidence

Paragraph 5 states that the plastic returns to shape after bending, the same recovery described in the initial comparison.

A other idea: This states that a choice remains; it does not give the plastic's response to bending.

C other idea: Matching a drawing does not show whether a material recovers its shape.

D other idea: This records differences and a revised drawing, rather than demonstrating recovery after bending.

9. A · Vocabulary

The screw can enter the first opening but hits solid material behind it until Troy shifts the second piece.

B ignores clue: The screw passes through the first hole; moving the second piece, not widening the holes, creates the path.

C one detail: A dent in softer material is mentioned earlier, but this problem is the position of the holes.

D unsupported: The text describes a blocked path through the pieces, not crumbling sides.

10. C · Vocabulary evidence

The blocked path, sideways shift and resulting clear path show that the opening positions did not line up.

A one detail: These sentences identify the joint and compare the drawing, not the replacement holes' blocked and corrected path.

B one detail: This preserves a correction but does not show what position problem had been solved.

D other idea: This concerns which material matches the drawing and how Troy records changes, not the holes' alignment.

Which Copy Is Current?

11. A / A / B · Literal comprehension

Paragraph 3 gives the highest-number rule, the handout comparison and the limit of using the date alone.

12. D · Vocabulary

The club puts the earlier copy in a history folder and does not throw it away.

A contradicted: The copy is taken off the working board, not returned to public use there.

B contradicted: The highest revision, not the retained earlier plan, guides the current decision.

C opposite meaning: The earlier copy remains in the history folder rather than being replaced or thrown away.

13. C · Vocabulary evidence

The old copy is removed from use but kept, which directly supports the meaning of retain.

A one detail: This sets up a difference between plans; it does not directly state what happens to the earlier paper.

B one detail: This explains why the earlier plan matters, rather than explicitly stating that it is preserved.

D one detail: This distinguishes present and earlier versions without stating as directly that the earlier copy is kept.

14. B · Vocabulary

The leaders already received copies; the organizer sends the replacement to each after updating the order.

A one detail: Filing older papers serves the history purpose; it does not deliver replacements to people who received an earlier version.

C ignores clue: Changing the plan may create a need for new copies, but the word here concerns sending those copies out.

D ignores clue: Paragraph 4 explains why a board copy alone would not change the papers on leaders' desks.

15. D · Vocabulary evidence

The leaders already received copies; the organizer sends the replacement to each after updating the order.

A one detail: This names the action but does not explain what the organizer does.

B one detail: This establishes an earlier delivery, but not the action with the updated copies.

C one detail: This explains why the action is needed; the replacement-sending sentence states the action itself.

A Place at the Workshop

16. B · Literal comprehension

Paragraph 2 explicitly gives six workstations, distinct from the number of participants.

A one detail: This counts participants, not workstations.

C one detail: This states what a workstation provides, not the total number of workstations.

D one detail: This excludes waiting chairs from the count without stating the number.

17. A · Vocabulary

The places are marked for bus arrivals and are not available to anyone else before the release time.

B contradicted: They are held for the expected bus group until the stated release condition and time.

C unsupported: The passage holds places for later arrivals, not because workstations need repairs.

D ignores clue: They are specifically marked for the bus group rather than left generally unassigned.

18. B · Vocabulary evidence

The intended later group and the restriction on others claiming those places together support holding them for that group.

A true detail: These paragraph 1 facts concern the room's overall limit, not which places are held for a later group.

C true detail: These paragraph 2 facts explain the work limit, not the places held for the bus group.

D true detail: These paragraph 5 facts concern keeping track of offers, not which places remain held for expected arrivals.

19. C · Vocabulary

The posted arrangement lets people see how decisions were made, including why an unused chair is not automatically an available place.

A everyday meaning: Physical transparency is another use, but this paragraph describes a process and the reasons for decisions.

B ignores clue: Posting the rules explains the limit; it does not remove the limit.

D unsupported: The passage explains the decisions; it does not give every arrival power to change the process.

20. A, C, E · Vocabulary evidence

The posted place limits, bus arrangement and release time explain the decision process to arrivals. The contact records in paragraph 5 are different details.

B true detail: Acceptance is recorded in paragraph 5; paragraph 4 does not list it as information posted in the notice.

D true detail: Offer times are recorded in paragraph 5, rather than named as details of the paragraph 4 public notice.