Reading Check on Paper

Vocabulary Follow-Up · Form W | 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 View from the Doorway

1 Faye set three cardboard mountains along the exhibition shelf and stood at the doorway. From there, the smallest one disappeared behind the largest. The shelf was still bare except for the models. She placed a note beside them calling the arrangement **preliminary** and left the labels loose in a tray.

2 The group had not yet received the visitor route. People might enter from either end of the room. Faye tried the smallest mountain at the left, then at the right. She asked a partner to walk past the shelf from both directions while she watched where he paused.

3 One model had a small weather diagram mounted above it. A flat bracket held the diagram against the backboard. Its label sat on a separate stand below. Faye checked whether the bracket showed from the entrance and whether the diagram’s lower edge covered any of the model.

4 When the route arrived, the doorway at the left became the main entrance. Faye decided to **reposition** the smallest mountain. She lifted it from the middle and set it at the left end of the shelf. From the doorway, she could now see its top without leaning sideways around the larger model.

5 Her partner wanted to attach every label immediately. Faye handed him the tape but kept one label on its stand. It referred to two models that were still being compared. She moved that stand along the shelf until the words sat between the objects they described.

6 By afternoon, the shelf had a line of tape marks showing where each base belonged. Faye took a photograph from the left doorway and one from the other end of the room. She placed them beside the route plan. Before fastening the final label, she checked that its words could be read from the path visitors were expected to follow.

Questions 1–5 · The View from the Doorway

1. From which two places does Faye take photographs by afternoon?

Circle TWO letters.

A From the doorway at the left.

B From beneath the exhibition shelf.

C From the other end of the room.

D From directly above the cardboard models.

2. Part A. What does “preliminary” tell the reader about Faye’s first arrangement?

Circle ONE letter.

A It is made for viewing from only one direction.

B It has been checked and fixed for public display.

C It is being tried before the final choice is made.

D It looks exactly the same from either doorway.

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

Circle ONE letter.

A “The group had not yet received the visitor route. People might enter from either end of the room. Faye tried the smallest mountain at the left, then at the right.”

B “One model had a small weather diagram mounted above it. A flat bracket held the diagram against the backboard. Its label sat on a separate stand below.”

C “Faye checked whether the bracket showed from the entrance and whether the diagram’s lower edge covered any of the model.”

D “She placed them beside the route plan. Before fastening the final label, she checked that its words could be read from the path visitors were expected to follow.”

4. Part A. What does “reposition” mean as used in paragraph 4?

Circle ONE letter.

A Rebuild it with different materials.

B Put it in a different place on the shelf.

C Check its position without moving it.

D Turn it around while leaving its base still.

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

Circle ONE letter.

A Faye checked whether the bracket showed from the entrance and whether the diagram’s lower edge covered any of the model.

B When the route arrived, the doorway at the left became the main entrance.

C She lifted it from the middle and set it at the left end of the shelf.

D From the doorway, she could now see its top without leaning sideways around the larger model.

Before the Page Goes to Print

1 Bess laid the school newspaper's pages across a library table. The report about the bike racks filled half a page. Its opening said that every student wanted more racks. A photograph below showed the existing racks after school, with several bicycles leaning against the fence nearby.

2 Before printing, the editor asked which sources were credible. Bess brought the dated survey forms and the interview notes. The editor compared a quoted sentence with the notes. Then she asked how many students had answered the survey and where those students had been when the forms were handed out.

3 The team planned to put the report in its next **issue**. The earlier one had been distributed in September. This one would include sports photographs and a calendar on the back page. Bess checked how much room remained after the report's headline was placed.

4 Looking again at the survey, she saw that the opening was an **overstatement**. Only students arriving by bicycle had received a form. Their answers did not show what every student wanted. Bess changed the opening to identify that group and put the number of completed forms beside it.

5 The photograph still belonged in the report, but it could not answer every question. It showed one time on one afternoon. Bess asked the photographer when it had been taken and added that detail to the caption. The editor circled a sentence that repeated the same point as the picture.

6 On the final page, the report had a narrower opening and a longer caption. Bess compared each quotation with the interview notes one last time. She put those notes in the team's folder before sending the page to print. Under the headline, the bicycles still leaned against the fence, but the words no longer claimed to speak for everyone.

Questions 6–10 · Before the Page Goes to Print

6. For each statement about the opening scene, decide whether it matches the text.

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 bike-rack report fills a whole newspaper page.

_____ Bess spreads the newspaper pages across a library table.

_____ Bicycles in the photograph lean against a nearby fence.

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

Circle ONE letter.

A Problem for the newspaper team to solve.

B Instruction passed on to the printer.

C A topic for the newspaper team to discuss.

D Edition of the newspaper that will be published.

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

Circle ONE letter.

A Bess brought the dated survey forms and the interview notes.

B The earlier one had been distributed in September. This one would include sports photographs and a calendar on the back page.

C Bess checked how much room remained after the report’s headline was placed.

D Bess compared each quotation with the interview notes one last time. She put those notes in the team’s folder before sending the page to print.

9. Part A. What makes the opening an “overstatement” in paragraph 4?

Circle ONE letter.

A Its claim goes beyond what the evidence shows.

B Its words take more page space than the editor allows.

C Its sentence is placed above the newspaper photograph.

D Its description gives less detail than the photograph does.

10. Part B. Which quotation states what the answers do not show and best supports Part A?

Circle ONE letter.

A “Bess changed the opening to identify that group and put the number of completed forms beside it.”

B “Then she asked how many students had answered the survey and where those students had been when the forms were handed out.”

C “Their answers did not show what every student wanted.”

D “Only students arriving by bicycle had received a form.”

What the Entrance Counts

1 A doorway counter can produce a larger number than the number of people at an event. Someone who leaves to get a coat and comes back may pass the counter twice. Before interpreting a total, the organizer needs to ask whether the record counts people, entries or something else.

2 Consider an example open studio with a paper sign-in system. Its organizers want a count of distinct visitors. A returning visitor uses the same entry rather than adding a new name. Two people with the same name still need separate records, because a shared name does not make them the same person.

3 At the entrance, a volunteer uses a sheet to **register** each new arrival. She writes the arrival time beside the name. When a person returns from the coat area, she checks the earlier entry rather than recording another new visitor. The sheet may look less busy than the doorway counter, even when both have recorded their assigned events correctly.

4 There is a different problem if people can enter through an unstaffed side door. The sheet may **undercount** the visitors. Some people can reach the studio without passing the volunteer. A tidy set of entries would then leave those arrivals out, even if none of the written names was duplicated.

5 The organizers could compare entry routes before deciding what a total means. Asking only whether the addition is correct would not reveal a missing route. Asking only whether names repeat would not reveal it either. Each question checks one part of the recording process, while the route determines who is included at all.

6 The sign-in system shows how different counting rules can create different totals. A useful label might say “new visitor records at the main entrance” rather than “people everywhere in the building.” The longer label tells a later reader what was actually counted and leaves room to ask what the record could have missed.

Questions 11–15 · What the Entrance Counts

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

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

A Matches the text

B Does not match the text

_____ One person may pass the doorway counter twice.

_____ Two visitors with the same name are treated as one person.

_____ A returning visitor adds a new name to the sign-in sheet.

12. Part A. Which meaning of “register” fits its use in paragraph 3?

Circle ONE letter.

A Show a value on a measuring instrument.

B Make a written entry recording the arrival.

C Express a formal objection about an arrival.

D Notice that someone has come into the room.

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

Circle ONE letter.

A “Before interpreting a total, the organizer needs to ask whether the record counts people, entries or something else.”

B “Asking only whether the addition is correct would not reveal a missing route. Asking only whether names repeat would not reveal it either.”

C “The sheet may look less busy than the doorway counter, even when both have recorded their assigned events correctly.”

D “She writes the arrival time beside the name.”

14. Part A. Which meaning of “undercount” fits the problem with the sign-in sheet?

Circle ONE letter.

A Count the same visitor a second time on returning.

B Put the written records below the doorway counter.

C Record fewer visitors than actually come to the event.

D Wait until the studio has closed before counting names.

15. Part B. Which listed sentence describes the effect on the record and best supports Part A?

Circle ONE letter.

A A doorway counter can produce a larger number than the number of people at an event.

B The sheet may look less busy than the doorway counter, even when both have recorded their assigned events correctly.

C There is a different problem if people can enter through an unstaffed side door.

D Some people can reach the studio without passing the volunteer.

E A tidy set of entries would then leave those arrivals out, even if none of the written names was duplicated.

After the Crate Is Empty

1 An empty display crate has a journey after the exhibition closes. It may need to carry the same objects home. A packing plan can therefore consider the return trip before anyone throws the empty materials away. Here is an example system for a small traveling display, with choices made for that particular collection.

2 The organizers choose a durable crate for the outer container. It has already completed several trips without a split corner or a loose handle. They still inspect it before packing. A history of surviving trips does not mean that a new crack can safely be ignored.

3 The plan lists the **volume** of each packed object. A broad, light model can occupy more space than a narrow, heavy one. The team checks whether the objects and their padding fit inside the crate. Weighing the box answers a different question from measuring the space inside it.

4 The padding is **reusable**. After unpacking, the team stores the shaped pieces in numbered bags instead of cutting them into scraps. Each piece has a place around a particular object. Those same pieces surround the objects on their trip home.

5 Numbers connect the bags with a packing diagram. If a piece is missing, the diagram makes the gap visible before the lid is closed. The organizers do not assume that any loose material will fit just because it has the same color. They compare its shape with the space and the object that belongs there.

6 Different objects may need specialist packing. In this system, the return journey is already present in the empty bags, diagram and inspected crate. Someone opening the storage cupboard can find the materials that matched the objects before, rather than trying to reconstruct the arrangement from memory.

Questions 16–20 · After the Crate Is Empty

16. Which listed sentence tells when the team checks the outer container?

Circle ONE letter.

A The organizers choose a durable crate for the outer container.

B It has already completed several trips without a split corner or a loose handle.

C They still inspect it before packing.

D A history of surviving trips does not mean that a new crack can safely be ignored.

17. Part A. Which meaning of “volume” fits the comparison in paragraph 3?

Circle ONE letter.

A The space occupied by the packed object.

B One book from a set about the exhibition.

C The loudness of the packed object.

D The weight of each object plus its padding.

18. Part B. Which listed passage describes the check in paragraph 3 that best supports Part A?

Circle ONE letter.

A The organizers choose a durable crate for the outer container. It has already completed several trips without a split corner or a loose handle.

B A broad, light model can occupy more space than a narrow, heavy one.

C The team checks whether the objects and their padding fit inside the crate. Weighing the box answers a different question from measuring the space inside it.

D Numbers connect the bags with a packing diagram. If a piece is missing, the diagram makes the gap visible before the lid is closed.

E The organizers do not assume that any loose material will fit just because it has the same color. They compare its shape with the space and the object that belongs there.

19. Part A. What does “reusable” suggest about the shaped padding in this system?

Circle ONE letter.

A It is suitable only after being cut into new shapes.

B It can fit any object without checking the shape.

C It is suitable only for storage in an empty crate.

D It can be used again at a later time.

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

Circle ONE letter.

A “The organizers do not assume that any loose material will fit just because it has the same color. They compare its shape with the space and the object that belongs there.”

B “Those same pieces surround the objects on their trip home.”

C “Each piece has a place around a particular object.”

D “Numbers connect the bags with a packing diagram. If a piece is missing, the diagram makes the gap visible before the lid is closed.”

Answer Sheet · Vocabulary Follow-Up · Form W

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

Teacher use

Literal comprehension _____ / 4

Vocabulary _____ / 8

Vocabulary evidence _____ / 8