Reading Check on Paper

Vocabulary Follow-Up · Form W | 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

The View from the Doorway

1. A, C · Literal comprehension

Paragraph 6 names the left doorway and the other end of the room.

B unsupported: The shelf holds the models; no photograph is taken from under it.

D unsupported: The above-model diagram is part of the display, not the position from which Faye takes a photograph.

2. C · Vocabulary

Faye leaves labels loose while the route is unknown and tests different positions before settling the display.

A ignores clue: The visitor route is still unknown and Faye tests both directions; the word concerns the unsettled stage of the arrangement.

B opposite meaning: Loose labels and later trials and changes show that the first arrangement is not final.

D ignores clue: Different views affect what can be seen; preliminary concerns whether the arrangement is final, not identical views.

3. A · Vocabulary evidence

Faye leaves labels loose while the route is unknown and tests different positions before settling the display.

B other idea: These sentences describe a diagram’s support and its label, not whether the whole first arrangement is settled.

C other idea: This checks the visibility of a mounted diagram; it does not establish whether the first arrangement is settled.

D other idea: This concerns checking the later final label’s readability, not the initial uncertain route and trial positions.

4. B · Vocabulary

Faye lifts the smallest mountain from the middle and sets it at the left end.

A ignores clue: She moves the existing mountain; she does not rebuild it.

C ignores clue: Faye checks views too, but reposition here names the movement itself rather than another inspection.

D ignores clue: Its location changes from the middle to the left end, not just the direction it faces.

5. C · Vocabulary evidence

Faye lifts the smallest mountain from the middle and sets it at the left end.

A other idea: This checks the mounted diagram's visibility, not the later movement of the smallest mountain.

B one detail: This gives the new viewing condition, not the action on the model.

D one detail: This gives the result of the move; the lifting-and-setting sentence more directly describes the action.

Before the Page Goes to Print

6. B / A / A · Literal comprehension

Paragraph 1 gives the library-table setup, half-page report and bicycles leaning at the fence.

7. D · Vocabulary

An earlier one was distributed in September; this one will contain sports photographs and a calendar.

A everyday meaning: Issue can mean a problem, but this one contains photographs and a calendar and follows an earlier newspaper.

B ignores clue: The passage refers to a publication containing features, not a printing instruction.

C ignores clue: Issue can mean a topic or question, but here the passage describes successive publications and their contents.

8. B · Vocabulary evidence

An earlier one was distributed in September; this one will contain sports photographs and a calendar.

A other idea: These are sources used to check the report, not the successive publications referred to as issues.

C one detail: This concerns the layout of one report, not the successive publications.

D other idea: This checks quotations and saves notes before printing; it does not identify successive editions.

9. A · Vocabulary

Forms came only from bicycle arrivals, so their answers cannot establish what every student wants.

B ignores clue: The concern is the reach of the claim, not how much printed space it uses.

C literal parts: Over does not describe where the words are printed; it concerns what is claimed.

D ignores clue: The photograph's detail does not establish the views of all students; the error is claiming too much.

10. C · Vocabulary evidence

The explicit limit on what the answers show supports calling the opening broader than its evidence. The preceding population clue is selectable but does not itself state that conclusion.

A one detail: This shows her correction, but the sentence about what the answers cannot show states the evidence limit more directly.

B one detail: These questions investigate the evidence; they do not yet state the limit of the answers collected.

D one detail: This states who received forms; the other sentence explicitly states what their answers do not show.

What the Entrance Counts

11. A / B / B · Literal comprehension

Paragraphs 1–2 distinguish repeated passes by one visitor, separate people with a shared name, and returning visitors using an existing entry.

12. B · Vocabulary

The following sentence shows her writing the arrival time beside the name.

A everyday meaning: An instrument can register a value, but the volunteer uses a paper sheet to record a person.

C everyday meaning: Register can be used for making an objection, but no objection is described here.

D everyday meaning: Register can mean notice or become aware of something; here she goes further by recording it on the sheet.

13. D · Vocabulary evidence

The stated writing action explains register; the repeated word is no longer included as an answer cue.

A other idea: This asks what a total represents, not the volunteer's action when recording a new arrival.

B other idea: These questions concern checking totals and routes, not the writing action used to register a new arrival.

C other idea: This compares totals from different rules, not the specific action used to register a new person.

14. C · Vocabulary

People can enter through the side door without passing the volunteer and are left out of the sheet.

A opposite meaning: Repeated counting can make a total too large; the side-door problem leaves arrivals out.

B literal parts: Under does not describe the sheet's physical position; some visitors are missing from its total.

D ignores clue: The problem is whom the sheet misses, not whether the addition is delayed until closing.

15. E · Vocabulary evidence

The question asks for the record effect, not merely the route that causes it. The omission statement directly supports recording fewer visitors than actually arrive.

A opposite meaning: This describes a larger count, not an effect leaving arrivals out of the written record.

B one detail: This describes a correct difference between counting rules rather than the missing-arrival problem in Part A.

C one detail: This introduces a possible route problem, not its effect on the written entries.

D one detail: This gives the cause: how an arrival bypasses the volunteer. It does not state the resulting omission from the record.

After the Crate Is Empty

16. C · Literal comprehension

Paragraph 2 states that the crate is inspected before packing.

A one detail: This identifies the container choice, not the time of inspection.

B one detail: This describes its earlier history, not when the current check happens.

D one detail: This explains why inspection still matters; the preceding sentence directly states when it happens.

17. A · Vocabulary

The paragraph contrasts occupied space with weight, describes fitting objects and padding, and distinguishes weighing from measuring inside space.

B everyday meaning: A volume can mean a book, but paragraph 3 compares the space occupied by objects, not a publication.

C everyday meaning: Sound volume is another meaning; this paragraph concerns fitting objects into a crate.

D ignores clue: Paragraph 3 explicitly says weighing answers a different question from measuring space.

18. C · Vocabulary evidence

The actual paragraph 3 check considers fit and space rather than weight. The comparison example stays selectable but is not the check asked for.

A other idea: This describes the chosen container's history, not the paragraph 3 check of occupied space.

B one detail: This is an example comparing objects. It does not describe the check carried out by the team.

D other idea: This checks for a missing piece using a diagram, rather than the paragraph 3 fit and space check.

E one detail: This concerns matching a padding shape in paragraph 5, not the paragraph 3 check described in the question.

19. D · Vocabulary

The same stored pieces surround the objects again on their trip home.

A contradicted: The shaped pieces are stored rather than cut into scraps and are used again around the same objects.

B ignores clue: The passage gives each piece a particular place and says that color alone does not establish a fit.

C ignores clue: The padding surrounds the objects on the return trip, not only while the crate is empty.

20. B · Vocabulary evidence

The same pieces surround the objects on a later journey, directly showing another use; the separate fit and recordkeeping details do not show repeated use.

A one detail: These sentences explain matching shape, which matters on a first use as well as another use. They do not state that these pieces are used again.

C one detail: This describes the fit of each piece, not whether it is used another time.

D other idea: This explains identification and checking for missing pieces, not the repeated packing use.