Reading Check on Paper

Optional Reading Skills Check | Grades 9–10

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 35–45 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.

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

The Cards and the Envelope

1. B, E · Main idea

The conflict is between preserving a rehearsed structure and making space for unplanned audience questions.

A unsupported: He does not blame the drawings; he keeps following his sequence.

C unsupported: She offers to open the sketch and hear an audience question, not to remove all projected pictures.

D unsupported: She gives a time signal and later offers the envelope; no attempt to end the event is stated.

2. B · Vocabulary

His sister identifies his practice sessions from the pause and rhythm without hearing every word.

A ignores clue: The pause belongs to Ronan’s rehearsed manner, not an instruction from his guest.

C ignores clue: His sister recognizes the practice from the next room; the feature is noticeable rather than inaudible.

D ignores clue: The pause recurs in his practice and performance rather than changing with the audience.

3. A · Vocabulary evidence

The same pause is familiar to his sister when it recurs at the event, showing a recognizable speaking feature.

B one detail: This describes preparation, not the feature by which she knows his manner of speaking.

C other idea: This concerns the question-and-picture order, not an identifying vocal feature.

D wrong person: This is the guest’s reaction, not a recognizable feature of Ronan’s speaking.

4. D · Inference

She actively asks to hear a new audience question, then holds a sketch exchange that follows students’ questions rather than the projected order.

A one detail: Ronan’s suggestion explains the earlier delay, but not what she wants from the exchange around the sketch.

B unsupported: The host keeps his collected questions closed while students gather directly around her.

C unsupported: The passage describes questions outside the projected order, not a comparison of the two drawings.

5. D, F · Evidence

She actively asks to hear a new audience question, then holds a sketch exchange that follows students' questions rather than the projected order.

A one detail: This establishes Ronan's preparation for collecting questions, not the illustrator's own interest.

B one detail: These are the materials she brings; they do not establish the kind of exchange she seeks.

C one detail: These give Ronan's planning constraint, not the illustrator's own interest in the exchange.

E one detail: These describe another postponement by the host, not the illustrator's interest or her later exchange.

The Copy Beside the Boxes

6. B · Literal comprehension

The final paragraph explicitly identifies a folded-back box lid.

A one detail: This describes finding the mark, not what hid the label.

C one detail: This describes the response to the obstruction, not its cause.

D other idea: This describes where the revised pages go, not the label's obstruction.

7. C · Main idea

The trial reveals knowledge the written plan assumes, and revisions make that information explicit.

A one detail: The plan already has named assignments; the central change is making unstated knowledge usable by others.

B contradicted: The written instructions are revised and used, not replaced by inspecting the boxes.

D contradicted: The test removes reliance on private knowledge; the helper later uses the plan instead of requiring the organizer to run the entrance.

8. C · Evidence

The trial reveals knowledge the written plan assumes, and revisions make that information explicit.

A one detail: These describe the organized initial plan and the start of its test, not the discovery and written remedy.

B one detail: These introduce the test; they do not identify or write down the missing information.

D one detail: These identify another gap but do not show the information being added to the plan.

9. A · Vocabulary

The initial task list does not prove reliability; the tests expose assumed knowledge, and the revised plan later handles a delayed greeter.

B ignores clue: The initial task list is why she assumes the plan is strong, but the tests show that this is not enough to handle changes.

C ignores clue: The helper successfully assigns someone else when the planned greeter is delayed.

D ignores clue: The test concerns usability beyond the writer's own memory.

10. D · Vocabulary evidence

The expected entrance volunteer is delayed, but another student can use the plan to organize the greeting task.

A one detail: The role-swap trial still exposes reliance on the organizer's private knowledge; it does not show the plan working as intended.

B one detail: The helper still needs information about where materials belong; this does not demonstrate that the revised plan handles a disruption.

C one detail: These show the organizer staying back but do not by themselves show what the plan enables someone else to do.

What Counts as a Turn?

11. A / B / A · Literal comprehension

Paragraph 5 proposes a separate note column with the moment's time and how it was handled.

12. D · Main idea

The same brief agreement is counted differently because each observer defines a turn differently.

A unsupported: Both observers use the same recording; the passage locates the difference in their rules.

B contradicted: The count alone cannot establish how much listeners understand.

C contradicted: Replaying more loudly does not decide what kind of event should count.

13. C · Evidence

The same brief agreement is counted differently because each observer defines a turn differently.

A one detail: These describe a particular moment and a limit on replaying it, not the general connection between different totals and event definitions.

B one detail: These explain why a purpose should guide the choice of rule, not the general explanation of why the same conversation can yield different totals.

D other idea: These limit conclusions about understanding rather than explaining the two speaking-event totals.

14. B · Inference

The new situation combines the requirement to revisit earlier affected cases with the need to identify the event counted.

A contradicted: That combines two definitions under one label instead of revisiting the earlier affected marks.

C contradicted: Earlier marks would still follow another rule and the old label would misidentify the changed count.

D unsupported: The passage preserves difficult-case notes; totals alone do not decide which event definition to use.

15. B, D · Evidence

The new situation combines the requirement to revisit earlier affected cases with the need to identify the event counted.

A one detail: This rules out louder replay as the basis for choosing a rule; it does not give either required reporting step.

C other idea: The new question concerns one consistent speaking-event total, not a claim about understanding.

E one detail: This guides the choice of a rule, not the rechecking and reporting needed after the rule changes.

A Question That Could Change the Reading

16. C · Vocabulary

A relevant scene can lead the reader to alter or narrow the explanation.

A ignores clue: The author distinguishes evidence-based changes from the number of people supporting a reading.

B ignores clue: Revision can change or narrow the claim rather than simply repeat it.

D ignores clue: Combining labels is not automatically better and also needs evidence.

17. C · Literal comprehension

Paragraph 3 explicitly proposes separate columns on a sheet for the two explanations.

18. B · Evidence

Paragraph 3 explicitly proposes separate columns on a sheet for the two explanations.

A other idea: This limits the general approach rather than naming the proposed layout.

C other idea: These explain how to weigh objections rather than how to arrange the comparison.

D other idea: These describe effects of the approach, not the layout on the sheet.

19. A · Inference

Compare a potentially distinguishing scene with accumulating shared examples, then apply the evidence requirement for combining accounts.

B unsupported: The author does not treat repeated matching examples as a substitute for testing where accounts differ.

C contradicted: Keeping an interpretation does not remove the need to examine a serious alternative; its strength lies in the test, not in leaving the conclusion unchanged.

D one detail: Including both labels in a conclusion does not by itself test the alternatives or justify combining them.

20. B · Evidence

Compare a potentially distinguishing scene with accumulating shared examples, then apply the evidence requirement for combining accounts.

A one detail: These warn against matching-example contests and popularity, but do not pair a distinguishing test with the requirement for a combined account.

C one detail: These address revision and testing but do not explain why Ellis's combination still needs its own evidence.

D one detail: The first is a possible test, but the second concerns a minor wording objection rather than the evidence for combining explanations.