Reading Check on Paper

Vocabulary Check · Form V | 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.

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 Empty Brochure Panel

1. B, E · Literal comprehension

The ending explicitly checks the route directions and whether the fold will hide the dates.

A unsupported: The figure prompts a question for a later source search; no identification is printed now.

C unsupported: No proof check of a separate building-date box is stated.

D contradicted: The color notes were removed earlier, not checked for inclusion in the proof.

2. B · Vocabulary

The photograph and notice confirm particular parts of the interview, while other details remain unconfirmed.

A ignores clue: She checks additional records rather than relying entirely on one memory.

C ignores clue: Clipping sources into a layout is not the meaning of corroborate; the question is what additional records support.

D ignores clue: She leaves gaps visible instead of filling them into one complete version.

3. D · Vocabulary evidence

The photograph and notice confirm particular parts of the interview, while other details remain unconfirmed.

A one detail: This identifies details without confirmation, not details positively supported by additional records.

B one detail: This limits the picture’s relation to one remembered evening, rather than showing the independently confirmed details.

C other idea: These concern which remembered details matter for the design, not confirmation by independent records.

4. A · Vocabulary

She names documented evenings and labels the broader account as recollection rather than treating it as a complete calendar.

B everyday meaning: Qualify can mean meet entry requirements; this opening is being revised, not entered in a competition.

C ignores clue: Several details remain unconfirmed; she does not certify every memory as proved.

D ignores clue: The revision limits the reach of the opening rather than removing its boundaries.

5. C · Vocabulary evidence

She names documented evenings and labels the broader account as recollection rather than treating it as a complete calendar.

A one detail: This identifies a source-date limitation, not what the revised opening says.

B one detail: These explain why the broad opening needs care; the revision text shows how its claim is limited.

D one detail: These preserve and display sources; they do not specify the restriction made in the opening itself.

The Gap Beside the Arm

6. C · Literal comprehension

Paragraph 4 says she places it on the table rather than fixing it to the machine.

7. D · Vocabulary

The drawing's shaded band marks acceptable gap variation. One measurement is inside it and the other is below its lower edge at the rubbing point.

A everyday meaning: This common meaning concerns accepting differences; the paragraph instead describes a measured gap.

B ignores clue: The band concerns allowed spacing, not the part's resistance to breaking.

C ignores clue: The drawing specifies the gap rather than a duration for the movement.

8. B · Vocabulary evidence

The drawing's shaded band marks acceptable gap variation. One measurement is inside it and the other is below its lower edge at the rubbing point.

A one detail: This identifies her measurement procedure, not the acceptable range shown by the band.

C one detail: These record and compare the readings, rather than showing what being inside or outside the band means.

D other idea: This distinguishes a speed change from the gap problem, not the drawing's allowed variation.

9. C · Vocabulary

The units work separately, but their particular connection does not carry commands.

A ignores clue: That describes the earlier mechanical path issue, not whether these two units can function as connected.

B ignores clue: The connection problem is its arrangement of contacts, not a fastener loosening over time.

D ignores clue: Each unit works alone; the failure is in that combination, not damaged separate units.

10. B · Vocabulary evidence

The units work separately, but their particular connection does not carry commands.

A other idea: These are decisions about the earlier speed-and-gap test, not a response to the motor/controller connection.

C one detail: These describe checking the setup and finding the mismatch, not the subsequent decision about what to use.

D one detail: This explains why surface matches were inadequate; it does not describe the action they take afterward.

Between the Clear Views

11. B · Literal comprehension

Paragraph 3 explicitly says that a cloud is over the field in the intervening image.

12. A · Vocabulary

Combining sensors offers more observation opportunities, and the later comparison has more frequent clear views.

B ignores clue: The text contrasts repeated observations across a period, not the exposure duration of one image.

C everyday meaning: That is the detail within a frame, explicitly distinguished from temporal resolution.

D ignores clue: The event's duration is not the frequency of opportunities to observe the location.

13. A · Vocabulary evidence

Combining sensors offers more observation opportunities, and the later comparison has more frequent clear views.

B one detail: This distinguishes an observation opportunity from a usable view. It does not describe the frequency across time as directly as the other text.

C one detail: This limits what the extra pictures establish, rather than describing how often views occur.

D one detail: This distinguishes layout from actual extra observations; the other text directly names their greater frequency.

14. D · Vocabulary

Clear dry/wet endpoints bound the possible arrival interval without naming an exact day.

A ignores clue: The observations concern the same field; their different conditions do not make the location inconsistent.

B contradicted: The two usable views show the field; the uncertainty lies between them.

C ignores clue: Different dates are not conflicting dates. The record still establishes a change across an interval.

15. A · Vocabulary evidence

Clear dry/wet endpoints bound the possible arrival interval without naming an exact day.

B one detail: This codes the observed endpoints, but does not itself show the unresolved interval between them.

C other idea: These give comparison safeguards rather than describing the final display's way of representing this record.

D other idea: These describe a possible later source and report, not how the current display represents the available information.

What a Criticism Should Do

16. B · Literal comprehension

Paragraph 6 explicitly describes the visitor suggesting a matching mark.

A one detail: These are discussion categories, not the visitor's proposed fix.

C one detail: This leaves the alternative fix unspecified, rather than giving the visitor's suggestion.

D other idea: This describes the discussion's result rather than naming the visitor's proposed change.

17. C · Vocabulary

She accepts a weakness in her broad claim while retaining parts of the arrangement.

A ignores clue: Acknowledging one weakness does not mean adopting every remedy or surrendering the whole arrangement.

B everyday meaning: Concession can mean a granted commercial right; the discussion concerns acknowledging criticism, not selling rights.

D ignores clue: She acknowledges a point rather than demanding the critic accept the unchanged plan.

18. C · Vocabulary evidence

She accepts a weakness in her broad claim while retaining parts of the arrangement.

A one detail: These describe the original layout rather than the extent of agreement with criticism.

B one detail: This states the critic's request, not what accepting part of the criticism means.

D other idea: These distinguish describing a display from identifying a functional problem. They do not show the extent of agreement involved in accepting part of a criticism.

19. B · Vocabulary

The team should show original words and explain choices about how a person is presented; a later record makes the reason examinable.

A ignores clue: The passage explicitly says explaining a choice does not mean accepting every requested change.

C look alike: This confuses count with responsibility; visitors are not counted as a prerequisite for an edit.

D ignores clue: The team remains responsible for decisions; it must explain rather than surrender every choice.

20. C · Vocabulary evidence

Showing the original words and explaining an edit to the speaker makes the team answer for its choices about that person's account.

A other idea: These describe the original arrangement and a proposed change, not the team answering for its decision.

B other idea: This concerns the importance of criticism, not an examinable reason for a decision.

D one detail: This limits what responsibility requires; it does not positively state how the team answers for its choice.