# Reading Check on Paper

## Vocabulary Follow-Up · Form W | Grades 9–10

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 Paper Mural

**1** The students had painted the library mural on paper before anyone touched the wall. One version showed a long street leading toward a bright doorway. The other filled the wall with close views of hands repairing books, planting seeds and shaping clay. Both teams wanted the entrance to feel welcoming. When the sheets were pinned beside each other, however, their colors and proportions made them look like plans for different rooms.

**2** The librarian gave Maren, the student coordinator, **discretion** over the arrangement, within the wall space already agreed. She did not hand over a finished plan or require another vote on every brushstroke. She asked the coordinator to bring back a layout showing where the doorway and the close views would go. The building manager would still need to approve how the edges met the noticeboard and the light switch.

**3** The coordinator first cut small copies of both plans into strips. She put a book-repairing hand into a window on the street, but the fingers became too small to read from the entrance. Enlarging the window pushed the bright doorway off the edge of the wall. She put the pieces back on the table and asked both teams which parts they could change without losing their central idea.

**4** One team wanted the sense of entering a place with possibilities. The other wanted visitors to see particular kinds of work, not simply an open door. To reconcile those aims, the coordinator drew a broad doorway at the center and arranged the close views around it at their original scale. The street no longer crossed the whole wall. Its paving appeared only near the bottom, where it directed a visitor’s eye inward.

**5** Neither team accepted the first combined drawing immediately. “It looks like a picture frame,” a student from the street team said. The hands team wanted more space between two panels. At the next meeting, the coordinator placed the drawing at the actual entrance and marked where a visitor would first see it. From that point, the teams could compare the panel spacing without relying on a close view across a table.

**6** The final agreement was **contingent** on one more check. The building manager would inspect whether the proposed panels left the noticeboard usable and the light switch easy to find. Students could prepare colors, but painting had to await the inspection. If the layout covered either feature, the group would need to adjust the edges before proceeding.

**7** On Friday, the coordinator carried the full-size paper layout to the entrance. Each team had initialed the parts it had reviewed. She had left the narrow strip beside the switch unpainted on the drawing, with its measurement written in pencil. While the others sorted brushes, she checked the manager’s appointment time and kept the paper layout pinned in place. The first open paint tins remained on a cart instead of beside the wall.

**1. Which listed text states where Maren reviews the layout with the teams?**

Circle ONE letter.

**A** Neither team accepted the first combined drawing immediately.

**B** “It looks like a picture frame,” a student from the street team said.

**C** At the next meeting, the coordinator placed the drawing at the actual entrance and marked where a visitor would first see it.

**D** From that point, the teams could compare the panel spacing without relying on a close view across a table.

**2. Part A. What does “discretion” mean for Maren’s role in paragraph 2?**

Circle ONE letter.

**A** An obligation to copy the librarian’s finished arrangement.

**B** Freedom to make choices within the responsibility assigned.

**C** Authority to cancel the building manager’s inspection.

**D** A requirement to keep the developing arrangement secret.

**3. Part B. Which listed text best supports the answer to Part A?**

Circle ONE letter.

**A** She did not hand over a finished plan or require another vote on every brushstroke.

**B** She asked the coordinator to bring back a layout showing where the doorway and the close views would go.

**C** She put a book-repairing hand into a window on the street, but the fingers became too small to read from the entrance. Enlarging the window pushed the bright doorway off the edge of the wall.

**D** She put the pieces back on the table and asked both teams which parts they could change without losing their central idea.

**4. Part A. What does “contingent” mean for the final agreement in paragraph 6?**

Circle ONE letter.

**A** Dependent on a further condition being met.

**B** Certain to remain unchanged after the inspection.

**C** Limited to the group’s choice of paint colors.

**D** Already put into effect through the teams’ signatures.

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

Circle ONE letter.

**A** “She put a book-repairing hand into a window on the street, but the fingers became too small to read from the entrance. Enlarging the window pushed the bright doorway off the edge of the wall.”

**B** “Each team had initialed the parts it had reviewed. She had left the narrow strip beside the switch unpainted on the drawing, with its measurement written in pencil.”

**C** “While the others sorted brushes, she checked the manager’s appointment time and kept the paper layout pinned in place. The first open paint tins remained on a cart instead of beside the wall.”

**D** “Students could prepare colors, but painting had to await the inspection. If the layout covered either feature, the group would need to adjust the edges before proceeding.”

# The Tagged Camera

**1** The student equipment committee had six cameras for the weekend project. More than six groups had asked for one. The first draft of the loan sheet put the oldest requests at the top, but several entries had no collection time. Petra, the student coordinator, spread the forms across the table and marked the groups that still needed to confirm when someone could come to the storeroom.

**2** The committee decided to **earmark** one camera until Thursday for a group whose project required an interview that weekend. The group had submitted its plan on time, but its adult contact could not confirm the interview hour until then. The camera stayed in the cupboard with a paper tag. It was neither broken nor available to the next person who happened to ask at the desk.

**3** Another group wanted to film in two places at once. Its request would use two cameras during the same afternoon. The coordinator asked whether the two scenes could be recorded in sequence. The students preferred simultaneous filming, but their plan did not require it. They agreed to use one camera and change the order of their shots, leaving another group a place on the list.

**4** For the unconfirmed collection times, the committee chose a pragmatic solution. Rather than rewriting every project, it opened one short collection session after school and asked each group to name someone who could attend. A complicated delivery plan would have required volunteers the committee did not have. The shared session was less convenient for a few groups, but it could be carried out with the people available.

**5** On Wednesday, the coordinator’s close friend arrived with a late form. Her group wanted a camera for an interview too. The friend pointed to the tagged camera in the cupboard and asked, “Could you put our name on that tag?” The coordinator took out the earlier group’s plan, checked its submission date and showed her friend the same request checklist used for the other entries.

**6** The committee’s decisions needed to be **impartial**. The friend received neither priority nor a penalty for the relationship. Petra entered the request at the appropriate place on the equipment waiting list. If a camera was released, that list would determine who was offered it. The friend could still adjust her project or borrow equipment elsewhere.

**7** Before closing the storeroom, the coordinator checked the tags against the loan sheet. The reserved camera still had the Thursday deadline attached. The collection-session notice named the room and time, with space for each group’s representative. Her friend’s form sat with the other waiting requests, its submission time visible at the top. Nothing on the sheet recorded which students were close friends and which she barely knew.

Questions 6–10 · The Tagged Camera

**6. Decide whether each statement about the collection-session notice matches the passage.**

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 notice identifies the room for the collection session.

_____ The notice sets out the questions for each group's interview.

_____ The notice includes a space for each group's representative.

**7. Part A. What does "earmark" mean for the committee's decision in paragraph 2?**

Circle ONE letter.

**A** Hand equipment over to the first person who asks for it.

**B** Label equipment as damaged until a repair is complete.

**C** Record equipment as already returned from a project.

**D** Set equipment aside for a particular group or purpose.

**8. Part B. Which listed text shows how the committee carries out the decision in Part A?**

Circle ONE letter.

**A** The student equipment committee had six cameras for the weekend project. More than six groups had asked for one.

**B** The first draft of the loan sheet put the oldest requests at the top, but several entries had no collection time. Petra, the student coordinator, spread the forms across the table and marked the groups that still needed to confirm when someone could come to the storeroom.

**C** The group had submitted its plan on time, but its adult contact could not confirm the interview hour until then.

**D** The camera stayed in the cupboard with a paper tag. It was neither broken nor available to the next person who happened to ask at the desk.

**9. Part A. What does “impartial” mean for the committee’s decisions in paragraph 6?**

Circle ONE letter.

**A** Giving a close friend a better place in the request order.

**B** Refusing every request made by someone she knows well.

**C** Applying the same basis for decisions without favoritism.

**D** Treating all project plans as needing the same equipment.

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

Circle ONE letter.

**A** “On Wednesday, the coordinator’s close friend arrived with a late form. Her group wanted a camera for an interview too.”

**B** “The coordinator took out the earlier group’s plan, checked its submission date and showed her friend the same request checklist used for the other entries.”

**C** “The shared session was less convenient for a few groups, but it could be carried out with the people available.”

**D** “Petra, the student coordinator, spread the forms across the table and marked the groups that still needed to confirm when someone could come to the storeroom.”

# A New Set of Trials

**1** A copied spreadsheet and a new set of observations answer different questions about a study. Someone can check whether the same calculations produce the same result from the original data. A second team can also collect data of its own while addressing a similar question. Both checks can be useful, but a matching number does not tell a reader which kind of work was done.

**2** A National Academies report examines reproducibility and replicability as different parts of scientific work. Its discussion includes computational checking and comparisons between studies. A result needs to be read with an account of how it was obtained. The report also recognizes uncertainty when results are compared. Identical digits are not the only consideration, and a difference between two summaries need not end the investigation before anyone examines the conditions behind it.

**3** Consider a classroom investigation of folded paper supports. A team records which paper it uses, how each support is folded and what happens when a load is added. Its report includes the observation sheet and the calculation used to summarize the results. A reader can follow the arithmetic and check whether the summary matches those recorded trials. That check does not create another set of trials.

**4** Another team decides to **replicate** the investigation. Its members bring their own paper to a second classroom and label a fresh observation sheet with the new trial date. When a fold is unclear in the first report, they ask for clarification before proceeding. At the end of their session, the used supports remain beside their completed record. The original team’s materials and observation sheet are still stored in the first classroom.

**5** The results show some variability. Supports made by the same team do not all behave exactly alike, and the two teams’ summaries are not identical. The reports keep the individual trial records instead of replacing each one with the group average. Differences in paper, folds or loading conditions may deserve investigation. A difference by itself does not identify which of those possible influences matters.

**6** An **inference** about the supports must stay connected to the observations. A claim that one fold is more useful needs support from the observed comparisons. The report also needs to identify the conditions under which those observations were made. A conclusion about every kind of paper would reach beyond trials using only one kind. A later study could examine that broader question, but the first report cannot supply its results in advance.

**7** The second report therefore lists its own materials and keeps a note of the clarified fold. Its summary appears beside, not in place of, the original summary. A reader can examine what was repeated, what changed and how the trial results vary. The two documents need not end with a simple match-or-fail label. They can make the basis for comparison visible enough that another team knows what question remains.

Questions 11–15 · A New Set of Trials

**11. Complete the sentence about the report cited in the passage.**

The cited report is from _____.

Circle ONE letter.

**A** the National Academies

**B** the National Park Service

**C** the National Weather Service

**D** the National Science Teaching Association

**12. Part A. What does “replicate” mean for the second team’s work in paragraph 4?**

Circle ONE letter.

**A** Repeat the investigation and collect fresh trial data.

**B** Recalculate a summary using only the original data sheet.

**C** Replace the original report with a corrected summary.

**D** Trace the original support shapes without testing them.

**13. Part B. Which listed text identifies what the second report preserves about the work in Part A?**

Circle ONE letter.

**A** Its report includes the observation sheet and the calculation used to summarize the results. A reader can follow the arithmetic and check whether the summary matches those recorded trials. That check does not create another set of trials.

**B** Differences in paper, folds or loading conditions may deserve investigation. A difference by itself does not identify which of those possible influences matters.

**C** The second report therefore lists its own materials and keeps a note of the clarified fold. Its summary appears beside, not in place of, the original summary.

**D** The two documents need not end with a simple match-or-fail label. They can make the basis for comparison visible enough that another team knows what question remains.

**14. Part A. What does “inference” mean in the discussion of supports in paragraph 6?**

Circle ONE letter.

**A** A list of materials prepared before a trial begins.

**B** A direct record of each load added during a trial.

**C** An instruction that every later team must follow unchanged.

**D** An explanation drawn by reasoning from the trial results.

**15. Part B. Which quotation shows how a conclusion of the kind in Part A could be too broad?**

Circle ONE letter.

**A** “The report also needs to identify the conditions under which those observations were made. A conclusion about every kind of paper would reach beyond trials using only one kind.”

**B** “Its report includes the observation sheet and the calculation used to summarize the results. A reader can follow the arithmetic and check whether the summary matches those recorded trials.”

**C** “Supports made by the same team do not all behave exactly alike, and the two teams’ summaries are not identical. The reports keep the individual trial records instead of replacing each one with the group average.”

**D** “A later study could examine that broader question, but the first report cannot supply its results in advance.”

## Let Another Reader Follow the Draft

**1** A working explanation can be shared before it is ready to publish. That does not make every rough note useful to another reader. A page full of arrows may preserve the writer's thinking while leaving someone else unable to tell what the arrows connect. Sharing a draft should include enough of its question and reasoning that a reader can inspect the work rather than merely notice that work has happened.

**2** Consider a student group preparing a commentary on a short story. Its **preliminary** explanation appears on a shared sheet. The group has chosen a possible interpretation, but several notes end with question marks and two quotations still have empty page references beside them. The sheet is an early attempt, not the version the group intends to hand in. Naming that status invites examination without pretending that the unanswered questions have disappeared.

**3** A reader might still ask why the group connects a particular action with a character's motive. If the sheet includes the relevant passages and an explanation of that connection, the reader has something specific to challenge. A note saying only that the character is selfish gives less help. The word announces a judgment but does not show which details made the judgment seem reasonable.

**4** A missing page reference would warrant asking the group to supply it. It would not, by itself, justify deciding that the whole interpretation was false. A quotation that actually conflicts with the interpretation raises a different issue. The group would need to explain how it handles that passage or reconsider its claim. The size of a criticism should fit what the identified problem can establish.

**5** The reasoning becomes **explicit** when a reader can follow the steps from the passages to the proposed meaning. The group can mark a quotation, state what it suggests and identify where a competing explanation might fit. Another reader need not agree. The point is to make disagreement specific enough that someone can locate the step being questioned instead of guessing which invisible assumption lies behind a final label.

**6** This approach leaves room for unfinished ideas. A question mark can be useful if it identifies a real uncertainty, such as whether an action is repeated or happens only once. Removing every question mark might make a sheet look more confident without making the interpretation better supported. The group should distinguish what it has checked from what it still needs to examine.

**7** Before sharing the sheet, one member could try to follow it without filling gaps from memory. If an arrow depends on a conversation the reader never heard, the group needs to add the missing connection. The shared version may remain a draft. What matters is that the draft gives a reader a way into the reasoning, and gives the writers a clear place to begin when a question comes back.

Questions 16–20 · Let Another Reader Follow the Draft

**16. Complete the sentence about the group's project.**

The group is preparing a commentary on _____.

Circle ONE letter.

**A** a poem

**B** a novel

**C** a short story

**D** a stage play

**17. Part A. What does "preliminary" mean for the group's explanation in paragraph 2?**

Circle ONE letter.

**A** Kept private until every member agrees to share it.

**B** Settled so that the remaining notes cannot change it.

**C** Still being developed ahead of the version to be submitted.

**D** Copied directly from another reader's finished account.

**18. Part B. Which listed text describes features of the group's sheet that illustrate its status in Part A?**

Circle ONE letter.

**A** Its preliminary explanation appears on a shared sheet.

**B** The group has chosen a possible interpretation, but several notes end with question marks and two quotations still have empty page references beside them.

**C** Naming that status invites examination without pretending that the unanswered questions have disappeared.

**D** Removing every question mark might make a sheet look more confident without making the interpretation better supported. The group should distinguish what it has checked from what it still needs to examine.

**19. Part A. What does “explicit” mean for the reasoning in paragraph 5?**

Circle ONE letter.

**A** Accepted by every reader as the only possible account.

**B** Made clear by stating the connections in the reasoning.

**C** Expressed with confidence by removing every uncertainty.

**D** Kept brief by replacing supporting details with a label.

**20. Part B. Which quotation describes a corrective step consistent with the quality in Part A?**

Circle ONE letter.

**A** “A quotation that actually conflicts with the interpretation raises a different issue.”

**B** “A note saying only that the character is selfish gives less help.”

**C** “If an arrow depends on a conversation the reader never heard, the group needs to add the missing connection.”

**D** “Removing every question mark might make a sheet look more confident without making the interpretation better supported. The group should distinguish what it has checked from what it still needs to examine.”

# 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 | A B C D | 11 | A B C D |
| 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 |
| 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 |
| 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