Reading Check on Paper

Vocabulary Follow-Up · Form W | 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 Paper Mural

1. C · Literal comprehension

The next meeting takes place at the actual entrance, where the drawing is positioned for the teams to compare it.

A one detail: This describes the initial response, not the location of the review.

B other idea: This gives a comment on the drawing rather than the meeting location.

D one detail: This explains why the position helps, while the preceding text names where the drawing is placed.

2. B · Vocabulary

Maren may develop the arrangement without another vote for each small choice, within the wall space and approval limits.

A ignores clue: The librarian does not supply a finished plan to reproduce.

C ignores clue: The manager still has responsibility for checking the edges and fixtures.

D everyday meaning: Discretion can concern keeping information private; here it concerns freedom to choose, and Maren must bring back a layout.

3. A · Vocabulary evidence

Maren may develop the arrangement without another vote for each small choice, within the wall space and approval limits.

B one detail: This sets the requested product; it does not itself establish how much freedom she has to develop it.

C other idea: These show difficulties with an early design, not the choice-making authority the librarian gives Maren.

D one detail: This is consultation during her work, rather than the source that establishes her authority to choose.

4. A · Vocabulary

Students may prepare, but painting must wait for an inspection and any necessary edge adjustments.

B ignores clue: The group must adjust the edges if either feature is covered.

C ignores clue: The outstanding check concerns usable fixtures and panel edges, not just colors.

D ignores clue: Initialing reviewed parts is not the final permission to paint.

5. D · Vocabulary evidence

Students may prepare, but painting must wait for an inspection and any necessary edge adjustments.

A other idea: These describe problems in an early layout, not what must happen before the final agreement can be acted on.

B one detail: These show the teams' completed preparation, not that painting has been authorized.

C one detail: These illustrate waiting and preparation; the other text states the inspection condition and its consequence.

The Tagged Camera

6. A / B / A · Literal comprehension

Paragraph 7 names a room, time and space for each group's representative; it does not list each group's interview questions.

7. D · Vocabulary

The camera is held for the group with the interview rather than left available for any new request.

A ignores clue: The camera is not available to the next person who asks at the desk.

B ignores clue: The passage explicitly states that this camera is not broken.

C ignores clue: The camera remains in the cupboard for a group's future interview.

8. D · Vocabulary evidence

The camera is held for the group with the interview rather than left available for any new request.

A one detail: These describe demand exceeding supply, not how the camera is set aside.

B one detail: These describe the request records and missing collection information, rather than holding a particular camera.

C one detail: This explains the timing difficulty that prompted the decision, not how the equipment is held.

9. C · Vocabulary

The same checklist and waiting-list rules apply, without a friendship advantage or penalty.

A ignores clue: The relationship does not give the friend priority.

B ignores clue: The friend receives no penalty for the relationship either.

D ignores clue: Fair treatment does not erase differences in what each project requires.

10. B · Vocabulary evidence

The same checklist and waiting-list rules apply, without a friendship advantage or penalty.

A one detail: These give the friend's situation and equipment wish, not the coordinator's response.

C other idea: This weighs a collection arrangement against available helpers, not the response to the friend's request.

D one detail: This is another organizing action, identifying missing collection information. It does not show how she keeps friendship from changing a decision.

A New Set of Trials

11. A · Literal comprehension

Paragraph 2 explicitly names a National Academies report.

12. A · Vocabulary

The team uses its own materials and records a new session rather than only copying or recalculating the first data.

B ignores clue: That is computational checking, distinguished from the new investigation.

C ignores clue: The summaries are kept beside each other, not substituted.

D ignores clue: The team carries out and records its own trials, not merely a drawing exercise.

13. C · Vocabulary evidence

The team uses its own materials and records a new session rather than only copying or recalculating the first data.

A one detail: This describes the first report and checking its recorded data, rather than the second report's account of its own investigation.

B other idea: These identify questions about variation, not what the second report preserves about its work.

D one detail: These describe the benefit of the documents, rather than naming the second report's retained material, procedure and summary.

14. D · Vocabulary

A claim about a fold is justified through the observed comparisons and cannot exceed the conditions tested.

A ignores clue: The paragraph concerns a claim supported by results, not the materials list.

B ignores clue: Recorded observations provide the basis for an inference; they are not themselves the resulting conclusion.

C ignores clue: The paragraph discusses conclusions and their support, not a fixed procedural instruction.

15. A · Vocabulary evidence

The all-paper conclusion would go beyond the single kind tested, illustrating a conclusion whose scope exceeds its basis.

B one detail: This describes checking the recorded summary, rather than justifying a claim about a fold's usefulness.

C one detail: These describe the observed variation and retained records, not a conclusion derived from them.

D one detail: This says that another study could supply information; it does not give the concrete all-paper conclusion contrasted with the single kind actually tested.

Let Another Reader Follow the Draft

16. C · Literal comprehension

Paragraph 2 identifies the commentary's subject as a short story.

17. C · Vocabulary

The group has a possible interpretation with unanswered questions and unfinished references, rather than its final submission.

A ignores clue: The explanation is already on a shared sheet for examination.

B ignores clue: The interpretation and references are not treated as finished.

D ignores clue: The group is developing its own explanation, not reproducing someone else's settled account.

18. B · Vocabulary evidence

The group has a possible interpretation with unanswered questions and unfinished references, rather than its final submission.

A one detail: This locates the explanation on a shared sheet but does not describe which features show its unfinished status.

C one detail: This explains the purpose of naming the status rather than the actual unfinished features on the sheet.

D other idea: These discuss confidence and what to keep track of, not the actual features reported on the group's sheet.

19. B · Vocabulary

The passage asks the writers to expose the steps from textual details to an interpretation.

A ignores clue: The reader need not agree; what matters is being able to inspect the reasoning.

C ignores clue: Removing question marks does not make the interpretation better supported.

D ignores clue: A bare label leaves the reasoning hidden rather than making its connections clear.

20. C · Vocabulary evidence

Adding the missing connection supplies a step the reader could not otherwise follow, making the reasoning available rather than dependent on private memory.

A other idea: This identifies a challenge to an interpretation, rather than a step that makes its reasoning visible.

B one detail: This identifies an unhelpful note, but does not describe a corrective step.

D one detail: These distinguish confidence and checked information; the other text addresses a missing reasoning connection.