Vocabulary Skill Checks

Grade 10 · Teacher keys

Score meaning only. Record the count out of six and the error pattern. These passages are held back from the printed game trips. Students may know a target word from another passage, or have seen the passage online. Ask about prior exposure and record familiar passages as practice. Where a second try exists it uses different passages. Target words can repeat across tries. Compare the error patterns for the skill. The tries have not been equated.

Grade 10 · Meaning from context · Try 1

Standards from the source items · L.9-10.4a, RI.9-10.1, RI.9-10.4, RL.9-10.1, RL.9-10.4

1. A · tenable · A tenable position can be reasonably defended with evidence, even when it is not beyond every possible doubt. The detail “The wider displays could not pass through the doorway our route required.” supports that interpretation.

B · Popularity or familiarity does not establish whether a position can withstand examination.

C · A short explanation still needs support; brevity does not make a claim defensible.

D · A defensible position can still have limits and does not promise universal certainty.

2. D · delineate · To delineate is to make features or boundaries clear enough that readers can distinguish one part from another. The detail “I needed to separate lending equipment from accepting responsibility for the entire production.” supports that interpretation.

A · The task makes boundaries clearer instead of removing them.

B · The passage requires a clear account rather than an indirect suggestion.

C · The account explains how responsibilities differ, not merely which arrangement someone prefers.

3. C · acquiesce · To acquiesce is to accept or submit without further opposition, often without genuine enthusiasm. The detail “He stopped objecting and accepted the earlier finish without pretending that he preferred it.” supports that interpretation.

A · The person stops resisting without showing the enthusiastic approval this choice implies.

B · The person remains involved and accepts the arrangement instead of leaving it altogether.

D · Understanding is not the issue; the passage describes a decision to stop opposing the arrangement.

4. D · equivocal · An equivocal response allows competing interpretations rather than stating a definite position. The detail “He praised the idea but left my direct request for a commitment unanswered.” supports that interpretation.

A · He offers ideas but does not promise participation; the empty signature space leaves that commitment unclear.

B · He does not give a definite refusal either, which is why the narrator still needs an answer.

C · He has heard the deadline and the offer; his reply leaves his decision unclear rather than identifying missing facts.

5. B · mitigate · To mitigate a problem is to lessen its damaging effects, without necessarily eliminating the cause. The detail “At rehearsal, I could follow the argument without asking for every sentence to be repeated.” supports that interpretation.

A · The group acts on the difficulty rather than concealing it from others.

C · The action responds to the harm instead of accepting it without an attempt to help.

D · The measures reduce the effect but do not eliminate every source of the problem.

6. A · anomalous · An anomalous observation stands apart from the pattern established by the other observations. The detail “Its building arrangement differed from every photograph assigned to the same period.” supports that interpretation.

B · The later shop sign conflicts with the assigned period rather than fitting what that date leads readers to expect.

C · The building arrangement differs from every image assigned to that period, so the photograph is not typical of the group.

D · The students are still seeking another copy; the unusual image has not yet received that independent confirmation.

Grade 10 · Meaning from context · Try 2

Standards from the source items · L.9-10.4a, RI.9-10.1, RI.9-10.4, RL.9-10.1, RL.9-10.4

1. A · acquiesce · To acquiesce is to accept or submit without further opposition, often without genuine enthusiasm. The detail “I crossed the scene from the rehearsal list and took my place for the next one.” supports that interpretation.

B · The person remains involved and accepts the arrangement instead of leaving it altogether.

C · Understanding is not the issue; the passage describes a decision to stop opposing the arrangement.

D · The person stops resisting without showing the enthusiastic approval this choice implies.

2. D · paradox · A paradox presents an apparent conflict that closer reasoning can explain without dismissing the situation as nonsense. The detail “Memorizing fixed answers had made it harder to answer questions I had not predicted.” supports that interpretation.

A · The conflicting ideas concern the same situation and can be understood together.

B · The passage resolves the apparent conflict instead of showing that every conclusion must fail.

C · The situation has an explanation, rather than existing only to deceive the reader.

3. B · contingent · A contingent plan depends on an identified condition, so it is not an unconditional promise. The detail “Without the additional rehearsal space, the performers could not prepare the moving scenery required for the entry.” supports that interpretation.

A · The passage names a condition that can prevent the plan from going ahead.

C · The event is still awaiting a requirement rather than already being finished.

D · People have considered the plan; its status depends on a particular condition.

4. D · extrapolate · Extrapolation uses a pattern in observed information to estimate what may lie beyond those observations. The detail “After three short trips, I had assigned their timing to every remaining address.” supports that interpretation.

A · The calculation reaches beyond what was directly observed, rather than simply describing existing data.

B · The estimate uses an observed pattern instead of discarding it for a favored story.

C · The task projects into unobserved conditions rather than checking one fact against two sources.

5. A · tenable · A tenable position can be reasonably defended with evidence, even when it is not beyond every possible doubt. The detail “Students who lost their evening bus accounted for most of the new absences.” supports that interpretation.

B · Popularity or familiarity does not establish whether a position can withstand examination.

C · A defensible position can still have limits and does not promise universal certainty.

D · A short explanation still needs support; brevity does not make a claim defensible.

6. C · delineate · To delineate is to make features or boundaries clear enough that readers can distinguish one part from another. The detail “The chart assigned greetings, explanations and unresolved questions to clearly identified roles.” supports that interpretation.

A · The passage requires a clear account rather than an indirect suggestion.

B · The account explains how responsibilities differ, not merely which arrangement someone prefers.

D · The task makes boundaries clearer instead of removing them.

Grade 10 · Shades of meaning · Try 1

Standards from the source items · L.9-10.4a, L.9-10.5b, RI.9-10.1, RI.9-10.4, RL.9-10.1, RL.9-10.4

1. B · magnanimous · Magnanimous conveys generosity toward someone the person has a reason to oppose or resent. The detail “He gave them time and spare materials without asking for praise or an advantage in return.” supports that interpretation.

A · The action shows active generosity rather than a lack of concern about the outcome.

C · The help is given without making repayment or a later advantage its condition.

D · The passage gives evidence of help without the public display or self-promotion this choice assumes.

2. C · skeptical · Skeptical describes a questioning attitude that withholds acceptance while examining support, not an automatic refusal to believe. The detail “He asked what evidence showed that the coating would perform the same way after repeated exposure.” supports that interpretation.

A · The person actively seeks a check rather than showing indifference to the evidence.

B · The person is willing to examine the support rather than treating unfamiliarity as proof of falsehood.

D · The question concerns whether to believe the claim, not whether the language can be read.

3. D · insular · Insular criticizes a narrow outlook that excludes outside perspectives, rather than merely describing privacy or independence. The detail “They dismissed the new accounts because the contributors had not belonged to their established circle.” supports that interpretation.

A · The group works together; the problem is its resistance to views from beyond that group.

B · The concern is rejecting useful perspectives, not responsibly protecting personal information.

C · The passage uses a social or intellectual meaning rather than describing a geographic location.

4. C · ambivalent · Ambivalent conveys conflicting feelings about the same choice, rather than indifference or a failure to understand it. The detail “I wanted the role, but accepting it meant abandoning a project I also cared about.” supports that interpretation.

A · The conflict comes from competing desires rather than unreadable or confusing language.

B · Mixed feelings show that the outcomes matter, not that the person is indifferent.

D · The person feels genuine reasons pulling in different directions instead of complete certainty.

5. A · substantive · Substantive emphasizes a change or contribution that affects essential content rather than surface presentation. The detail “It changed who could enter, when the doors opened and how supervision would be provided.” supports that interpretation.

B · The passage identifies a change to the central issue rather than additional decoration.

C · The change affects what the work says or does, not simply how it looks.

D · A stronger repetition would leave the content unchanged, whereas the passage describes a real revision.

6. D · perfunctory · Perfunctory criticizes a response performed as a formality without the care its purpose requires. The detail “She said it looked fine without reading beyond the opening lines or addressing my questions.” supports that interpretation.

A · The person goes through the task’s outward steps instead of abandoning it.

B · The passage criticizes a lack of attention rather than describing deliberate care.

C · The issue is a skimmed, inattentive reading, not a well-practiced performance.

Grade 10 · Shades of meaning · Try 2

Standards from the source items · L.9-10.4a, L.9-10.5b, RI.9-10.1, RI.9-10.4, RL.9-10.1, RL.9-10.4

1. C · insular · Insular criticizes a narrow outlook that excludes outside perspectives, rather than merely describing privacy or independence. The detail “We treated ideas from beyond our own club as unworthy of consideration simply because they were unfamiliar.” supports that interpretation.

A · The group works together; the problem is its resistance to views from beyond that group.

B · The concern is rejecting useful perspectives, not responsibly protecting personal information.

D · The passage uses a social or intellectual meaning rather than describing a geographic location.

2. D · audacious · Audacious emphasizes striking boldness; the context determines whether that daring is admired or criticized. The detail “His plan challenged the owners’ expectations even though they could refuse our performance.” supports that interpretation.

A · The person accepts the possibility of criticism rather than shaping the idea to avoid it.

B · The passage presents a daring purpose with reasons, not an absence of thought about consequences.

C · The proposal challenges what has been accepted instead of simply repeating it.

3. A · understate · Understate means presenting an effect as smaller or less serious than the evidence warrants. The detail “Calling it awkwardness made a threatened cancellation sound like an uncomfortable conversation.” supports that interpretation.

B · The wording reduces the apparent problem rather than exaggerating it.

C · The issue is the description’s reduced severity, not simply when the conclusion was reached.

D · Neutrality concerns taking a position, while the disputed wording minimizes the size of the effect.

4. D · formidable · Formidable gives the challenge an impressive weight without necessarily claiming that it cannot be met. The detail “Completing the work required technical skill, careful research and hundreds of separate decisions about access.” supports that interpretation.

A · The evidence shows sustained demands rather than a difficulty removed by one explanation.

B · A serious challenge can still be approached through preparation; the passage does not declare success impossible.

C · The difficulty is substantial, but the passage does not give it a harmful intention.

5. C · magnanimous · Magnanimous conveys generosity toward someone the person has a reason to oppose or resent. The detail “The group offered its rival equipment and help despite having a reason to feel resentful.” supports that interpretation.

A · The help is given without making repayment or a later advantage its condition.

B · The passage gives evidence of help without the public display or self-promotion this choice assumes.

D · The action shows active generosity rather than a lack of concern about the outcome.

6. B · skeptical · Skeptical describes a questioning attitude that withholds acceptance while examining support, not an automatic refusal to believe. The detail “Before agreeing to the caption, she asked for a second dated copy of the photograph.” supports that interpretation.

A · The person is willing to examine the support rather than treating unfamiliarity as proof of falsehood.

C · The person actively seeks a check rather than showing indifference to the evidence.

D · The question concerns whether to believe the claim, not whether the language can be read.