Vocabulary Skill Checks

Grade 5 · 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 5 · Meaning from context · Try 1

Standards from the source items · L.5.4a, RI.5.4, RL.5.4

1. B · distribute · The detail “Some maps went to each entrance instead of staying in one box.” supports the meaning “give materials to several different groups”.

A · Materials reach several places rather than staying in one box.

C · Sorting without movement does not explain supplies reaching different places.

D · The materials go to several groups rather than one person.

2. D · restore · The detail “They repaired the frame and replaced the missing information to match the earlier display.” supports the meaning “return something to an earlier good condition”.

A · Moving alone would not repair the lost features.

B · The same useful display is brought back, rather than changed into an unrelated object.

C · The goal is to bring back a former condition, rather than create a different design.

3. C · emerge · The detail “As the fog thinned, the bridge’s shape slowly came back into view.” supports the meaning “come into view from behind something”.

A · The object’s appearance from behind cover does not mean it transforms.

B · Remaining hidden is the opposite of coming into view.

D · Something becomes visible after being hidden.

4. A · negotiate · The detail “They discussed what each club needed and agreed to use different parts of the afternoon.” supports the meaning “discuss needs to reach agreement”.

B · The discussion reaches an arrangement rather than ending without one.

C · Discussion is central here, rather than silent compliance.

D · Discussion can change both plans to reach an arrangement.

5. B · compensate · The detail “Their new plan made up for the missing wall space.” supports the meaning “make up for a loss or difficulty”.

A · The problem has already occurred; something helps make up for its effects.

C · Repeating the cause would not make up for the lost resources.

D · The actions help make up for the difficulty rather than declaring it unsolvable.

6. A · sustainable · The detail “Using durable tools and planning how to replace used materials would let the table continue.” supports the meaning “able to last as supplies are replaced”.

B · Using everything at once would prevent the continuing activity.

C · Success once does not show that the resources allow continued activity.

D · The plan still needs resources; it uses them so they remain available.

Grade 5 · Meaning from context · Try 2

Standards from the source items · L.5.4a, RI.5.1, RI.5.4, RL.5.1, RL.5.4

1. A · emerge · Slopes becoming visible from behind cloud cover show something coming into view.

B · Remaining hidden is the opposite of coming into view.

C · Something becomes visible after being hidden.

D · The object becomes visible rather than disappearing.

2. B · negotiate · Listening to needs and reaching an accepted arrangement shows discussion toward agreement.

A · Discussion can change both plans to reach an arrangement.

C · Discussion is central here, rather than silent compliance.

D · Both sides' needs are considered rather than all suggestions being rejected.

3. C · compensate · Finishing on time despite the delivery delay shows that the extra help made up for lost time.

A · The problem has already occurred; something helps make up for its effects.

B · The group responds to the problem instead of pretending it does not exist.

D · The actions help make up for the difficulty rather than declaring it unsolvable.

4. B · sustainable · Keeping supplies and replacement funds available makes continued activity possible.

A · One quick success does not explain continuing over time.

C · Success once does not show that the resources allow continued activity.

D · The plan still needs resources; it uses them so they remain available.

5. C · distribute · Carrying kits from one box to the separate teams spreads them among the groups.

A · Collecting in one place is the opposite of spreading among groups.

B · The materials go to several groups rather than one person.

D · Materials reach several places rather than staying in one box.

6. D · restore · Bringing back the earlier labels and layout returns the display to its former useful condition.

A · The object has damage now; restoring changes that condition.

B · The goal is to bring back a former condition, rather than create a different design.

C · The same useful display is brought back, rather than changed into an unrelated object.

Grade 5 · Multiple meanings · Try 1

Standards from the source items · L.5.4a, RI.5.1, RI.5.4, RL.5.1, RL.5.4

1. D · issue · Handing out equipment for the planned work supports the providing-supplies sense of issue.

A · The equipment leaves storage before use rather than returning afterward.

B · No problem is being raised. Supplies are being handed to people.

C · The passage concerns equipment distribution, not a publication.

2. A · compound · Dim lighting adds another obstacle to labels that are already hard to read.

B · The problem grows because another effect is added; it is not divided into parts.

C · The passage concerns an added difficulty, not a new substance.

D · No buildings or enclosure are described.

3. B · object · Giving reasons to reject a proposal shows disagreement, not neutral questioning or agreement.

A · Object can name a thing, but here it describes disagreeing during a discussion.

C · The speaker disagrees with the proposal instead of accepting it.

D · The speaker gives a reason against the proposal rather than only requesting information.

4. C · conduct · Following the planned steps and writing down results shows carrying out a test.

A · There is no musical performance. The group is collecting and writing down results.

B · The word names the activity being led, not a description of manners.

D · No material transfers heat. The passage describes carrying out a planned activity.

5. B · range · The detail “Some seeds have wings, some have hooks, and others are carried inside fruit.” supports this meaning. Several different examples show variety rather than a mountain chain, signal distance, or cooking appliance.

A · The passage discusses examples in a collection rather than mountains.

C · Nothing in the passage concerns cooking equipment.

D · No signal or maximum travel distance is described.

6. C · balance · Visitors moved through the garden without stepping on the young plants, meeting both needs.

A · No bank account is being calculated.

B · The passage describes a decision, not an object staying upright.

D · Considering both needs does not require dividing something into identical halves.