Vocabulary Skill Checks

Grade 7 · 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 7 · Meaning from context · Try 1

Standards from the source items · L.7.4a, RI.7.1, RI.7.4, RL.7.1, RL.7.4

1. C · incentive · The detail “The offer gave residents an additional reason to leave their cars behind.” supports “a benefit that encourages someone to act”. Try substituting this meaning into the sentence to check that it fits.

A · Here the offer adds a benefit; it does not require the participant to pay an entry fee.

B · An encouragement gives a reason to act; it does not prohibit the action.

D · The benefit is deliberately offered, rather than an accidental outcome.

2. A · discrepancy · The detail “The written list showed twelve small clamps, but only eleven were on the shelf.” supports “a mismatch between expected amounts”. Try substituting this meaning into the sentence to check that it fits.

B · A mismatch between figures is different from improvement in performance.

C · A discrepancy is a difference, rather than a repeated agreement.

D · The problem concerns disagreement in information, not when it arrives.

3. D · coherent · The detail “After revision, each step followed the one before it, and linking sentences explained how the materials, method and results were connected.” supports “logically connected and easy to follow”. Try substituting this meaning into the sentence to check that it fits.

A · Removing detail does not necessarily make an explanation understandable.

B · An emotional appeal can still be difficult to follow.

C · Difficult vocabulary does not ensure that ideas connect logically.

4. B · contingency · The detail “Rain might make the courtyard unusable, so the group reserved the community hall as an alternative.” supports “a possible event needing a backup plan”. Try substituting this meaning into the sentence to check that it fits.

A · A contingency is uncertain, not guaranteed.

C · A possible situation allows preparation; it is not itself a permanent decision.

D · The event is still possible, rather than finished.

5. D · plausible · The detail “A store visible in the picture opened two years before the proposed date and closed three years afterward.” supports “supported as possible by the facts”. Try substituting this meaning into the sentence to check that it fits.

A · Ease of understanding does not establish whether an explanation fits the facts.

B · A reasonable explanation can still require checking; certainty goes further than the passage supports.

C · An explanation can be unusual without fitting the evidence.

6. C · conspicuous · The detail “Nearly every other case was black, so Mina would be able to identify hers immediately from across the crowded square.” supports “easy to notice among other things”. Try substituting this meaning into the sentence to check that it fits.

A · Recognizing something is different from noticing how strongly it stands out.

B · Cost does not explain why something attracts the eye.

D · The passage describes something noticeable, not something concealed.

Grade 7 · Meaning from context · Try 2

Standards from the source items · L.7.4a, RL.7.1, RL.7.4

1. D · coherent · The detail “Nolan arranged the events in order and explained how each sound led him to his next conclusion.” supports “clearly connected and well organized”. Try substituting this meaning into the sentence to check that it fits.

A · Removing detail does not necessarily make an explanation understandable.

B · Difficult vocabulary does not ensure that ideas connect logically.

C · An emotional appeal can still be difficult to follow.

2. B · contingency · The detail “If the museum unexpectedly closed, the group would need another place to finish the walk and discuss the photographs.” supports “an event that may require another plan”. Try substituting this meaning into the sentence to check that it fits.

A · A contingency is uncertain, not guaranteed.

C · The event is still possible, rather than finished.

D · A possible situation allows preparation; it is not itself a permanent decision.

3. A · impartial · The detail “She judged both requests by the same rules and gave both groups equal speaking time.” supports “equally fair to the people involved”. Try substituting this meaning into the sentence to check that it fits.

B · Favoring a larger group is still taking a side.

C · Speed does not establish fairness between competing sides.

D · Refusing to hear disagreement would prevent a fair comparison.

4. C · sustain · The detail “With those supports, the newsletter could continue throughout the school year instead of stopping after a few episodes.” supports “maintain an activity so it can carry on”. Try substituting this meaning into the sentence to check that it fits.

A · Maintaining an activity does not require replacing it.

B · Continuing at a workable level is different from seeking the fastest growth.

D · Starting an activity does not mean keeping it going.

5. D · incentive · The detail “That opportunity made him eager to accept a task he had previously hesitated to undertake.” supports “something offered to motivate participation”. Try substituting this meaning into the sentence to check that it fits.

A · An encouragement gives a reason to act; it does not prohibit the action.

B · Here the offer adds a benefit; it does not require the participant to pay an entry fee.

C · The benefit is deliberately offered, rather than an accidental outcome.

6. B · discrepancy · The detail “The two sources dated the same family move to June and August respectively.” supports “a difference where agreement is expected”. Try substituting this meaning into the sentence to check that it fits.

A · A mismatch between figures is different from improvement in performance.

C · A discrepancy is a difference, rather than a repeated agreement.

D · The problem concerns disagreement in information, not when it arrives.

Grade 7 · Word parts · Try 1

Standards from the source items · L.7.4a, L.7.4b, RI.7.4, RL.7.1, RL.7.4

1. C · symbiotic · The detail “Each group supplied something the other needed, so both gained from their continuing partnership.” supports “involving benefits for both partners”. Both groups contribute something the other needs. The context establishes benefit to both; the word parts alone do not establish that detail.

A · Competition for a single reward differs from an arrangement that benefits both sides.

B · Control by one partner does not capture the mutual benefit described here.

D · The word describes a connected relationship rather than complete independence.

2. A · geothermal · The detail “Its heat came from inside Earth rather than from sunlight or the movement of a river.” supports “related to heat from within Earth”. Geo- relates to Earth, and therm or thermal relates to heat. The context identifies the heat source as inside Earth rather than sunlight or moving water. Use the meaningful word parts, then check that meaning against the situation.

B · Geo- points to Earth; the passage distinguishes underground heat from solar heating.

C · The passage concerns a heat source below the surface rather than daily weather.

D · The thermal part concerns heat, not the force of moving water.

3. B · chronological · The detail “The earliest photograph came first, followed by later images in the order they had been taken.” supports “arranged in the order events happened”. Chrono- relates to time. The context shows an arrangement based on when events happened rather than on location, importance or viewpoint. Use the meaningful word parts, then check that meaning against the situation.

A · A chronological arrangement follows time rather than location.

C · Importance is not the organizing principle indicated by chrono-, which relates to time.

D · Contrasting viewpoints can be compared without following the sequence in which events occurred.

4. A · reversible · The detail “If the new arrangement proved inconvenient, they could return every shelf and table to its original place without damage.” supports “able to return to an earlier condition”. Reverse suggests turning or going back, and -ible means able to be. The context describes a change that can be undone to restore an earlier condition. Use the meaningful word parts, then check that meaning against the situation.

B · The suffix -ible signals possibility; the word describes a change that can be undone.

C · Repetition does not necessarily restore an earlier condition.

D · Turning back concerns direction or restoration rather than increased speed.

5. B · unprecedented · The detail “They had never before opened their family’s workshop for a neighborhood exhibition of children’s inventions.” supports “without an earlier example to follow”. Un- means not, and a precedent is an earlier example. Together, the word describes something without a prior example in the stated setting. Use the meaningful word parts, then check that meaning against the situation.

A · A precedent is an earlier example; unprecedented describes the absence of one.

C · The prefix pre- relates to before, but the whole word denies an earlier precedent.

D · The word concerns past examples, not a forecast about the current year.

6. D · retrospective · The detail “Instead of predicting her next year, she looked back at earlier hopes and considered how her experiences had changed them.” supports “examining the past from a later viewpoint”. Retro- points backward, and spect relates to looking. Here the writer examines earlier events from a later viewpoint. Use the meaningful word parts, then check that meaning against the situation.

A · Looking backward reaches beyond the present moment.

B · A backward-looking account still concerns when events occurred.

C · The word part retro- points backward, not forward into future events.

Grade 7 · Word parts · Try 2

Standards from the source items · L.7.4a, L.7.4b, RL.7.1, RL.7.4

1. D · chronological · The detail “Soren began with the sketch from the departure platform, then added each drawing in the sequence he had made it during the journey.” supports “organized by the sequence of events in time”. Chrono- relates to time. The context shows an arrangement based on when events happened rather than on location, importance or viewpoint. Use the meaningful word parts, then check that meaning against the situation.

A · A chronological arrangement follows time rather than location.

B · Importance is not the organizing principle indicated by chrono-, which relates to time.

C · Contrasting viewpoints can be compared without following the sequence in which events occurred.

2. A · reversible · The detail “She kept an untouched recording so they could restore the original.” supports “capable of being undone or turned back”. Reverse suggests turning or going back, and -ible means able to be. The context describes a change that can be undone to restore an earlier condition. Use the meaningful word parts, then check that meaning against the situation.

B · The suffix -ible signals possibility; the word describes a change that can be undone.

C · Repetition does not necessarily restore an earlier condition.

D · Turning back concerns direction or restoration rather than increased speed.

3. C · misinterpret · The detail “The meaning he first assigned to her words did not match what she intended.” supports “understand something in the wrong way”. Mis- means incorrectly, and interpret means to assign or explain meaning. The context shows that the first meaning assigned does not match the intended message. Use the meaningful word parts, then check that meaning against the situation.

A · The person does examine the message; the problem is the mistaken meaning assigned to it.

B · Interpreting can involve languages, but mis- signals an incorrect understanding here.

D · The misunderstanding changes what the message seems to mean.

4. B · counterargument · The detail “Her response gave a reason against Nico’s proposal instead of merely expressing a different preference.” supports “an argument offered against a previous position”. Counter- means against or in opposition, and an argument presents reasons for a position. The response gives a reason that challenges the earlier claim. Use the meaningful word parts, then check that meaning against the situation.

A · The counter- part signals opposition, not simple repetition.

C · A counterargument challenges a position; it does not itself settle the disagreement.

D · An opposing argument addresses the original claim rather than changing subjects.

5. A · symbiotic · The detail “Each friend’s contribution made the other’s work more successful.” supports “involving benefits for both partners”. Both friends contribute something the other needs. The context establishes benefit to both; the word parts alone do not establish that detail.

B · Control by one partner does not capture the mutual benefit described here.

C · Competition for a single reward differs from an arrangement that benefits both sides.

D · The word describes a connected relationship rather than complete independence.

6. B · geothermal · The detail “heat from beneath Earth’s surface would warm the settlement’s buildings” supports “using heat that comes from inside Earth”. Geo- relates to Earth, and therm or thermal relates to heat. The context identifies the heat source as inside Earth rather than sunlight or moving water. Use the meaningful word parts, then check that meaning against the situation.

A · The thermal part concerns heat, not the force of moving water.

C · Geo- points to Earth; the passage distinguishes underground heat from solar heating.

D · The passage concerns a heat source below the surface rather than daily weather.

Grade 7 · Multiple meanings · Try 1

Standards from the source items · L.7.4a, RI.7.4, RL.7.1, RL.7.4

1. A · tension · The detail “Members interrupted one another, several answers became sharp, and students who normally worked together avoided speaking directly.” supports “a strained atmosphere between people”. Try substituting this meaning into the sentence to check that it fits.

B · The people have not reached the shared agreement that this meaning implies.

C · Physical tightness is another meaning, but the passage describes relationships.

D · Uneasiness and strained conversation do not suggest peaceful satisfaction.

2. D · qualify · The detail “Their trial involved only one kind of seedling under classroom conditions, so the conclusion should apply to those plants rather than to every plant everywhere.” supports “limit a statement by adding a condition”. Try substituting this meaning into the sentence to check that it fits.

A · The writer changes the scope of a claim rather than quoting it unchanged.

B · The added condition reduces the statement’s certainty instead of increasing it.

C · Meeting entry requirements is another meaning, but here the word concerns a claim.

3. A · attribute · The detail “Those efforts, she believed, were the main reason the performance had been so effective.” supports “to explain which factor caused a result”. Try substituting this meaning into the sentence to check that it fits.

B · Giving something away is different from explaining why a result occurred.

C · A quality can be an attribute, but the passage uses the word as an action explaining a cause.

D · Identifying a work’s creator is another use of attribute, but this passage explains why a result occurred.

4. C · compound · The detail “An argument would use the daylight they needed to find another shelter and make cooperation harder when everyone was already frustrated.” supports “make a problem more serious than before”. Try substituting this meaning into the sentence to check that it fits.

A · The action increases the difficulty rather than resolving it.

B · Although compound can concern combining materials, here the result is a worsening problem.

D · The passage describes adding difficulty, not dividing an issue for study.

5. B · inclination · The detail “Jules was drawn to the quiet galleries and the chance to examine unfamiliar objects, rather than to the noise of the busy market.” supports “a natural pull toward one choice”. Try substituting this meaning into the sentence to check that it fits.

A · An angle or slope is another meaning, but this passage concerns a preference.

C · Being drawn toward a choice does not necessarily mean being skilled at it.

D · A personal preference is different from an obligation set by someone else.

6. C · reserve · The detail “The two reserved sandwiches would stay wrapped in the basket until the evening journey, when the shops along their route might be closed.” supports “keep unused for a possible future need”. Try substituting this meaning into the sentence to check that it fits.

A · Booking a place is another meaning of reserve; here a resource is being held back for a later need.

B · The resource is being kept for later, not used all at once.

D · Keeping a supply available is different from replacing broken equipment.

Grade 7 · Figurative language · Try 1

Standards from the source items · L.7.4a, L.7.5a, RI.7.4

1. D · a tightrope · The detail “The editors had to balance accurate reporting with responsible treatment of the people involved.” supports “a difficult balance between competing needs”. Compare the literal picture with what is actually happening in the passage.

A · The situation still requires judgment because problems remain possible.

B · The competing needs make the decision more demanding than a single obvious choice.

C · The passage concerns balancing demands rather than walking on a literal rope.

2. B · an uphill battle · The detail “Every step revealed another obstacle, and the students had to revise their proposal repeatedly before anyone could commit resources.” supports “a hard struggle against repeated obstacles”. Compare the literal picture with what is actually happening in the passage.

A · The obstacles require continuing work rather than disappearing on their own.

C · The phrase concerns difficulty in achieving a goal, not a literal location.

D · The effort is still in progress, so the issue has not been resolved.

3. C · Achilles’ heel · The detail “A slight bump could disconnect the power and stop the entire machine, despite the strength of the other components.” supports “a weakness in otherwise capable work”. A small problem at the connection stops an otherwise capable machine. The expression points to that vulnerable part of the design.

A · A vulnerable point threatens success rather than guaranteeing it.

B · The weakness matters because it could affect the whole project.

D · The phrase describes a weakness in the project, not a bodily injury.

4. A · a Trojan horse · The detail “What looked like help would secretly remove the students' freedom to choose their own topics.” supports “an appealing offer hiding a harmful aim”. Compare the literal picture with what is actually happening in the passage.

B · The expression describes a hidden disadvantage, not an actual wooden animal.

C · The risk is concealed behind an attractive offer rather than openly explained.

D · The apparent benefit carries a hidden condition that makes this meaning unsuitable.

5. C · Pandora's box · The detail "Yet different menus confused visitors, some pages could not be read easily on phones, and every requested correction raised another disagreement about who could approve changes." supports "a situation releasing many complications". One design decision produces several unexpected problems. The expression describes those spreading consequences.

A · The expression refers to emerging difficulties rather than literal presents.

B · The point of the expression is that complications begin to spread.

D · The decision creates further problems instead of resolving them all.

6. A · a beacon · The detail "Its success showed them that a practical, welcoming repair program was possible and gave them a model to follow." supports "a source of guidance and encouragement". Compare the literal picture with what is actually happening in the passage.

B · Guidance and encouragement do not require identical behavior.

C · A literal signal light is not what guides the people in this passage.

D · The described example encourages people rather than excluding them.

Grade 7 · Shades of meaning · Try 1

Standards from the source items · L.7.4a, L.7.5c, RI.7.4, RL.7.1, RL.7.4

1. B · intrusive · The detail "Pursuing it would cross a boundary rather than deepen the agreed interview topic." supports "unwelcome in another person's private life". Notice what the word choice suggests about the person's actions or attitude.

A · The person has not invited the interference described.

C · The behavior crosses a boundary rather than respecting the other person's comfort.

D · The problem is unwanted involvement, not a refusal to interact.

2. D · reserved · The detail "She listened closely, answered practical questions and welcomed newcomers, but shared little about her own feelings or personal life." supports "private about personal thoughts or feelings". Notice what the word choice suggests about the person's actions or attitude.

A · The person holds back personal expression instead of speaking without restraint.

B · Limited self-expression does not mean lacking kindness or interest.

C · The passage shows useful participation despite a quiet manner.

3. B · unyielding · The detail "Even after repeated requests, she refused to reduce the safety space or make exceptions for familiar visitors." supports "firm and unwilling to make an exception". Notice what the word choice suggests about the person's actions or attitude.

A · Firmness does not establish a wish to cause humiliation.

C · An unyielding position does not bend whenever someone asks.

D · The person maintains a clear position instead of wavering.

4. A · ambivalent · The detail "Both feelings were strong, and neither immediately removed the other." supports "having mixed feelings that pull in different directions". Notice what the word choice suggests about the person's actions or attitude.

B · The person experiences competing feelings instead of complete certainty.

C · Mixed feelings involve caring in conflicting ways, rather than feeling nothing.

D · The conflict concerns feelings about the choice, not an inability to understand the information.

5. D · meticulous · The detail “His attention to detail made the musicians' parts dependable.” supports “attentive to small details that aid accuracy”. Notice what the word choice suggests about the person’s actions or attitude.

A · Rushing past checks conflicts with the careful approach described.

B · Attention to accuracy does not by itself show distrust of others.

C · The care improves the work; the passage does not portray pointless fussiness.

6. C · obstinate · The detail “Seeing the glare hide the performance did not persuade Sahana to move the stage. She refused to reconsider because she did not want to admit her first choice had failed.” supports “stubborn despite good reasons to change”. Notice what the word choice suggests about the person’s actions or attitude.

A · The passage stresses refusal despite good reasons, rather than principled judgment.

B · The person resists reconsideration instead of weighing the competing views.

D · The person acts inflexibly, not uncertainly.

Grade 7 · Shades of meaning · Try 2

Standards from the source items · L.7.4a, L.7.5c, RL.7.1, RL.7.4

1. A · unyielding · The detail “Repeated pressure did not change the condition she had set.” supports “refusing to bend a position under pressure”. Notice what the word choice suggests about the person’s actions or attitude.

B · The person maintains a clear position instead of wavering.

C · An unyielding position does not bend whenever someone asks.

D · Firmness does not establish a wish to cause humiliation.

2. B · ambivalent · The detail “The same decision brought genuine excitement and genuine regret.” supports “feeling attraction and unease about one choice”. Notice what the word choice suggests about the person’s actions or attitude.

A · Mixed feelings involve caring in conflicting ways, rather than feeling nothing.

C · The person experiences competing feelings instead of complete certainty.

D · The conflict concerns feelings about the choice, not an inability to understand the information.

3. C · resolute · The detail “A difficult first attempt had changed his plan without removing his commitment to the goal.” supports “steadfast in pursuing a goal despite difficulty”. Notice what the word choice suggests about the person’s actions or attitude.

A · The goal remains worthwhile and achievable; the passage does not describe blind refusal to adapt.

B · Determination does not imply attacking people who raise reasonable concerns.

D · The person remains committed rather than uncertain about the purpose.

4. B · thrifty · The detail “She used stored ingredients and bought only the fresh food they needed. That left enough money for everyone to have a satisfying meal.” supports “economical while still spending on what matters”. Notice what the word choice suggests about the person’s actions or attitude.

A · The person deliberately avoids waste instead of ignoring it.

C · The passage shows sensible spending on real needs, rather than denying them.

D · The careful use of resources conflicts with buying something merely because it costs more.

5. D · intrusive · The detail “The attention no longer felt welcome because he ignored a limit she had clearly expressed.” supports “pushing into someone’s private concerns”. Notice what the word choice suggests about the person’s actions or attitude.

A · The person has not invited the interference described.

B · The behavior crosses a boundary rather than respecting the other person’s comfort.

C · The problem is unwanted involvement, not a refusal to interact.

6. C · reserved · The detail “His restraint concerned what he shared about himself, not whether he cared about others.” supports “careful about expressing personal feelings”. Notice what the word choice suggests about the person’s actions or attitude.

A · The passage shows useful participation despite a quiet manner.

B · The person holds back personal expression instead of speaking without restraint.

D · Limited self-expression does not mean lacking kindness or interest.