

Reading Comprehension

READ • CITE • INFER

NAME _____

DATE _____ PERIOD _____

Directions: Every answer must be supported by direct evidence from the passage. Use quotation marks when citing the text.

THE PASSAGE

When the town built its first library in 1902, books arrived by horse-drawn wagon — forty crates of them, soaked by rain on the last hill. Volunteers dried each book page by page beside the bakery's ovens.

That first winter, the library stayed open late on Fridays so mill workers could read after their shifts. A century later, the same building lends laptops and hosts coding clubs — but the Friday late hours have never changed.

Last spring, though, the town council faced a hard choice. The population had grown, and the old building was running out of room. Some members argued it should be torn down and replaced with a larger, modern branch with more computers and meeting space. Others insisted that the library's history — its hand-dried books, its stubborn Friday hours — was worth protecting. "A library is more than shelves," one longtime resident told the council. "It is the memory of who helped us learn."

In the end, the council voted to expand the building rather than replace it. A glass addition would wrap around the original brick walls, old and new joined under one roof. Not everyone was satisfied; some still wanted a fresh start. But on the first Friday after the addition opened, the lights stayed on late — just as they had for more than a hundred years.

Part A • Multiple Choice

1. Why did the library stay open late on Fridays?

- ☐ A. To dry wet books
- ☐ B. So mill workers could read after shifts
- ☐ C. To host coding clubs
- ☐ D. Because the bakery was open

2. What does the word "lends" most likely mean as used in paragraph 2?

- ☐ A. sells
- ☐ B. repairs
- ☐ C. lets people borrow
- ☐ D. hides

Part B • Short Answer

Cite the text

1. How does the author develop the central idea across the passage? Use evidence from the text.

2. The council debated replacing the library versus preserving it. Based on how it was resolved, what can you infer about the town's values? Cite the text.

Part C • Vocabulary in Context

For each word, write its meaning as used in the passage, and quote the context clue that helped you.

Word from Text	Meaning in Context	Context Clue (quote the nearby words)
volunteers		
lends		
century		

Part D • Extended Response

What does this passage suggest about how communities change and what they keep? Answer in a developed paragraph with at least two cited details.

Reading Comprehension

The middle band makes evidence non-negotiable: every short answer cites the text, the vocabulary table requires quoting the clue, and the extended response is structured as claim plus cited support — the register exams expect.

Quick Start

LEARNING TARGET

Students cite textual evidence for inferences, derive word meaning from quoted context clues, and write a developed, evidence-based paragraph.

TIME

35–45 min

GROUPING

Independent

MATERIALS

Printed sheet, pen

Guiding questions: Which words prove it? What does the evidence let you infer? Does your first sentence make a claim?

Facilitation Sequence

- 1 Launch**
Set the bar: quotation marks required, every claim cited. Model one short answer with an embedded quote.
- 2 Student work**
Students cite as they go. Watch for retelling instead of arguing and for vocabulary from prior knowledge instead of context.
- 3 Consolidate & discuss**
Compare two inferences about the town’s values; weigh which evidence is stronger.
- 4 Wrap-up**
Peer-check the extended paragraph against claim / evidence / explanation. Collect.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Part A — Q1 / Q2	B (mill workers after shifts) / C (lets people borrow). Right answers still earn "show me the words."
Part B — central idea / inference	Continuity across change, cited (the unchanged Friday hours; wagon → laptops). Inference: the town values reading/ community access. Require a quote.
Part C — vocabulary	volunteers = people who help for free; lends = lets people borrow; century = 100 years. The Context Clue column must quote nearby text.
Part D — extended	Claim about change vs continuity + two cited details + explanation. Mark structure, not opinion.

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Retell the passage instead of arguing	Defaulting to summary.	First-sentence test: does it make a claim, or restart the story?
Define vocabulary from prior knowledge	Skipping the context-clue habit.	Require the quoted clue in the column — no quote, not done.
Make claims with no citation	Confidence outrunning evidence.	"Which words prove it?" Embed the quote.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
The passage's "community" reads differently across experiences; honour varied inferences that are text-supported.	Sharing an argument invites disagreement; build a norm that evidence, not volume, settles it.	Predictable structure and a private-first draft lower the stakes before any sharing.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Highlight where each answer lives; provide a claim/evidence frame; allow audio of the passage.	Add a counter-reading; weigh two pieces of evidence; revise for the strongest quote.	Citation frames: "The text states '___,' which shows..."; oral rehearsing