Answer the Question Being Asked

Two teacher-led lessons for making inferences

Grades 3–5 | One student or a small group

Help students check whether an answer fits the question, even when another choice is true in the passage.

Choose this focus with the student

Use when an answer is labeled “True detail that doesn’t answer the question,” or the student explains a true detail without connecting it to the question. Ask the child to explain a choice before selecting this lesson. New-format reports do not assign teaching groups.

Unfamiliar words or difficulty reading can look like a reasoning problem. These small samples do not establish a diagnosis or mastery level.

Print only what you need

Material	Lesson 1	Lesson 2
Teacher guide	Page 2	Page 6
Teaching text for each student	Page 3	Page 7
Shared cut-apart cards	Page 4	Page 8
Fresh exit check for each student	Page 5	Page 9

Page 10 records observations and feedback. Keep exit checks out of sight until step 5. Bring blank paper to cover the teaching choices. All four passages are new; none comes from the app checks.

Use talk to reveal the thinking

Each child chooses before hearing a group answer, then points, underlines, draws or explains aloud. With one student, the teacher joins the discussion. Judge reasoning separately from spelling and handwriting.

Read aloud or explain unfamiliar words when needed, and record that help. Supported reasoning does not replace an independent app result. Teaching texts are accessible; exits ask for transfer with less support. Try lessons on separate days. Plan 12–15 minutes each; pilot timings are estimates.

Background and classroom use

The structure draws on comprehension strategy instruction, discussion and vocabulary guidance. These sources do not validate this pack. Garden science was checked against USDA NRCS.

IES reading comprehension guide for K to grade 3

IES reading intervention guide for grades 4 to 9

USDA NRCS soil cover and water loss

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Match the Question to the Action

Goal The student checks whether an answer explains the action named in the question.

Use One student or 3–5 students. Allow about 12–15 minutes; adjust to fit your students. Give page 3 now, with A–C covered by blank paper. Give page 5 only at step 5. Cut one shared set of eight cards from page 4. Keep cards out of sight until step 3.

Words to clarify display = things placed where people can look at them; lower = nearer the floor; row = things arranged in a line; pinned = fastened with small pins. Define only unfamiliar words; do not explain the answer first.

1 Listen first 2 minutes Read only the passage and question on page 3. Keep A–C covered with blank paper and keep all cards out of sight. Ask: "What does this question want us to figure out?" Listen for Mina's reason for moving the drawings.

2 Model a check 2 minutes Uncover A only. Say: "Why asks for a reason. I need a reason for moving the drawings. A fits the poster. It is true, but answers a different question." Do not name the best answer.

3 Talk and sort 4 minutes Uncover B and C. Each child circles a choice before talking. Compare B and C: "Which clue fits Mina's action? What changes when the children return?" Give out the cards. Sort the clues under the two label cards; each child explains.

4 Remove a support 1 minute Cover the printed choices and turn over the answer cards. Ask: "Why did she move them? Tell me in your own words." Each child responds; a partner may listen.

5 Fresh exit check 3–5 minutes Give page 5 now, without the cards or teaching page. Ask for a choice and an explanation. Allow an oral explanation. Record word-reading help separately from reasoning prompts on page 10.

Answers and feedback

A Other choice The poster tells families where to go. The question asks about moving the drawings, not the poster.

B Best answer The children first have trouble seeing. After Mina lowers the pictures, they can see each whole picture.

C Other choice Rain and wet pictures are not mentioned. Ask which details the reader used.

Helpful clue cards 1, 2. She wanted the younger children to see the pictures. Accept another explanation that connects their difficulty seeing with the lower row.

Exit A Sam invites Jo to take a turn in the game. Jo watches closely; Sam offers the cube and steps aside. Accept equivalent wording, including "invites Jo to play," with a clue linked to that idea. B explains the stone, not the cube. C adds a reason the story does not give.

Before the exit Clarify number cube = a small block with numbers used in a game; breeze = a light wind; score sheet = a paper for keeping game points. Keep this as word help, not an answer hint.

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The Hall Display

Student code _____ Date _____

Mina and Leo were setting up the school art show. They put six drawings high on a board. A poster by the door told families where to go.

Two younger children stopped by. One stood on her toes and leaned her head back. She could see the bottom of a drawing, but the rest was above her head.

Mina watched her for a moment. Then she took the drawings down. Leo held the board while Mina pinned them in a lower row.

The children returned. This time, both could see each whole picture. One pointed at a painted bird and smiled. Mina stepped back and smiled too.

Keep A–C covered until your teacher asks you to look.

Why did Mina move the drawings to a lower row?

A. To tell visiting families where they should go.

B. To help younger children see the whole pictures.

C. To keep all six pictures dry during a rainy school day.

When the choices are uncovered, choose first. Then talk about your answer.

This choice fits the question because

A different choice is true but misses the question. Which one and why?

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Answer and Clue Cards

Cut out all eight cards. Keep one set per group. Save them for step 3.

Why did Mina move the drawings to a lower row?

Sort label cards

HELPS ANSWER THIS QUESTION	ABOUT SOMETHING ELSE

Answer and clue cards

Answer A To tell visiting families where they should go.	**Clue 1** “One stood on her toes and leaned her head back.”
Answer B To help younger children see the whole pictures.	**Clue 2** “This time, both could see each whole picture.”
Answer C To keep all six pictures dry during a rainy school day.	**Clue 3** “A poster by the door told families where to go.”

Put the two label cards apart on the table. Sort each clue under a label.

Keep the answer cards nearby for comparing choices.

Say: “This clue helps because …” or “This is true, but it tells about …”

Then turn over the answer cards and explain your answer in your own words.

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At the Park

Student code _____ Date _____

Read this new passage. Choose an answer and explain it on your own.

Sam and Tessa drew a game on the park path with chalk. A breeze kept lifting their loose score sheet, so Sam placed a stone on it. Tessa checked the scores before her next turn.

Jo watched from a bench, following each move across the chalk squares. When Sam and Tessa laughed, Jo leaned forward. Jo picked up a backpack, then put it down again without leaving the bench.

After his turn, Sam picked up the number cube and started to hand it to Tessa. He paused when he noticed Jo watching. Although Tessa had her hand ready, Sam turned toward the bench instead.

Sam held the cube out to Jo and stepped away from his square. Jo stood up and came over. Sam waited beside the game while Tessa moved the score sheet out of the way.

Why did Sam hold the number cube out to Jo?

A. To invite Jo to take a turn in the game.

B. To keep the wind from lifting the score sheet.

C. To show Tessa how to add up the scores.

Underline a clue in the passage. Tell how it helps your answer fit the question.

You may explain aloud. Your teacher can write your words.

Teacher records support used

Text read aloud: Yes / No | Word meaning given: Yes / No
Reasoning prompt given: Yes / No | Student explained: In writing / Aloud

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Match the Question to the Purpose

Goal The student connects each true detail to the particular job the question asks about.

Use One student or 3–5 students. Allow about 12–15 minutes; adjust to fit your students. Give page 7 now, with A–C covered by blank paper. Give page 9 only at step 5. Cut one shared set of eight cards from page 8. Keep cards out of sight until step 3.

Words to clarify bed = a patch of soil where plants grow; soil = the earth in which plants grow; damp = a little wet; mulch = a cover such as leaves or straw over soil. Define only unfamiliar words; do not explain the answer first.

1 Listen first 2 minutes Read only the passage and question on page 7. Keep A–C covered with blank paper and all cards out of sight. Ask: "What does this question want us to figure out?" Listen for the reason to put dry leaves over the bed; do not offer possible answers yet.

2 Model a check 2 minutes Uncover A only. Say: "I can read a true detail about signs and still miss this question. A tells what signs do. The question asks about dry leaves over a bed." Do not name the best answer.

3 Talk and sort 4 minutes Uncover B and C. Each child circles a choice before talking. Compare B and C: "Which answer fits the job of the dry leaves? What do roots need?" Give out the cards. Sort the clues under the label cards and explain how the useful clues work together.

4 Remove a support 1 minute Cover the printed choices and turn over the answer cards. Ask each child to explain why the class might use the leaves. Then ask which question B would answer. Accept "Why have a path?"

5 Fresh exit check 3–5 minutes Give page 9 now, without the cards or teaching page. Ask for a choice and an explanation. Allow an oral explanation. Record word-reading help separately from reasoning prompts on page 10.

Answers and feedback

A Other choice Signs help visitors identify plants. This detail does not explain the dry leaves.

B Other choice The stone path gives visitors somewhere to walk. It does not explain covering soil.

C Best answer Roots take in soil water. Mulch helps soil stay damp, so the cover can leave water available to the roots longer.

Helpful clue cards 1, 2. The leaves act as mulch and help keep water available for the roots. Accept equivalent reasoning; do not require the word evaporation.

Exit B The ramp lets people using wheels reach the door without the steps. Accept carts, wheelchairs or strollers, or a supported explanation about easier access. Link the wheels or height problem to the smooth sloping path; do not require one exact phrase. A explains the hours sign; C explains the return box. Those details are true but do not explain the ramp.

Before the exit Clarify ramp = a path that slopes between two heights; cart = a small wheeled container for carrying things; gradually = by small amounts rather than all at once. Keep this as word help, not an answer hint.

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In the School Garden

Student code _____ Date _____

A school garden has narrow beds with paths between them. Small signs name the plants in each bed.

Plant roots take in water from the soil. After a warm, sunny day, bare soil can feel dry. Some of its water has gone into the air.

Gardeners can put dry leaves or straw over the soil. This cover is called mulch. Soil under mulch often stays damp longer than bare soil nearby.

The garden also has a smooth stone path. Visitors can walk on it without stepping on the plants. The small signs help visitors tell the plants apart.

Suppose a warm week is coming. A class has enough dry leaves to cover one bed.

Keep A–C covered until your teacher asks you to look.

Why might the class put dry leaves over that bed?

A. To help visiting families learn the names of plants in the bed.

B. To give visiting families a path between the rows of plants.

C. To keep water in the soil for the plant roots.

When the choices are uncovered, choose first. Then talk about your answer.

This choice fits the question because

A different choice is true but misses the question. Which one and why?

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Answer and Clue Cards

Cut out all eight cards. Keep one set per group. Save them for step 3.

Why might the class put dry leaves over that bed?

Sort label cards

HELPS ANSWER THIS QUESTION	ABOUT SOMETHING ELSE

Answer and clue cards

Answer A To help visiting families learn the names of plants in the bed.	**Clue 1** “Plant roots take in water from the soil.”
Answer B To give visiting families a path between the rows of plants.	**Clue 2** “Soil under mulch often stays damp longer than bare soil nearby.”
Answer C To keep water in the soil for the plant roots.	**Clue 3** “Small signs name the plants in each bed.”

Put the two label cards apart on the table. Sort each clue under a label.

Keep the answer cards nearby for comparing choices.

Say: “This clue helps because …” or “This is true, but it tells about …”

Then turn over the answer cards and explain your answer in your own words.

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At the Library

Student code _____ Date _____

Read this new passage. Choose an answer and explain it on your own.

A library has four steps at its front door. The door is higher than the sidewalk. A delivery worker brings books on a small cart. When a wheel bumps against the first step, the cart stops.

Beside the steps, a ramp rises gradually from the sidewalk to the door. The ramp has a smooth surface without steps.

A sign near the entrance lists the hours when people can borrow books. Below it, a return box holds books brought back while the library is closed. Both can be reached from the sidewalk.

One morning, a visitor using a wheelchair arrives as a parent pushes a stroller toward the library. They pass the sign and return box, then turn toward the ramp. The delivery worker follows with the cart.

Why might a library put a ramp beside its steps?

A. To tell visitors when they can borrow a book.

B. To help people using wheels reach the door.

C. To give visitors a place to return their books.

Underline a clue in the passage. Tell how it helps your answer fit the question.

You may explain aloud. Your teacher can write your words.

Teacher records support used

Text read aloud: Yes / No | Word meaning given: Yes / No
Reasoning prompt given: Yes / No | Student explained: In writing / Aloud

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Observe and Choose the Next Step

Record one row per student and lesson. Use student codes. Keep these notes with student work in your approved storage.

I = reasoning without a prompt P = reasoning prompt needed N = not demonstrated

Add R for text read aloud and W for word meaning given. I with R describes independent reasoning with reading support.

Code and lesson	Names the question focus	Chooses a relevant answer	Links a clue to the answer	R or W support	What to teach or check next

Choose what comes next

Use the explanation, not one correct choice. Options include another question-focus lesson, vocabulary help, a short oral reading, or less support with a new text. One correct exit response is not a mastery cutoff.

Tell us how the lessons worked

Pilot feedback: write notes here, then email only your feedback answers.

Time used: Lesson 1 _____ Lesson 2 _____

1. Could you get started easily?

2. Did the lessons help you choose what to teach next?

3. What confused you or your students?

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Do not email student names, codes, work samples or this completed observation table. Send general feedback only.

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