Choose Evidence That Fits

Two teacher-led lessons for making inferences

Grades 3–5 | One student or a small group

Choose a useful sentence and explain how it supports an answer.

Choose this focus with the student

Use when missed evidence answers or item details such as “Real sentence that shows a different idea” raise a question about evidence selection. Check the child’s explanation first, then choose the teaching group or support yourself.

The answer is provided so students can focus on selecting and explaining evidence. This is not a second inference score.

Print only what you need

Material	Lesson 1	Lesson 2
Teacher guide and key	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. Give the teaching page first with A–C covered. Keep cards hidden until step 3 and exit checks hidden until step 5. None of these passages comes from the app checks or the first lesson pack.

Use talk to reveal the thinking

Each child chooses before hearing the group. Invite pointing, underlining or an oral explanation. With one student, the teacher is the discussion partner. Judge reasoning separately from spelling and handwriting.

Read aloud or explain unfamiliar words when needed and record that help. Keep a reasoning prompt separate. The exit texts ask for transfer with less support; they are not calibrated reading-level or mastery tests. Try lessons on separate days. Plan 12–15 minutes each; timings are estimates.

Background and classroom use

IES guidance supports comprehension strategy instruction, discussion, word knowledge and questioning. It does not validate this new pack.

IES comprehension guidance for K to grade 3

IES reading intervention guidance for grades 4 to 9

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Choose a Clue for the Answer

Goal The student selects evidence for a provided answer and explains the connection.

Use One student or 3–5 students. Plan 12–15 minutes; adjust to fit. Give page 3 now with A–C covered. Keep page 5 for step 5. Prepare eight cards from page 4; keep them hidden until step 3.

Words to clarify scenery = pictures or objects that show where a play happens; sleeve = the part of clothing that covers an arm. Define only unfamiliar words.

1 Listen first 2 minutes Read the provided answer aloud with the question. Keep sentence choices and cards covered. Ask which event would help explain moving the cup.

2 Model a check 2 minutes Uncover A. Say: “The stars really are in the story. But they do not explain why moving the cup might stop a spill.”

3 Talk and sort 4 minutes Uncover B and C. Each child chooses. Sort the sentence cards under the labels. Keep the explanation cards nearby; match the useful explanation to the sentence and say why.

4 Remove a support 1 minute Turn over the sentence cards and cover A–C. Ask each child to point to evidence in the passage and explain how it supports the provided answer.

5 Fresh exit check 3–5 minutes Give page 5 now without the teaching page or cards. Ask for a choice and an explanation. An oral response is fine. Record reading help, word help and reasoning prompts separately.

Answers and feedback

A Other choice The stars locate a decoration. They do not explain the spill or moving the cup.

B Best answer This sentence shows the cause of the spill, which helps explain putting the next cup away from the edge.

C Other choice The brush is another object in the scene. Its location does not explain the cup move.

Useful clues 2. B connects a sleeve brushing the edge cup with the spill. Moving the next cup toward the middle puts it farther from sleeves passing the edge.

Exit A A shows Mina trying to warm her bare hands. Nico notices her difficulty and later packs spare gloves. Accept equivalent explanations. B only locates the class. C partly supports the next-trip timing; A best explains why Mina might need the gloves.

Before the exit Clarify bare = not covered; spare = extra, kept for when it is needed. Give meanings without naming the answer or its supporting clue.

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The Paint Cups

Student code _____ Date _____

Rhea and Ben were painting scenery for a class play. Bright paper stars hung over the doorway. They set paint cups along the edge of a table.

Ben reached across the table for a brush. The cup tipped when a sleeve brushed it. A thin green trail ran toward a stack of paper.

Rhea wiped the table with a cloth. She moved the paper to a dry shelf and placed the next paint cup in the middle. Rhea put her paintbrush beside the window.

Ben reached for another brush. His sleeve passed over the edge, away from the cup. Rhea carried on painting the trees.

Answer to explain Rhea moved the next cup to help prevent another spill.

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

Which sentence gives the best clue for this answer?

A. Bright paper stars hung over the doorway.

B. The cup tipped when a sleeve brushed it.

C. Rhea put her paintbrush beside the window.

Choose before discussion. Then point, speak or write to explain.

This sentence helps explain the answer because

Choose a different sentence. What does it tell about instead?

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Sentence and Explanation Cards

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

Answer to explain Rhea moved the next cup to help prevent another spill.

Sort label cards

HELPS EXPLAIN THIS ANSWER	ABOUT SOMETHING ELSE

Sentence and explanation cards

Sentence A “Bright paper stars hung over the doorway.”	**Explanation 1** The stars tell where a decoration hangs.
Sentence B “The cup tipped when a sleeve brushed it.”	**Explanation 2** The sleeve caused a spill near the edge.
Sentence C “Rhea put her paintbrush beside the window.”	**Explanation 3** The brush sentence tells where a brush sits.

Put the label cards apart. Sort the sentence cards under the labels.

Match each explanation card to the sentence it explains.

Say how the useful sentence supports the provided answer.

Turn over the cards. Find the evidence in the passage and explain it.

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The Spare Gloves

Student code _____ Date _____

Read this new passage. Choose and explain without the teaching cards.

Nico and Mina waited outside for a field trip. Mina stood close to the bus shelter. Mina rubbed her bare hands under her coat. Nico wore gloves and held the handle of his lunch bag.

The class waited by the blue gate beside the bus. A teacher counted the students twice before opening it. When the gate opened, Mina pulled one hand out to lift her bag, then tucked it away again. Nico watched Mina rubbing her hands again.

At home, Nico opened his bag. Nico checked the date on the field-trip note. Another outdoor visit was planned for the following week. He found a spare pair of gloves in a drawer.

He put the spare gloves in a side pocket of his bag. His own gloves went in the pocket he usually used. On the morning of the next trip, he checked both pockets before leaving.

Answer to explain Nico packed extra gloves so Mina could keep her hands warm next time.

Which sentence gives the best clue for this answer?

A. Mina rubbed her bare hands under her coat.

B. The class waited by the blue gate beside the bus.

C. Nico checked the date on the field-trip note.

Underline a clue. Explain how it supports your choice.

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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Explain Why the Sentence Helps

Goal The student distinguishes evidence about protection from true sentences about sorting or returning books.

Use One student or 3–5 students. Plan 12–15 minutes; adjust to fit. Give page 7 now with A–C covered. Keep page 9 for step 5. Prepare eight cards from page 8; keep them hidden until step 3.

Words to clarify pocket = a clear plastic cover that holds a book; damp = a little wet. Define only unfamiliar words.

1 Listen first 2 minutes Read the provided answer and question. Keep A–C covered. Ask what the answer says the pockets help with.

2 Model a check 2 minutes Uncover B. Say: “The number really helps with returning a book. Our answer is about protecting a book from mess. I need evidence about that job.”

3 Talk and sort 4 minutes Uncover A and C. Each child chooses. Sort the sentence cards and match the explanation cards. Ask how the pocket between the book and table protects the paper.

4 Remove a support 1 minute Remove the cards and cover the options. Have each child find a helpful sentence and explain its link. Then ask which different answer the number sentence could support.

5 Fresh exit check 3–5 minutes Give page 9 now without the teaching page or cards. Ask for a choice and an explanation. An oral response is fine. Record reading help, word help and reasoning prompts separately.

Answers and feedback

A Other choice The dot tells which books are about animals. It does not show protection from mess.

B Other choice The number helps students return a book. It does not explain cleaning or protection.

C Best answer The pocket separates the paper book from paint on the table.

Useful clues 3. C places a barrier between the book and the messy table. Explain how the pocket keeps paint off the paper.

Exit A A connects each trail with its destination. Link the matching picture and trail with reaching the chosen activity. B identifies helpers; C describes one table. Neither explains how following a trail leads to the activity.

Before the exit Clarify station = a place set up for one activity; trail = a marked path to follow. Give meanings without naming the answer or its supporting clue.

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Covers in the Reading Corner

Student code _____ Date _____

A class keeps short books in clear plastic pockets. Children can read the covers through the pockets. Blue dots on each pocket mark the books about animals.

Books travel between the reading corner and activity tables. A table may still have drops of paint on it. The pocket sits between the book and the table.

A damp cloth can wipe the pocket clean. The book can stay inside while the outside is wiped. Wet cloths do not go against the paper pages.

A printed number on each pocket matches a shelf label. When reading time ends, students use the numbers to return the books. Each shelf has a small basket for bookmarks.

Answer to explain The pockets help protect books when activity tables are messy.

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

Which sentence gives the best clue for this answer?

A. Blue dots on each pocket mark the books about animals.

B. A printed number on each pocket matches a shelf label.

C. The pocket sits between the book and the table.

Choose before discussion. Then point, speak or write to explain.

The useful sentence supports the answer because

What different question could another sentence help answer?

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Sentence and Explanation Cards

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

Answer to explain The pockets help protect books when activity tables are messy.

Sort label cards

HELPS EXPLAIN THIS ANSWER	ABOUT SOMETHING ELSE

Sentence and explanation cards

Sentence A “Blue dots on each pocket mark the books about animals.”	**Explanation 1** The dot helps identify a book topic.
Sentence B “A printed number on each pocket matches a shelf label.”	**Explanation 2** The number helps return a book to its shelf.
Sentence C “The pocket sits between the book and the table.”	**Explanation 3** The pocket keeps table mess away from the paper book.

Put the label cards apart. Sort the sentence cards under the labels.

Match each explanation card to the sentence it explains.

Say how the useful sentence supports the provided answer.

Turn over the cards. Find the evidence in the passage and explain it.

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Paths Through the Fair

Student code _____ Date _____

Read this new passage. Choose and explain without the teaching cards.

A school fair has several activity stations in a large hall. From the entrance, colored tape trails run across the floor. Each trail ends at a picture of its station.

A paper sign at the entrance shows the same colors and pictures. A visitor can choose an activity there, then follow the matching trail. The tape continues past doors that lead to storage rooms.

Several helpers wear badges with their first names. They answer questions and carry extra paper to the craft tables. The science station has a bright blue tablecloth.

One family pauses at the entrance while two groups walk through the hall. A child points to a picture of a small drum on the sign. The family begins following the orange trail toward that picture.

Answer to explain The tape trails help visitors find the activity they want.

Which sentence gives the best clue for this answer?

A. Each trail ends at a picture of its station.
B. Several helpers wear badges with their first names.
C. The science station has a bright blue tablecloth.

Underline a clue. Explain how it supports your choice.

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 in approved storage with the student work.

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 is independent reasoning with reading support.

Code and lesson	Keeps the answer in mind	Selects a useful sentence	Explains why it helps	R or W support	What to teach or check next

Choose what comes next

Use the explanation, not one correct choice. Continue this focus, try another pack, check vocabulary or word reading, or fade support with a new task. One exit response is not a mastery cutoff.

Tell us how the lessons worked

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

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