START READING CHECK / TEACHER-LED SUPPORT

From Report to Teaching

Two short inference lessons and a later independent check | Intended for grades 3-5

Start with a conversation
Open one missed answer with the student. Ask: "What did the question ask? What clue led you to this answer? How does that clue help?" Listen before naming the difficulty.

Read the numbers with the work

Illustrative pattern: inference 3/8 on the Reading Check and 5/8 on the Follow-Up; literal 4/4 and evidence 8/8 on both. This is an example of interpreting counts, not a student record.

The newer inference score is higher. The passages differ, their difficulty has not been shown to be equal, and both checks may happen on the same day. The score does not establish lasting learning or show what caused the difference.

Eight correct evidence answers show success on those questions. They do not establish that the student can independently explain an inference.

When different kinds of answers show different patterns, listen to the student read a short section and explain one answer of each kind. Use that discussion to choose instruction; counts alone do not identify the cause of a miss.

Choose the route from what you hear

An answer adds something the text never gives: start with Lesson 1 (pages 2-3).
An answer repeats a true fact but misses the question: start with Lesson 2 (pages 4-5).
The explanation is unclear: check the question, key words and word reading before grouping.

Use a small cycle

1. Listen to one missed answer. 2. Teach one confirmed need. 3. Let each student try before the group discusses. 4. Use page 6 later, without hints, and record the explanation on page 8.

Already using the free lesson packs? This companion helps connect a report to teaching. It does not replace *Use Clues to Support Your Answer* or *Answer the Question Being Asked*. Continue those lessons if they fit better.

Teacher pilot: these new lessons have not been classroom-tested. Timings are estimates. One correct answer is a starting point for another observation, not a mastery decision.

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Lesson 1 | Keep the inference within the clues

Teacher plan | About 15-20 minutes | One student or a small group

Learning goal
Explain a likely purpose by connecting clues, without adding an event the passage does not give.

Before teaching | 2 minutes

Use page 3. Cover the choices while students first read and respond. Check access to **entrance** (a way into a building) and **sill** (the ledge at a window). Do not preteach the answers. If you read the passage aloud, record that support.

Model | 4 minutes

Read **The Hallway Map**. Ask the question before showing A-C. Listen to an initial idea. Then say: "Visitors leaned close to see the room numbers and asked for directions. The new map had bigger numbers. Those clues make me think Jo wanted visitors to find the rooms more easily."

Reveal A-C. Compare B with A: "A map could be ruined by rain, but this text does not say that happened. A possible event is not enough; I need a clue here." Ask students to point to the clues, then explain the connection.

Guide a new try | 5 minutes

Read **The Window Table**. Each student gives an answer and points to clues before discussion. Reveal A-C, then ask: "Which answer fits the clues? Which answer adds an event? What does it add?" Listen for damp pages, incoming rain and moving the stack away.

Give feedback and remove the help | 3 minutes

For an unsupported idea, ask: "Where does the passage give that event? What does it actually show?" If the student cannot locate the event, return to two relevant details. Then cover the choices again and ask for a fresh explanation. Mark this as **supported practice**, not an independent result.

Decide what comes next

A supported explanation connects a likely purpose with relevant details. A repeated choice letter alone is not enough. If words or reading effort block the task, address that first. If the explanation is ready, use one of the new passages on page 6 at a later time.

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Lesson 1 | Student practice

Name or classroom code: _____ Date: _____

The Hallway Map

Before the evening school event, Jo placed a map beside the front door. Two visitors leaned close to read the tiny room numbers. One stepped back into the doorway to ask where the art room was. Jo found a larger sheet and drew the same map with bigger numbers. She hung it at eye level near the entrance. When the next visitors arrived, they looked at the new map and walked toward the rooms.

Why did Jo most likely make a larger map?

Try an answer first. Point to the clues and explain how they help.

After your first try, compare these choices:

A. To replace a map that rain had ruined.
B. To help visitors find rooms more easily.
C. To announce that the evening event was canceled.

The Window Table

Asha set the club notebooks on a table by an open window. A list of club jobs hung on the wall. During the meeting, rain began tapping against the glass. Drops landed on the sill, and the corner of the top notebook became damp. Asha closed the window, carried the stack to a table across the room, and spread a dry cloth underneath it. At the end of the meeting, she checked the pages before putting the notebooks away.

Why did Asha most likely move the notebooks?

Try an answer first. Point to the clues and explain how they help.

After your first try, compare these choices:

A. She wanted everyone to finish the club jobs early.
B. She needed to replace pages that the wind had torn out.
C. She wanted to keep the notebooks from getting wetter.

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Lesson 2 | A true detail can miss the question

Teacher plan | About 15-20 minutes | One student or a small group

Learning goal
Choose an answer that addresses the question, then explain why a true but unrelated detail does not answer it.

Before teaching | 2 minutes

Use page 5. Cover the choices until after the first answer. Check **rehearsal** (practice for a performance), **script** (written words for a play), and **tick** (make a check mark). Keep the question visible throughout.

Model | 4 minutes

Read **The Rehearsal Card**. Underline "Why" in the question. Say: "I need a reason for making the card, not just a fact about the card. Ben forgot how his lines began. Another actor helped by giving the first word. He then put first words on his card."

Reveal A-C. Compare A with B: "The card really is small and yellow. That describes it, but does not explain why he made it." Ask the student to finish: "The card helps Ben because..."

Guide a new try | 5 minutes

Read **The Watering Turn**. Each student answers before seeing the choices. Ask: "What went wrong? What information did Luis add? How could the information help?" Reveal the choices. Compare A with C. Have students explain why the window detail is true but not a reason for making the sheet.

Give feedback and remove the help | 3 minutes

If a student repeats a true fact, reread only the question: "Does that explain why, or tell something else?" If needed, model the difference once. Then hide the choices and ask the student to give a new explanation. Record the prompt used.

Decide what comes next

Listen for both parts: an answer to the actual question and a relevant clue connected to it. Accept equivalent wording and a spoken explanation. Use a new passage later; repeating this page checks recall of the lesson as well as reading.

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Lesson 2 | Student practice

Name or classroom code: _____ Date: _____

The Rehearsal Card

During play rehearsal, Ben twice forgot where his next line began. He found the line after another actor whispered its first word. That evening he copied the first word of each of his lines onto a small yellow card. At the next rehearsal he glanced at the card when his turn came, then looked up and spoke. He kept the card beside his script until the group finished practicing.

Why did Ben most likely make the card?

Try an answer first. Point to the clues and explain how they help.

After your first try, compare these choices:

A. To help himself remember where each line began.
B. His card was small and yellow.
C. He wanted the teacher to change the play.

The Watering Turn

The class plants stood beside the windows. On Tuesday, two students both watered the same pot because neither knew the other had done it. Other pots were left dry. Luis drew one row for each pot on a sheet. Beside each row he wrote a helper's name and added a box to tick after watering. The next morning, he put the sheet beside the watering can and reminded helpers to check it before filling the can.

Why did Luis most likely make the sheet?

Try an answer first. Point to the clues and explain how they help.

After your first try, compare these choices:

A. The class plants stood beside the windows.
B. He wanted every plant moved outside.
C. He wanted helpers to track which pots had been watered.

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A new passage | Later independent check

Name or classroom code: _____ Date: _____

Read each passage. Answer the question and explain how the clues support your answer. You may underline clues in the passage.

The Coat Hooks

After recess, several children reached for the wrong coats because the coats looked alike. Nia helped them check the names inside the collars. Before the next recess she put a small name card above each hook. She asked each child to hang a coat below the matching card. When recess ended, she stood nearby while the children checked the cards and chose their coats.

Why did Nia most likely put name cards above the hooks?

My answer and how the clues support it:

The Quiet Corner

The reading corner had four wooden chairs. Each time someone stood up, the chair legs scraped loudly across the floor. Several readers looked up and lost their places. On Friday, a helper slipped soft caps onto the chair legs. She moved a chair across the floor to test it. The next time a reader stood, the chair made only a faint sound, and the others kept reading.

Why did the helper most likely put soft caps on the chair legs?

My answer and how the clues support it:

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Teacher answer and listening guide

Accept equivalent wording and defensible alternatives supported by the passage.

The Hallway Map | B

Supported answer: To make room information easier to read and use.
Listen for: Visitors leaned close to read tiny numbers and asked for directions; the larger map had bigger numbers and later visitors found the rooms.
Compare: A adds rain damage that is not in the passage. C conflicts with visitors continuing to arrive for the event.

The Window Table | C

Supported answer: To protect the notebooks from more water.
Listen for: Rain reached the sill, a notebook corner was damp, and she moved the stack away and used a dry cloth.
Compare: A adds an early-finish goal. B adds torn-out pages. Neither is supported.

The Rehearsal Card | A

Supported answer: To cue the starts of his lines.
Listen for: Hearing the first word helped him find a line; he wrote those words down and glanced at them at his turn.
Compare: B is a true description, but does not explain why he made the card. C invents a request to change the play.

The Watering Turn | C

Supported answer: To help helpers coordinate watering and avoid missed or repeated pots.
Listen for: Two students watered the same pot while other pots were dry; the sheet names a helper for each pot and provides a completion box.
Compare: A repeats a true location but does not explain the sheet. B adds a move outside that the passage never gives.

The Coat Hooks

Supported answer: To help children identify their own coats or use a consistent place for them.
Listen for: The coats looked alike and children chose the wrong ones; the cards match names to hooks and children check them.
Compare: Do not require the word organize. Ask for a clear connection to finding the right coat.

The Quiet Corner

Supported answer: To reduce scraping noise so readers could keep concentrating.
Listen for: Scraping distracted the readers; with caps, the sound was faint and the others kept reading.
Compare: Making chairs more comfortable is not supported; the caps are on the legs, and no comfort problem is described.

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NOTE READING CHECK / TEACHER-LED SUPPORT

Record the thinking, then plan

Teacher copy | Use a secure classroom code and district-approved storage.

A short observation record

Classroom code: _____ Date: _____
Text / task: _____ Lesson or later check: _____

First answer and explanation (before feedback):

Clues the student used, and how they connected them:

Support given: none / reread prompt / word meaning / adult read-aloud / model / other
What changed after help? What should be checked independently later?

Next teaching step and later check date:

For the later check
Use an unseen passage before showing the key or discussing answers. Record any help. A read-aloud can reveal reasoning with listening support; it does not establish independent reading. If you must prompt or reteach, keep that work as practice and plan another independent try.

Use and sources. Original passages and lesson wording created for Pole Mountain Learning. Free classroom use and individual student accommodations are permitted. Do not post the files publicly or resell them; link to Pole Mountain Learning. All rights reserved. Send feedback without student names or work to hello@polemountainlearning.com.

Further reading: IES, *Providing Reading Interventions for Students in Grades 4-9* (2022), recommendation 3: word knowledge, questions and comprehension monitoring. This is background guidance, not validation or endorsement of these lessons. https://ies.ed.gov/ncee/wwc/PracticeGuide/29