Choose the Teaching Support

Start with the report, then listen to the student. Choose one focus at a time. These are flexible teaching choices, not placements or a reading curriculum.

What you notice	What to check or use
True detail that doesn't answer the question	Answer the Question Being Asked: two lessons matching an answer to the question.
Idea the text doesn't support	Use Clues to Support Your Answer: two lessons that keep a guess within the clues.
Difficulty with Evidence questions	Choose Evidence That Fits: two lessons selecting and explaining a sentence for a provided answer.
Unfamiliar words block understanding	Use the vocabulary routine on page 2 with the student text on page 3.
Words are difficult to read accurately	Use page 4 with the short oral reading on page 5. Match further instruction to actual errors.
Mixed or limited evidence	Use page 6 to record what is unknown and collect new evidence.
Ready to fade support or extend	Use page 7 to plan a later check and page 8 for explanation prompts and extensions.

A short conversation before grouping

Ask the child to read a short section and explain the question and one choice. If reading or a word meaning blocks access, offer that help and record it. Then listen again. A changed answer after help is supported evidence; it does not establish the only cause of the original miss.

New-format reports give counts and answers. Choose a pack after listening to the student explain an answer. For vocabulary, use pages 2-3. Keep the original check results.

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.

Main idea or story gist

For the optional Reading Skills Check, use a short new classroom text. Ask what the section is mostly about. For a story, retell the main problem and what happens; for nonfiction, state the main point, not just the topic. Compare that statement with one true detail and an overly broad claim. Ask which two details support the statement. Try another new text later without hints, and record any help. One response does not establish mastery.

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Clarify Words Before Reasoning

Use when an unfamiliar word may be blocking the meaning. Plan about 8–12 minutes; adjust after use. Keep word help separate from clues that explain the answer.

1 Listen before helping

Give page 3. Ask the student to read and explain sturdy before uncovering A–C. Then ask for a choice. Record both responses without correction.

2 Work with the word

Return to the touching and tapping in the passage. Ask what those actions show about the base. If needed, say: “Sturdy means strong and steady; not easily knocked over.”

3 Check the meaning

Ask for a sturdy object and an object that would not be sturdy. Have the student use the word in a new sentence. Do not accept repeating the definition as the only evidence of understanding.

4 Return to the question

Ask the child to explain sturdy again, choose an answer and point to a clue. Compare word meaning before and after help. Record any word help or reasoning prompt.

5 Plan transfer

At a later lesson, use another text with a related word or meaning. Do not call rereading this same passage an unseen check.

Teacher key for page 3

B explains sturdy: strong and steady. The tower stays upright and the base stays flat during touching and tapping. A conflicts with the tests. C describes the name label. A correct choice alone does not show that word help caused a change.

Also clarify base = bottom support; upright = standing straight up, if needed. This short routine does not measure vocabulary level.

When a familiar word has another meaning

For Vocabulary Check misses labeled “Another real meaning of the word,” compare two new contexts: “The empty bag was light” and “The desk light was on.” Ask what light means in each, and which nearby words help. Explain that both meanings are real; the sentence decides which fits. Then try another multiple-meaning word in a new text. Do not use a repeated check item as evidence of independent transfer.

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The Paper Tower

Student code _____ Date _____

Emi and Luis were making a paper tower for a class display. Their first tower stood on a narrow strip of card. When Luis touched its side, it leaned and fell.

They tried again with a wide square of thick card at the bottom. Emi pressed one corner of the square. The tower stayed upright. Luis gently tapped its side, and the bottom stayed flat.

“That base looks sturdy,” their teacher said. A small label beside the tower showed both children's names. Emi moved the label away before testing the tower once more.

The children kept the wide square for their display. They used the narrow strip to make a name sign instead.

Before help: What might sturdy mean here? Keep A-C covered.

What did the teacher mean when she said the base looked sturdy?

A. It is easy to tip over when someone touches it.
B. It is strong and stays steady when touched.
C. It is marked with the names of both children.

Explain your choice. If you try again after word help, use a different color.

Teacher notes: Word help ____ | Reading help ____ | Reasoning prompt ____

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Listen to the Actual Words

Use when word reading may be blocking meaning. Page 5 is a brief observation text, not a calibrated fluency or decoding test. Do not assign a reading level or cutoff from it.

Listen to a short reading

Ask the child to read page 5 aloud. Note the exact word, what the child said, any self-correction and the help you gave. Avoid timing or scoring speed for this activity.

Check meaning separately

Ask where Jules was taking the box, then why he stepped aside. If needed, you may read the passage aloud and ask again. Record that support; do not interpret a changed response as proof of a single cause.

Choose instruction that matches

Use the school's reading program or a reading specialist to select a taught sound, spelling pattern or word part that matches the errors. A first-syllable task is not the default for every reading difficulty.

Practice the whole word in text

Model the selected pattern, read and build related words, then return to the word and sentence. Keep pronunciation help separate from explaining its meaning or the inference.

Exact word and response	Help or pattern taught	Next word or text to check

Teacher key for page 5

The paper was going to the art room. Jules stepped aside to leave room for the wide model; it then passed without turning sideways. The meeting-times sign is a true detail that does not explain his action.

Coordinate persistent word-reading needs with the school's usual reading support. This guide is not a phonics sequence.

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Delivery for the Art Room

Student code _____ Date _____

Jules carried a box of paper to the art room. Two students came from the other direction with a wide cardboard model. The model stretched across most of the hall.

Jules stopped beside the doorway of an empty classroom. He stepped inside and held the box against his chest. The other students passed without turning their model sideways.

A small sign on the classroom door listed meeting times. Jules glanced at it while he waited. When the hall was clear, he stepped back out.

He walked on to the art room and set down the box. The teacher thanked him for bringing the paper before the next class arrived.

Where was Jules taking the box?

Why did Jules step into the empty classroom?

Point to details that help explain your answer. You may answer aloud.

Teacher notes: Reading help ____ | Word help ____ | Reasoning prompt ____

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Collect the Missing Evidence

Use for “Mixed evidence,” “Not enough evidence,” an unfinished check, or uncertainty about an explanation. Check passage completion first. Finish missing passages when the report says there is not enough evidence. Use an additional new text when finished results remain unclear.

Student code _____ | Date _____ | Current question about the learning

Evidence to record	Notes
Reading Check and Follow-Up completion	
One answer and the child's explanation	
Word-reading observation	
Word meanings checked	
Reading help, word help or reasoning prompt given	
What is still unclear	

Choose a small next check

New text or task _____ | When _____

What will you listen for? What help will be available?

Use a new teacher-selected text when asking about independent transfer. A repeated passage after feedback is practice. Do not use timing, one answer or a missing response to explain the child's behavior.

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Teach Then Check Again

Plan the next check when you choose instruction. Use the exit check for that lesson, then a later new task if you need to see transfer. Keep app results, lesson exits and supported retries distinct.

Plan or evidence	Record
Student codes and chosen focus	
Pack, lesson and teaching date	
What the first response showed	
Support provided during teaching	
Fresh exit response and explanation	
Support provided during the exit	
Later new task and date	
Next decision and reason	

Decide from the explanation

If the student links useful clues with less prompting, try less support and check again. If the connection is still unclear, change the model or revisit word reading and meanings. A correct choice without an explanation is a reason to ask more.

The app's Follow-Up Check is a separate check with its own completion rules. The forms have not been shown equally difficult. Treat a higher or lower score as evidence to examine, not proof of the lesson's effect. Do not enter these PDF responses as app answers.

Group choice: Continue this focus / Change support / Fade support / Collect more evidence

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Prompts for Explaining an Answer

Cut the cards apart. Use one prompt when needed, then turn it over. Record a reasoning prompt when it directs the child's explanation.

Check the question What exactly are we trying to explain?	**Find useful clues** Which details help with that question?
Connect the ideas How do the clues and what you know fit together?	**Explain your answer** Why do those clues support your answer?

Extend the thinking

Change the question Use a teaching passage the child already knows. Ask what different question a true-but-off-question choice would answer.

Compare two clues Ask which clue does more to support an answer and why. A less useful clue can still be true.

Build and explain a wrong choice Have the student write a plausible unsupported choice. Ask what extra clue would be needed before the text could support it.

These are teaching extensions, not extra app scores. Use the published teaching passages or your own classroom text; keep unused app check passages for checks.

Background for the teacher

IES comprehension guidance for K to grade 3

IES reading intervention guidance for grades 4 to 9

These guides support the teaching approaches, not validation of this new resource. Pilot timings are estimates. Feedback: hello@polemountainlearning.com

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