Reading Check on Paper

Guided Practice · Grades 3–5

Use the model first, then practice together. During independent practice, hold back clues and the key until the student responds.

Allow about 4 minutes for the model, 6 minutes for guided work and 8–10 minutes for independent work per skill. Adjust to the class. Score the independent answer and evidence separately (one point each). Read the explanation separately: 0 if there is no text-based reasoning, 1 if it names a relevant detail, and 2 if it explains how that detail supports the answer. Keep this score separate from the two selected responses.

Making Inferences

Model · Jada's Umbrella

"The question asks about lunchtime. A text clue is 'running inside with wet hair.' I know rain makes hair wet. So it was raining. 'It was dry' was true in the morning, but it doesn't answer a question about lunchtime. This clue supports my answer because wet hair at lunchtime means rain fell."

1. A · Clue: "running inside with wet hair" at lunchtime.

B · true in the morning, but the question asks about lunchtime

C · true, but it describes the morning

D · Look again at the lunchtime clue. What weather would make their hair wet?

Guided · Ben's Lunch

"Which words tell where the lunch is?" ("Right next to the toaster") "What do you know about where toasters usually are?" Use the notes space together. Point out that B is true, but it doesn't answer the question, and that Ava shares her sandwich, so C doesn't fit.

Hint 1. Which words tell where Ben pictures his lunch?

Hint 2. Where is a toaster usually kept? Put that together with the clue.

1. A · Clue: "Right next to the toaster."

B · true, but doesn't say what happened to the lunch

C · Ava shares her own sandwich

D · Ben pictures it beside a toaster. Where would that clue place it?

On your own · The Quiet Classroom

1. B · Clues: a cake with candles and her name on the board; she smiles with her hand over her heart.

A · fits the quiet room, but not the cake or her smile

C · true, but doesn't say what is happening

D · A test can be quiet. Check the drawing and the teacher's reaction together.

2. C · The board's cake with candles and Ms. Ruiz's name point to her birthday.

A · This gives the room setup. Look for a detail that identifies the occasion.

B · Her reaction is useful, but it does not identify the occasion by itself. Check what is on the board.

D · Her name helps show who the drawing is for. The picture's details help identify the occasion.

If the student misses the inference, ask what the chosen answer explains and which passage detail it leaves unexplained. If the inference is right but the evidence is weak, ask the student to compare two details.

Independent score: Answer ____ / 1 Evidence ____ / 1 Explanation ____ / 2

Vocabulary

Watch a model · The Paint Station

I do not know precise yet. I read the next sentence. Sharp corners and stripes ending at the line show careful, exact work. I try that meaning: This time, she was careful to be exact. It fits. Working fast does not explain those details.

1. D · Every corner stayed sharp, and each narrow stripe ended exactly at the pencil line.

A · Being ready does not explain the sharp corners and exact stripe endings. Check those details.

B · The passage describes accuracy, not speed.

C · Using one color is possible in a border, but precise concerns the exact edges and endings here.

Try with help · The Banner Team

Hint 1. Notice what each person paints on, and what happens when the pieces are joined.

Hint 2. Try each meaning in the sentence about joining the pieces. Which one makes sense?

1. C · When the pieces dried, they joined the panels side by side.

A · A panel can be a discussion group. These panels are pieces of card.

B · A control panel has buttons or controls. These pieces make a picture.

D · Look at the painted pieces that join side by side. Does each piece surround the picture, or make part of it?

Try a new word · The Puzzle Box

1. B · No one had lifted the lid or taken out any pieces.

A · No one has opened this box yet. This choice describes a box that was already opened.

C · Hana opens it later. Unopened describes its earlier state, not an inability to open.

D · The pieces tell you the box is not empty. What do the paper strip and the lid tell you about opening it?

2. B · The whole paper strip and the statement that no one had lifted the lid or taken pieces directly support the box's earlier unopened state.

A · The open boxes give a useful contrast. Look for the clearest details about the third box before Hana uses it.

C · Opening it later is a useful clue that it could open. Look for the clearest details about its state before Hana chose it.

If the student misses the meaning, have them substitute their choice and reread. If the meaning is right but the evidence is weak, ask which detail makes that meaning more likely.

Word part reminder: **un-** means **not**. Ask students to try that meaning in the sentence.

Independent score: Answer ____ / 1 Evidence ____ / 1 Explanation ____ / 2