

Reading Skills Check and Next Steps

A04 · v0.1.1 · Teacher guide, answer guidance, and next steps

Provisional Grade 6 ELA reading practice. The three brief checks sample text evidence, inference, and summary; local grade fit has not been validated.

Estimated preparation: 8 minutes. Planning estimate to review the teacher guide, select checks, and prepare copies; not measured.

Estimated teaching: 18 minutes for all three checks. Planning estimate of about six minutes per check when all three are used; not classroom-timed. Each check may also be used separately.

Teacher directions

Use a check as a brief, low-stakes sample to choose a focused next practice. It is not a diagnostic, normed, or standardized assessment; there are no cut scores or peer comparisons.

Describe only what this response shows on this passage. One short response does not establish broad reading mastery, a stable skill level, or the reason a learner responded this way. Do not assign a diagnostic label.

Read the directions and passage as written. If you read the passage aloud or add another support, record that context when interpreting the response; read-aloud support changes what the response can show about independent text reading.

Choose a follow-up practice that matches the response evidence, then use a different short passage to see how the learner responds after practice. Do not treat a suggested next step as a prediction or a required intervention.

A learner may write, dictate, point to or mark evidence, or use an established response method. Keep the reading target constant and reduce transcription demands when that is the barrier.

Record what the response demonstrates and what is not yet demonstrated under each relevant description; these are observation guides, not points to add into a total. A missing or uncaptured response is not enough evidence: check access and offer another opportunity. Allow extra paper when needed. For the summary check, a coherent summary can show the connection between the main point, display change and later check without a separate explanation paragraph.

What to notice

Use these descriptions as notes about the response, not as cut scores, norms, or labels. Examples and alternatives appear with each check.

Criterion 01

The response represents details and events in the passage accurately and does not add an unsupported claim.

Example: It says “seven of the eight” books went into matching sections, rather than all books or every future round.

Accept concise paraphrases that preserve the passage’s limits; do not require exact quotation.

Criterion 02

The response carries out the named move: select relevant evidence, make a plausible inference, or summarize the main point with important details.

Example: A response names the requested result rather than copying an unrelated detail.

The three checks sample different skills; do not combine them into a single mastery judgment.

Criterion 03

The response explains why evidence supports an answer, how clues support an inference, or how selected details express the main point.

Example: A response connects a clue to the inference instead of listing a clue without explaining it.

Accept different wording and defensible alternatives when the passage supports them. For a summary, the relationship may be expressed within the summary itself: a main point connected to the important change and checking details is sufficient. Do not require extra commentary beyond the requested summary.

Support and extension

Support

Task context: Which detail most directly shows what happened after the letter cards were stood upright? State or paraphrase the detail and explain why it answers the question.

Barrier: handwriting or transcription can obscure what the learner understood. Support: allow marking or pointing to a detail, dictation, or an established assistive response method after the learner has accessed the passage. Keep the same passage and text-based reasoning target. This reduces transcription demand; a read-aloud changes what the response can show about independent text reading, so note that context. This is not an accommodation prescription or a claim of individualized-plan compliance.

Extension

Task context: What is Imani probably getting ready to do with the paper bridges? Use at least two details from the passage and explain how they support your inference.

After a response gives a plausible inference and links it to clues, offer a new short scene with two defensible interpretations. Ask the learner to compare which details support each interpretation and to state what remains uncertain. This deepens reasoning rather than adding more items.

Check 1 of 3 · Text evidence · teacher guide

Find the strongest evidence

At the end of lunch, the reading club put returned books in three shelf sections marked A, B, and C. The first set of letter cards lay flat on the shelf, partly hidden behind the books. Two books went into the wrong section. For the next meeting, Dalia stood each card upright at the front of its section. After that change, helpers placed seven of the eight returned books in the section matching the letter on each book's cover. One book's cover was turned inward, so a helper checked it before choosing a section.

Prompt: Which detail most directly shows what happened after the letter cards were stood upright? State or paraphrase the detail and explain why it answers the question.

One defensible response

After the cards were stood upright, helpers placed seven of the eight returned books in matching sections. This directly reports the sorting result in the later round, rather than what happened with the earlier flat cards.

Why it fits: This detail reports the result in the round after the display changed. It is direct evidence about how accurately helpers sorted those returned books; it does not establish that the arrangement will work in every round or that the cards alone caused the result.

Also accept: Seven of eight books went into matching sections in the meeting after Dalia stood up the cards. That gives the later result the question asks for.

Also accept: Helpers matched seven of the eight returned books to the letters on their covers after the cards were upright; this tells how sorting turned out following the change.

Interpretation and insufficient-response note: Accept another accurate result detail if the learner explains how it answers what happened after the change. An answer that only says Dalia changed the cards does not give the result; "all books were sorted correctly" overstates the passage.

Possible follow-up practice

Use only this response to choose a next practice. If the learner selects a detail but does not connect it to the question, give a new short passage and ask them to finish "This detail answers the question because...". If the selected detail is about the first, unsuccessful arrangement, compare two candidate details and ask which one reports the requested later result. If the response names the later result and explains its relevance, offer a new passage with two plausible details and ask which is more direct. None of these patterns establishes general evidence skill or its cause.

Check 2 of 3 · Inference · teacher guide

Combine clues to infer a plan

Before lunch, Imani checked a note from the design club and put two paper bridges in a folder. She added a ruler and a small notebook to the folder; its two columns were labeled “first try” and “next try.” When the club adviser said the covered courtyard table was free, Imani carried the folder there. She placed one bridge beside the ruler, opened the notebook, and drew a small box under each column. Then she set the second bridge next to the first.

Prompt: What is Imani probably getting ready to do with the paper bridges? Use at least two details from the passage and explain how they support your inference.

One defensible response

Imani is probably preparing to compare or test the two paper bridges and record what she notices. The two bridges, ruler, and notebook columns labeled “first try” and “next try” support that inference, though the passage does not state the exact test.

Why it fits: The response goes beyond repeating a stated fact by combining the materials and labels into a plausible plan. The precise procedure or result is not given, so the answer should remain qualified.

Also accept: She may be planning a first and next try with the bridges, using the ruler and notebook to compare what happens.

Also accept: Imani seems ready to test or compare her paper bridges because she brought two bridges, a ruler, and a notebook with try columns.

Interpretation and insufficient-response note: Accept another plausible plan supported by at least two details, such as showing or comparing bridge versions while recording observations. Do not require one exact procedure. A response that merely says “she brought a ruler” lists a clue but makes no inference; a precise claim about an unstated measurement or outcome should be qualified.

Possible follow-up practice

Use only this response to choose a next practice. If the learner lists clues but does not state an inference, model combining two clues with “Together, these details suggest...”. If the inference is plausible but has no passage link, ask the learner to point to two details and explain the connection on a fresh scene. If the claim is more specific than the text supports, compare the wording “the text says” with “the clues suggest” and practice qualifying a conclusion. If the inference is defensible and linked, offer a new scene that supports two possible interpretations and ask the learner to compare them. Do not treat one response as a diagnosis or broad measure.

Check 3 of 3 · Summary · teacher guide

Summarize the main point

The students in the after-school reading club wanted visitors to see the titles of books on its display table. The first arrangement stacked books in the center, so titles underneath were hard to view. The group then spread books across the whole table, but the rows covered the sign-in clipboard. They tried two low rows with covers facing out and moved the clipboard to a small side stand. At the next club meeting, several visitors looked through both rows and signed in at the side stand. The group kept this arrangement and planned to check whether it still worked after more books were added.

Prompt: Write a brief summary that states the group's main point and includes two important details about the display change and how the group checked it. Use your own words.

One defensible response

The reading club rearranged its display to make book titles visible without blocking sign-in. It used two low rows and a side stand for the clipboard; after visitors browsed and signed in at the next meeting, the group kept the setup and planned another check.

Why it fits: The summary states the overall goal, describes the display change and reports the later check. It leaves out the earlier attempts and other details that are unnecessary for this brief summary, and it does not claim permanent success or universal preference.

Also accept: The group wanted visitors to see book titles without blocking sign-in. They set the books in two low rows with covers out, moved the clipboard to a side stand, and kept the setup after visitors used it.

Also accept: The reading club tried different layouts, then used two low rows and a separate sign-in stand. Visitors browsed and signed in at the next meeting, so the group kept the setup for now and planned another check later.

Interpretation and insufficient-response note: Accept a shorter summary that captures the main point plus two important details in accurate language. A list of isolated events with no main point is incomplete; a response that says everyone liked the display or that it worked permanently adds claims not in the passage. Include a detail about the display change and a detail about the later check; two changes alone do not address how the group checked the setup. A clear summary can show the reasoning through its organization, without a separate explanation.

Possible follow-up practice

Use only this response to choose a next practice. If the learner lists events without stating the main point, sort details from a new short passage into “main point” and “supporting detail,” then draft one main-point sentence. If too many small details crowd out the central idea, select the two details that best explain the problem and response. If an unsupported claim appears, check whether the passage contains the claim, and revise it if it does not. If the summary captures the main point and key details, try a new passage with competing details and ask the learner to justify what can be left out. Recheck with a different text before drawing any broader conclusion.

Source and limits

All three passages and prompts are original fictional instructional examples. No external text, image, material factual claim, standards code, or norm reference is used. Grade 6 ELA and timing are provisional; local review is needed.