

Print and exposure guide

Classroom copy · 1 October 2026

Teacher-only • distribute selected student files

These print selections contain the lesson's complete passages, tasks, model response and planning organizer. All three situations are fictional. Keep this guide and the teacher answer guidance for your own planning.

File stem (PDF, DOCX or HTML)	PDF page selection / contents
Model and guided practice	1: The Shared Tool Case, task and model response. 2: The Labels That Could Move, guided task and eight response lines.
Independent check	1: Notice Board passage, independent task and eight response lines. 2: Optional planning organizer.
Printing Guide	1: File map, distribution and original keys. 2: Exposure conditions, criteria and supports.

Teach, then collect the independent response

Give model and guided practice pages 1–2 for modeling and partner work. Hold independent check pages 1–2 until individual work. Its page 1 prompt points to the organizer on page 2 and to the response lines on page 1. The organizer is optional. Do not supply a central idea or select details for the learner. Collect one finished response per learner.

Print the PDF when you need the page selections shown here. Editable files can reflow with your software and settings. Browser copies contain the same reading, directions and response space.

Original teacher reference and keys

Teacher guide (PDF)

Teacher guide (editable document)

The full lesson and teacher guide are also available. Use the teacher guide for intended answers and acceptable alternatives. Download it with these student selections when you need to work offline.

Open the teaching selection (HTML)

Open the independent selection (HTML)

Exposure, criteria and next steps

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Reserve actual content, not just a filename

The Notice Board passage and task also appear in the Independent Reading and Substitute Planning pack. If students have seen the passage, task, worked response or answers, use it for practice. Save it for an independent attempt only while students have not seen it. Public downloads can be viewed by anyone, so check what students have already read before interpreting their responses.

Independent Reading and Substitute Planning

If students have already read the Notice Board passage, look at the summary task in Reading Skills Check and Next Steps. Use it only when students have not seen the passage and the task fits your central-idea and summary goal. Note any help students receive.

Reading Skills Check and Next Steps

Use the existing four criteria separately

Central idea: states in a complete sentence an important point developed across the whole passage; it is more than the topic and broader than one isolated detail.

Key details: the summary includes at least two accurate, relevant details that support or clarify the central idea.

Summary: briefly combines the central idea with key details in the learner's own words and represents the passage accurately.

Objective accuracy: leaves out personal opinion and unsupported outside information and does not distort what the passage says.

Use the response to choose a tentative teaching move. Do not sum these criteria into a mastery score or infer lasting mastery from this brief response. For task-specific answer guidance and alternatives, consult the original teacher keys.

Access, extension and estimated timing

A read-aloud, text-to-speech, enlarged text, chunked paragraphs or added processing time may support access. Record the support used when the result is interpreted; the objective does not assess independent decoding. Confirm individual needs locally.

Extension: learners can draft a new title for the independent passage, explain how it captures the central idea, and revise their summary to remove one detail that does not support that idea. Do not add outside research or personal disclosure.

Preparation: 5 minutes (estimate). Teaching: 40 minutes — opening 4, strategy 5, model 8, guided work 9, independent response 10 and closure 4. Adjust these planning estimates to your class.

Interpret the central idea and summary target, not independent decoding. Record any access support and exposure with the response. Classroom effectiveness has not been established.