Start Here: Check, Reteach & Recheck

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Start Here · Grade 6 Reading: Check, Reteach & Recheck

Use a pack for a reading skill you have already taught. A short response can suggest a next lesson, but it does not diagnose a learner or establish broad mastery.

A six-step classroom path

1. Choose the narrow skill. Check the pack's target and prerequisites.

2. Give Check A independently under the learner's usual appropriate conditions. Record any change to reading or response mode.

3. Describe what is visible. Separate the response from your tentative interpretation. A blank or unclear response calls for clarification first.

4. Teach one focused next step using the supplied model and practice text. The two routes address different visible gaps.

5. Give unseen Recheck B. Compare the reasoning and conditions, not a percentage or a permanent label.

6. After another learning opportunity, give Later Check C. Use it to choose the next lesson; the forms are not validated equivalents.

What to print for the evidence pilot

Check A: student page 1 (or its separate file). Teacher Model and Guided Practice: student pages 2–3. Recheck B: page 4 (or separate file). Later Check C: page 5 (or separate file). Keep the teacher guide separate from learner copies.

Interpretation boundaries

A true but unrelated detail, a relevant detail without an explanation, and an unsupported broad claim invite different next moves. Do not infer a specific misconception from a missing response. Changed response modes change what can be inferred about independent reading or writing.

Re-form any temporary group when the evidence changes. Keep local planning records private; do not submit student names or work to the website.

Shared guide · planning estimates, not validated timing.