Choose Evidence That Answers the Question

Classroom copy · 2 November 2026

Quick start · print and teach

Target: Select or accurately paraphrase a relevant detail from a fictional scene and explain how it supports a supplied claim.

Prerequisites: the learner has accessed the passage and understands the prompt. Clarify task wording without selecting evidence for the learner.

Print: student page 1 for Check A; pages 2–3 for the model and guided practice; page 4 for Recheck B; page 5 for Later Check C. Each independent page is also supplied as a separate file.

Planning estimates: preparation 3–5 minutes; initial check 4–6 minutes; reteaching 8–12 minutes; follow-up check 4–6 minutes. Use the later check after another learning opportunity. Adjust the times to your class.

Sequence: (1) give Check A independently; (2) describe the visible response; (3) choose one route; (4) use the model and guided text; (5) give unseen Recheck B; (6) use Later Check C after another learning opportunity.

Look for a relevant detail and an explicit explanation of how it supports the supplied claim. If the response is blank or unclear, check access, wording, time, and response conditions before choosing a content reteach.

Collect only the response needed for the next teaching decision. Do not turn a single answer into a diagnosis, permanent group, broad mastery claim, or causal effect claim.

Two teaching routes

Choose relevant evidence · Reading practice

Visible signal: The selected detail is true but does not show the action or choice named in the supplied claim.

Teach: In The Newspaper, contrast the photograph of Ben smiling with the photograph of the window being fitted. Ask: What exactly must this detail help show? Think aloud about why a true detail may miss the question. In The Lost Notebook, have the learner compare the comet sticker with Inez's contact action, then explain the stronger match.

Look again: Use Recheck B with an unseen passage. Look for a detail that actually shows Tomas giving up bench space to protect the model, plus an explanation.

Explain the connection · Reading practice

Visible signal: A relevant detail is selected but the response does not say how it supports the claim.

Teach: Keep the learner's relevant detail. Ask: What is different while the person is speaking, and why does that matter to this claim? Model a complete connection with The Newspaper, then use The Lost Notebook to have the learner supply the connection independently. A sentence starter may support expression but cannot replace reasoning.

Look again: Use Recheck B with an unseen passage. Look for a sentence that explains why Tomas's own inconvenience helped protect the model.

Check A response examples

Fictional response: “She kept her favorite song.”
Visible evidence: The detail is true, but relevance to the claim is not established.
Possible next move: Route A; compare with the final edit decision.

Fictional response: “She used music only before and after.”
Visible evidence: Relevant evidence is selected; the connection is not explicit.
Possible next move: Route B; ask what happened while the resident spoke and why that matters.

Fictional response: “Noor always puts other people first.”
Visible evidence: The answer overgeneralizes beyond this scene.
Possible next move: Return to the supplied limited claim and distinguish what the text shows from what remains unknown.

Fictional response: “No response or unclear response.”
Visible evidence: The cause cannot be inferred from the response alone.
Possible next move: Clarify access, task understanding, time, and response conditions before choosing a content route.

A complete response need not use the model's wording. Look for accuracy, relevance, and the connection. Compare the response with the conditions under which it was made.

Answer guidance and alternatives

Check A · Initial check

One defensible response: For the final edit, Noor used music only before and after each interview. She removed it while the resident spoke, even though she had planned to play music throughout, so the voice would be easier to hear.

Other defensible responses and boundary: Accept an accurate paraphrase of the final decision. An answer using the unsuccessful volume change may show a related attempt, but should explain why the final choice is stronger. Keeping the favorite song in the opening does not by itself establish the stated priority.

Teacher Model · Reading practice

One defensible response: Ben selected the photograph showing a volunteer fitting a missing window into its frame, and he wrote that readers should see what was repaired. The selected image shows the repair itself; the picture of Ben smiling does not.

Other defensible responses and boundary: Either the selected repair photograph or Ben's note can anchor a defensible answer if the explanation connects it to the claim. The smile detail alone does not.

Guided Practice · Reading practice

One defensible response: Inez asked an adult to help contact the owner. Contacting the owner is an action toward returning the notebook; the sticker only describes its cover.

Other defensible responses and boundary: Accept leaving the notebook by the door if the student explains that Inez did it to remember to return it. The phone number can be relevant if linked to Inez's contact action. The sticker alone is not evidence of a return action.

Recheck B · Follow-up check

One defensible response: Tomas kept his backpack on his knees while the model used the dry bench. He gave up the convenient place for his own bag so the model could stay out of the dripping water.

Other defensible responses and boundary: Accept that Tomas moved his backpack and made room on the dry bench, if the student explains the tradeoff and protection. Pointing to the space alone is less direct unless connected to his use of the bench.

Later Check C · Later practice

One defensible response: After her cousin could not read the title from across the room, Sana replaced the narrow silver letters with broad, dark letters. She changed the original title design so the important words could be read more easily.

Other defensible responses and boundary: Accept an accurate paraphrase of the title replacement with a clear explanation. The cousin's difficulty supplies a reason, but the design change most directly shows Sana's choice. Keeping the border alone does not.

Use the same observable criteria for each response

• The selected detail is in the text and accurately represented.

• The detail is relevant to the supplied claim; an equally defensible detail is when explained.

• The response explains how the detail supports the claim without adding an unsupported generalization.

Access, transfer, and limits

Support: If transcription obscures the reading reasoning, permit pointing to a detail plus oral or dictated explanation and record the response mode. Reading the passage aloud changes what the task can show about independent reading; record that condition. Keep the evidence-and-connection target.

Extension: Compare two relevant details in Recheck B or Later Check C and defend which is more direct for the supplied claim. Ask what the text does not establish.

One brief response does not diagnose a learner, establish broad mastery, or show that this pack caused improvement. The three independent checks are fresh tasks, not validated equivalent forms.

The five scenes are original fictional instructional material. Timing, grade fit, Word/Google Docs compatibility, assistive-technology access, and classroom outcomes have not been tested.

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Fictional teaching response — sound for the named task

Named task: Guided Practice · The Lost Notebook

Fictional response — sound for the named task: “Inez asked an adult to help contact the owner. Contacting the owner is something she did to return the notebook; the comet sticker only tells what its cover looked like.”

Visible evidence: An accurate, relevant action and an explanation of why it supports the supplied claim better than the competing detail.

Not established: This response to a guided teaching text does not establish independent transfer, retention or broad reading mastery.

Clarify: Which words show the action, and how does that action help return the notebook?

Next teaching/evidence: After the teaching opportunity, use the separate unseen Recheck B without the worked examples visible. This guided response is not itself the independent check.

These are invented examples, not learner observations or diagnoses. The same examples also appear in the optional browser preparation companion.

Follow up check

Initial response

Later check

Fictional teaching response — plausible error

Named task: Guided Practice · The Lost Notebook

Fictional response — plausible error: “The comet sticker proves she wanted to return it because that detail is in the story.”

Visible evidence: The response locates a true detail but treats being in the text as sufficient relevance to the return-action claim.

Not established: It does not explain an action toward returning the notebook, and does not establish why the learner chose the detail.

Clarify: What action does the claim need to show? Does a sticker describe an action Inez took?

Next teaching/evidence: If relevance remains unclear, use Choose relevant evidence: model the photograph contrast, then return to The Lost Notebook’s supplied guided prompt. Treat the return as practice.

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Model and guided practice

Initial response

Follow up check

Later check

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Fictional teaching response — partially developed

Named task: Guided Practice · The Lost Notebook

Fictional response — partially developed: “She asked an adult.”

Visible evidence: The fragment points toward a relevant action, but does not yet say what help was requested or explain the claim connection.

Not established: It does not establish whether the connection is understood but unstated, or whether wording or another access condition obscured it.

Clarify: What did Inez ask the adult to help do, and how would that help return the notebook?

Next teaching/evidence: If the relevant detail is understood but the connection remains unstated, use Explain the connection: model the link with The Newspaper, then ask for the learner’s own explanation in The Lost Notebook. A clear clarification may justify continuing.

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Model and guided practice

Initial response

Follow up check

Later check