Teacher guide · Character change

Classroom copy · 2 November 2026

Teacher-only: intended keys and stories for later tasks. Do not distribute this guide or the ZIP to students.

After teaching Explain How a Character Changes, use a new story to see how students compare early and later evidence. Choose a practice task from their responses, then revisit the same skills with another story.

Fit and materials

Use after original Explain How a Character Changes teaching. Learners need to locate words/actions in a short story; reading or listening access is allowed. Prepare separate student copies and a pencil, or an accessible spoken/dictated response route. No outside reading or equipment is needed.

Teaching sequence

1. Prepare the lesson and read its model and answer guidance. Both the guided and independent tasks use Anika’s story. If students have seen it, use it for practice and save a different story for an independent attempt.

2. Optionally use the supplied Character Change independent-reading assignment for further Anika practice. It uses the same story, so note whether students have already seen it.

3. Give students the Initial Check, pages 1–2, after the teaching/practice. Keep the new story and intended key unseen beforehand. Collect individual reasoning under recorded conditions.

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Read the evidence separately

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Criterion 1 · Identifies an accurate early action or statement from the story.

Criterion 2 · Identifies an accurate later action or statement that can be compared with the early evidence.

Criterion 3 · Explains a limited, defensible change using both details and distinguishes character change from changing circumstances.

Criterion 4 · States a reasonable limit; avoids treating one situation as a permanent trait or guessing a private motive.

Use without a total score

For each criterion, record the actual words/action cited, explanation, and what is uncertain. Accurate evidence with a weak explanation needs a different move from an accurate explanation obscured by written mechanics. Do not require a single intended trait label; accept text-supported alternatives.

Use separate criteria and tentative local teaching decisions. No summed cutoff, ranking, diagnosis, mastery threshold, equivalent-form claim, or classroom-effectiveness claim. These constructed tasks have not been learner-tested or calibrated.

Conditions and access

Reasoning from a supplied fictional text about character change; decoding and independent writing mechanics are not the target.

Keep the entire passage available. Neutral read-aloud or text-to-speech, oral response, dictation, and extra processing time may support access. Do not emphasize answer clues, explain motives, select evidence, or paraphrase away the reasoning. Record actual mode, reading help, prompts, other supports, timing, and prior exposure. Follow known local access arrangements.

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Exposure and next evidence

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Save the initial check, follow-up check and later-practice stories until students are ready to try them on their own. Keep the answers for your planning. All four practice choices reuse Leena’s story, so a second choice is further practice. Model and Practice also includes the Cora model.

4. Read the four components separately. Use the actual visible response to choose continue, clarify, reteach, or extend; signals are tentative examples, not thresholds. More than one need may appear.

5. Give only the chosen Leena route. Reteach page 1 is the separate worked example; pages 2–3 contain practice. Other route files have passage page 1 and response page 2.

6. After the move and a separate learning opportunity, give Follow-up Check pages 1–2. Compare components and record what changed and what remains uncertain. Use a new teaching move if needed.

7. Later, after another opportunity to apply the skill, give Later Practice pages 1–2. Its uneven change deliberately varies the reasoning demand. Treat the evidence locally, not as proof of stable mastery.

Timing

Choose the timing after students have had another opportunity to learn. The follow-up check uses a new story. Later Practice shows uneven change in a different activity. Differences in responses may reflect the story and support given as well as learning.

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Choose continue

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Visible signal

The check includes accurate comparable early/later details, a defensible local change distinct from circumstances, and a reasonable limit.

Supplied next task

Reading practice · Continue Practice

Apply the reasoning to another practice story and test the account with a second later detail.

Use when the check visibly includes all four components and the comparison is defensible. Let the learner apply that reasoning to the practice story and test it with a second later detail. Ask which detail makes the claim narrower; discuss only after the response.

Gather new evidence

Use the follow-up check after the move. If evidence remains sound, revisit later with Later Practice. If an apparent strength disappears, examine the actual omitted component and clarify or reteach.

If more than one component is unclear, address the visible gap first and record why. These routes are examples of local decisions, not learner categories.

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Choose clarify

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Visible signal

The check is too brief, ambiguous, or hard to follow to tell whether the learner can compare evidence.

Supplied next task

Reading practice · Clarify the Reasoning

Use a neutral spoken/dictated/written sequence so the learner supplies evidence and explanation; record every extra prompt.

Use when a short, vague, or hard-to-follow check leaves the reasoning unclear. Give this alternate response opportunity before assuming a conceptual problem. Use only the printed neutral prompts, ask where a selected detail occurs, and record prompts and response mode. Do not select evidence for the learner.

Gather new evidence

If the comparison emerges, continue practice; if the same conceptual gap becomes visible, reteach it. Then collect the follow-up check under recorded conditions.

If more than one component is unclear, address the visible gap first and record why. These routes are examples of local decisions, not learner categories.

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Choose reteach

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Visible signal

The response visibly names a changed object/setting as character change, uses only one moment, or makes an unsupported trait or motive claim.

Supplied next task

Reading practice · Model and Practice

Model the observable Cora contrast, ask which details belong to the person versus circumstances, then practice Leena without supplying her evidence.

Use when evidence visibly confuses circumstance with character or does not connect early/later actions. Teach the separate Cora worked example, then ask the learner to try the full Leena story. Let them supply Leena evidence. Revisit the model distinction if needed; record teaching help. This task is practice.

Gather new evidence

Collect Follow-up Check after this instruction. If the gap persists, give another supported comparison and record what remains uncertain; do not label a stable reading difficulty.

If more than one component is unclear, address the visible gap first and record why. These routes are examples of local decisions, not learner categories.

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Choose extend

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Visible signal

The check has a well-supported, limited comparison and the learner can usefully weigh another interpretation.

Supplied next task

Reading practice · Extend the Reasoning

Use Leena practice to evaluate two claims and explain why contrary evidence narrows an interpretation.

Use when the check shows accurate evidence and a well-limited inference and the learner is ready to weigh competing interpretations. Discuss why a wish for a solo and participation in another part can coexist. Do not award breadth for an unsupported dramatic trait.

Gather new evidence

Collect Follow-up Check to check whether the original four components remain visible, then Later Practice for uneven change. Extension does not establish mastery.

If more than one component is unclear, address the visible gap first and record why. These routes are examples of local decisions, not learner categories.

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Answer guidance · Reading practice

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Task

Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide.

Defensible answer

Samir initially says ordinary afternoons will not hold attention and cuts Bea off by tapping the next name. Later he asks about her grandfather's words, admits that he interrupted, keeps her recording, and asks another speaker what moment matters. During this club project he becomes more willing to hear and include a quiet story before deciding its value. The smaller room and reduced recording slots are circumstances; his listening and selections are the character evidence. Keeping adventures on the list does not cancel that narrower change. This does not prove that he will always listen or explain why he originally dismissed Bea.

Alternatives and limits

Accept an account of judging stories less quickly or making room for a wider kind of story, with accurate early/later evidence. The coat or small room alone is insufficient. Do not require the word respectful, or infer that Samir was jealous.

What to notice

Check chronology and whether the explanation connects the two cited actions. A detailed room description cannot substitute for Samir's choices.

Answer guidance · Reading practice

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Task

Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide. Then name a second later detail that supports or limits your explanation. Explain how it affects the strength of your claim.

Defensible answer

Leena first leaves the drumsticks and waits for a solo. After Ellis returns, she picks up the sticks, practices the drum part, and later goes to the drum chair before assignments. In these rehearsals she shifts from declining a supporting part to actively contributing through it, even while still wanting a solo. Ellis's absence/return, the hall, and the shortened piece are circumstances. The later actions after Ellis returns support more than a temporary switch while Ellis is absent. The story does not show that she no longer wants solos or will accept every future role.

Alternatives and limits

Accept becoming more willing to contribute in a supporting role or preparing her assigned part. Do not require that she likes drumming best. Her request for a beat while playing the solo can support an emerging realization, but should be paired with later choices after Ellis returns.

What to notice

Notice whether the learner uses a later choice rather than only the new assignment or location. Her stated wish for a solo limits an all-or-nothing interpretation.

A second later detail may be her wish for another solo, which limits the claim, or going to the drum chair unprompted, which supports a continued local shift. Both are valid when explained.

Answer guidance · Reading practice

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Task

You may explain aloud, dictate, or write. First identify one early word or action by Leena. Next identify one later word or action that you can compare with it. Explain what the difference suggests about her choices. Identify one change in the situation and explain why it alone would not show that Leena changed. End with one thing the story does not establish. You supply all details.

Defensible answer

Leena first leaves the drumsticks and waits for a solo. After Ellis returns, she picks up the sticks, practices the drum part, and later goes to the drum chair before assignments. In these rehearsals she shifts from declining a supporting part to actively contributing through it, even while still wanting a solo. Ellis's absence/return, the hall, and the shortened piece are circumstances. The later actions after Ellis returns support more than a temporary switch while Ellis is absent. The story does not show that she no longer wants solos or will accept every future role.

Alternatives and limits

Accept becoming more willing to contribute in a supporting role or preparing her assigned part. Do not require that she likes drumming best. Her request for a beat while playing the solo can support an emerging realization, but should be paired with later choices after Ellis returns.

What to notice

Notice whether the learner uses a later choice rather than only the new assignment or location. Her stated wish for a solo limits an all-or-nothing interpretation.

An oral response can make reasoning visible when written mechanics obscure it. It is not evidence of independent written composition, and this cycle does not assess decoding.

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Answer guidance · Reading practice

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Task

Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide.

Defensible answer

Leena first leaves the drumsticks and waits for a solo. After Ellis returns, she picks up the sticks, practices the drum part, and later goes to the drum chair before assignments. In these rehearsals she shifts from declining a supporting part to actively contributing through it, even while still wanting a solo. Ellis's absence/return, the hall, and the shortened piece are circumstances. The later actions after Ellis returns support more than a temporary switch while Ellis is absent. The story does not show that she no longer wants solos or will accept every future role.

Alternatives and limits

Accept becoming more willing to contribute in a supporting role or preparing her assigned part. Do not require that she likes drumming best. Her request for a beat while playing the solo can support an emerging realization, but should be paired with later choices after Ellis returns.

What to notice

Notice whether the learner uses a later choice rather than only the new assignment or location. Her stated wish for a solo limits an all-or-nothing interpretation.

Worked Cora model: at first Cora keeps all pieces and says she will decide; later she divides them and asks Ben to choose an edge. Her choices move toward sharing decisions in these meetings. The larger table is a circumstance, not proof by itself. A repeated later action supports the local change; the story does not show that she always shares.

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Answer guidance · Reading practice

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Task

Explain Leena's change using the four components below: early evidence, later evidence, a comparison separate from circumstances, and a reasonable limit. Then evaluate two possible interpretations: “Leena stops caring about solos” and “Leena starts contributing through a supporting part while still wanting a solo.” Which is better supported, and what evidence supports your judgment? Revise either interpretation if a narrower claim fits better.

Defensible answer

Leena first leaves the drumsticks and waits for a solo. After Ellis returns, she picks up the sticks, practices the drum part, and later goes to the drum chair before assignments. In these rehearsals she shifts from declining a supporting part to actively contributing through it, even while still wanting a solo. Ellis's absence/return, the hall, and the shortened piece are circumstances. The later actions after Ellis returns support more than a temporary switch while Ellis is absent. The story does not show that she no longer wants solos or will accept every future role.

Alternatives and limits

Accept becoming more willing to contribute in a supporting role or preparing her assigned part. Do not require that she likes drumming best. Her request for a beat while playing the solo can support an emerging realization, but should be paired with later choices after Ellis returns.

What to notice

Notice whether the learner uses a later choice rather than only the new assignment or location. Her stated wish for a solo limits an all-or-nothing interpretation.

The second interpretation is better supported: she practices and plays the drum part while explicitly still wanting a solo. The first is contradicted by her words. Accept a narrower revision tied to these rehearsals.

Answer guidance · Reading practice

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Task

Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide.

Defensible answer

Nico first leaves dried clay and says the tables look clear enough. Later he washes and separates his tools; at the following meeting he turns back to scrape and wipe his place and asks whether he left another spot. During the club meetings shown he begins taking responsibility for cleaning his own work area and tools rather than walking away. Earlier closing and a cracked bowl change the situation; his return to clean when the normal closing time is restored is character evidence. The story does not establish that he always cleans or that his only motive is helping Dara.

Alternatives and limits

Accept a narrower account of beginning to check his cleanup, supported by the early departure and later return. The tangled wire may explain an event leading to changed actions, but does not itself show Nico changed. Do not assume a lasting personality trait.

What to notice

Look for comparison of Nico's observable actions, not a summary of the bowl or room schedule. Keep the inference local to the meetings shown.

Answer guidance · Reading practice

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Task

Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide. Consider whether any later detail complicates your explanation. Include it if it changes how strongly you can state the claim.

Defensible answer

Tess initially moves her cousin's piece and rejects his choice. Later she waits for him, stops after interrupting Jun, and asks whether her cousin wants an idea or time in the card game. Across these scenes she begins leaving more decisions to the other player, but the change is uneven: she interrupts Jun again. Bedtime and switching games are circumstances. Her words and restraint, rather than the new game alone, support the change. This does not establish that she always waits, is permanently patient, or knows exactly how another player feels.

Alternatives and limits

Accept a qualified interpretation such as making an effort to let others choose, with evidence of both change and remaining interruption. A learner can reasonably argue the change is partial or not yet consistent; require accurate early/later evidence. Do not require a smooth improvement narrative.

What to notice

The transfer task deliberately adds counterevidence. Treat a cautious conclusion as strength when text-supported, not failure to name a trait.

Optional local decision record

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Keep locally. Do not send student names or responses to the site.

Date, task title and a private work label

Actual early / later evidence; explanation; circumstance distinction; limit

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Exposure, response mode, neutral reading help, extra prompts, time and supports

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Tentative next move and reason; supplied task

Follow-up Check / Later Practice evidence, uncertainty and next decision

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Classroom use and attribution

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The stories are fictional classroom examples; they do not describe real students or events.

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Fictional teaching response — sound for the named task

Named task: A Place for the Quiet Story — Samir’s choices

Fictional response — sound for the named task: “Samir moves from dismissing an ordinary story toward listening to it and making room for its meaningful moment. Early he taps the next name while Bea speaks and says ordinary afternoons will not hold attention. Later he asks about her grandfather’s words, moves her name above one adventure and listens to the whole draft. The smaller room is a circumstance change, but keeping Bea on the plan and asking another speaker what matters are choices. He does not abandon all adventures, and the story does not show a permanent change in every setting.”

Visible evidence: Precise early/later evidence, an explained change in choices, circumstance distinction and a supported limit.

Not established: A private motive or permanent trait beyond the passage.

Clarify: Accept another bounded description of listening/valuing an ordinary story when the evidence links fit.

Next teaching/evidence: Give the different Fresh recheck after another learning opportunity; keep Later practice for its own occasion.

This response is invented for teacher interpretation. Accept defensible alternatives. Record access, prior exposure and the actual response; do not assign an ability label or claim mastery from this example.

Different check after response teaching

Fictional teaching response — partially developed

Named task: A Place for the Quiet Story — Samir’s choices

Fictional response — partially developed: “Samir likes Bea’s story at the end. The event moves to a smaller room.”

Visible evidence: Attention to a later focus and a true circumstance change.

Not established: An accurate early/later comparison explaining Samir’s own changed choices.

Clarify: Ask what he does early that interrupts Bea and what he later changes on his list or in his listening.

Next teaching/evidence: Use the model and supported practice to connect one early action and a different later action to the character interpretation. Then use the reserved different recheck.

This response is invented for teacher interpretation. Accept defensible alternatives. Record access, prior exposure and the actual response; do not assign an ability label or claim mastery from this example.

Model and supported practice

Reserve: Different check after response teaching

Fictional teaching response — plausible error

Named task: A Place for the Quiet Story — Samir’s choices

Fictional response — plausible error: “Samir stops liking adventures forever because the room is smaller.”

Visible evidence: A proposed relationship between setting and preference.

Not established: The passage’s choices: a canoe adventure remains, and no permanent dislike or causal room explanation is established.

Clarify: Re-read the retained adventure and Bea’s place on the plan. Separate the room change from evidence of listening choices.

Next teaching/evidence: Use the supplied early/later model and supported practice; require a bounded inference and explicit limit, then reserve the different Fresh recheck.

This response is invented for teacher interpretation. Accept defensible alternatives. Record access, prior exposure and the actual response; do not assign an ability label or claim mastery from this example.

Model and supported practice

Reserve: Different check after response teaching