Teacher guide: use two separate targets

Classroom copy · 2 November 2026

Evidence Paragraphs: Check, Respond and Revise · this pack · Grade 6 ELA

Start with Write an Evidence-Based Paragraph and Revise a Paragraph for Clarity and Coherence. Then choose a check, a practice task and a follow-up story. The passages are fictional examples for classroom use.

Read the two responses separately. A supported paragraph can still need clearer expression; a clear rewrite can still preserve an unsupported claim from elsewhere. Never merge the eight criteria into a mastery cutoff. Record observable evidence and uncertainty.

Save for a later independent attempt

Initial Check uses Covered Walk / Repair Labels. Follow-up Check uses Long Roll / Watering Rota. Later Practice uses Ending Left Open / Lending Shelf. Keep each pair for its planned occasion. No supplied revision draft answers its paired writing question.

Exposed practice

All four routes intentionally reuse Sound Collection / Costume Crates. Repeating a route is practice, never independent response. Reteach adds separate Tray at the Window / Ribbon Box miniature models. Teacher models and intended answers stay in this guide, except the deliberately exposed reteach miniatures.

Conditions and access

Read or listen to the supplied source; no external research is needed. Give a quiet opportunity and allow extra labeled paper. Read aloud, chunk text, provide available text-to-speech, allow typing/dictation or oral rehearsal when transcription is not the target. Preserve the learner’s choices; record each prompt/support and whether an adult supplied content. An individual access plan takes precedence over general suggestions. No empirical timing is established; schedule locally.

Mentor Teaching

Criterion evidence: Write an Evidence-Based Paragraph

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Use “observed”, “not yet visible” or “uncertain” with a response quotation; these are descriptive notes, not numeric bands.

Criterion 1 — States a focused claim that directly answers the question. Accept a different clear answer supported by the given story, including a supported emphasis on one change or a combination of choices.

Criterion 2 — Uses at least two accurate and relevant text details as evidence, through exact short quotations or precise paraphrases. Accept other accurate details that help answer the prompt. Do not require direct quotation; a precise paraphrase is valid. Do not count an unrelated detail as evidence for the claim.

Criterion 3 — Explains how the evidence supports the claim instead of only listing or repeating details. Accept clear reasoning in the learner’s own words. The explanation may follow each detail or connect both details together, as long as the link is understandable.

Criterion 4 — Organizes the ideas into one readable paragraph with a clear ending that completes the answer. Accept varied sentence order and transitions. Do not score handwriting or spelling unless it makes the meaning unclear; this task assesses evidence and explanation.

Distinguish evidence from a teaching move

For Write an Evidence-Based Paragraph, a copied true detail without a connection may show evidence selection but leave explanation uncertain. For Revise a Paragraph for Clarity and Coherence, a clear phrase that omits a stated result leaves preservation not yet visible. Diagnose neither a learner nor a permanent ability from this task. Spelling and handwriting matter here only when they obscure meaning.

A teacher supplying the claim, choosing evidence or dictating a revision changes the conditions. Keep that attempt as supported practice, record the help, and gather another response rather than labeling it independent.

Mentor Teaching

Criterion evidence: Revise a Paragraph for Clarity and Coherence

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Use “observed”, “not yet visible” or “uncertain” with a response quotation; these are descriptive notes, not numeric bands.

Criterion 1 — Makes unclear references specific so readers can tell who or what each sentence names. Pronouns work when their referents are clear; do not require every noun to be repeated.

Criterion 2 — Orders and connects related ideas so the paragraph reads smoothly. Accept different orders, transitions, and sentence boundaries.

Criterion 3 — Preserves each stated fact and result unless a task asks for a content change. Do not add an event, reason, or result; no exact model wording is required.

Criterion 4 — Uses readable wording and explains at least one revision. Do not score spelling or handwriting unless it obscures meaning.

Distinguish evidence from a teaching move

For Write an Evidence-Based Paragraph, a copied true detail without a connection may show evidence selection but leave explanation uncertain. For Revise a Paragraph for Clarity and Coherence, a clear phrase that omits a stated result leaves preservation not yet visible. Diagnose neither a learner nor a permanent ability from this task. Spelling and handwriting matter here only when they obscure meaning.

A teacher supplying the claim, choosing evidence or dictating a revision changes the conditions. Keep that attempt as supported practice, record the help, and gather another response rather than labeling it independent.

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Choose a tentative response route

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Route from current criterion evidence and conditions, not a total score. A student may need different practice for writing with evidence and revising for clarity. Use one chosen file, or take the relevant whole task from another route and record that selection; retain all task conditions.

Route	Visible reason	Concrete next move
continue	The current paragraph has a supported claim, relevant evidence and reasoning; the revision is clear and preserves meaning. Check any still-uncertain criterion separately.	Ask for an independent practice response, then a precise self-check of evidence/reasoning and preserved facts.
clarify	The response is incomplete, the mode/support is uncertain, or wording makes it unclear whether the learner selected and connected evidence.	Re-present the task neutrally; allow reading aloud, oral rehearsal, dictation or typing; ask which detail supports which claim without supplying that claim.
reteach	A claim, relevant detail or explanation is missing, or revision references/results change the intended meaning.	Model the missing move with the separate miniature, then use the supplied planner and full practice pair. Teach only the observed gap or gaps.
extend	Current evidence supports both targets and the learner can compare choices without exceeding the source.	Develop another supported paragraph emphasis, compare its limits, and write two deliberate meaning-preserving revisions.

Each route file has a full writing source/task and a separate revision source/task. Continue asks for self-check of reasoning; clarify collects fuller evidence under recorded access conditions; reteach supplies separate miniature models and planning moves; extend compares supported emphases and two deliberate revisions.

After the move

Use Follow-up Check for new evidence on both targets once the chosen practice is complete. Give Later Practice after another opportunity to use evidence writing/revision, without exposing its texts early. The passages are different and uncalibrated: compare criterion observations cautiously, never call them equivalent forms or claim a score gain proves effectiveness.

Mentor Teaching

Initial check: paragraph key

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The Covered Walk · Check w

Why did Yara choose the covered corridor for the model walk?

One modeled answer

Yara chose the covered corridor because it protected the accounts and let visitors read the whole display. Rain blurred words when she took a model outside, so the courtyard risked losing readable information. On the hall table, the front models hid accounts behind them, while Ben could read all six along the corridor without lifting a model. That comparison shows why the corridor worked better for viewing the complete display. It needed groups of four, but Yara kept all six models and accounts available.

Other defensible answers and limits

A supported focus on protection or access is valid with two relevant details and explanation. A claim about protecting the accounts may use the blurred words and dry roof; a claim about readable access may compare the hidden hall accounts with Ben reading all six. Explain the corridor’s group limit if claiming easy access; do not claim it accommodated everyone at once.

What to notice by criterion

Criterion 1: a claim answering the choice question. criterion 2: at least two precise details. criterion 3: a connection such as rain risking legibility or comparison showing visibility. criterion 4: connected paragraph and completing ending. Numbers alone are not an explanation.

Reasoning method

Compare the two rejected locations with the selected corridor; connect a reader need to the evidence. The result is bounded to this event.

Accept a different supported answer with two relevant details and explicit reasoning, organized readably. These models are not required sentence templates.

Mentor Teaching

Initial check: revision key

Classroom copy · 2 November 2026

The Repair Labels · Check r

Preservation conditions

Intended meaning to preserve: the red tool case was beside the blue wheel tray; both containers lacked labels, and new members mixed up the containers. Nia wrote one label for each container and put each label on its matching container. Afterward, new members found both kinds of items without asking. The blue tray still held four wheels. Keep the colors, items, people, actions and result; add no reason or event.

One full modeled revision

The repair club kept spare wheels in a blue tray and tools in a red case beside the tray. Neither container had a label, and new members mixed up the two containers. Nia wrote one label for each container and put it on the matching container. Afterward, new members found the wheels and tools without asking. The blue tray still held four wheels.

Another full valid revision

Beside the blue tray of spare wheels was the repair club’s red tool case. Both containers were unlabeled, and new members mixed them up. Nia made and attached a label to each container. Afterward, new members found both the wheels and the tools without asking; four wheels remained in the blue tray.

Example revision explanation

I replaced “It was beside it” with the red case beside the blue tray, so the reader can identify the containers and their relationship. I also clarified what received each label without adding a new action.

Criterion-specific check

All six fact groups in the intended-meaning box must remain. “Mixed up” refers to containers, not swapping tools into the wheel tray. Do not add fewer lost tools, a new storage location, or universal success.

Track objects rather than ban pronouns; use the given intended meaning to resolve references and retain the stated later result.

Criterion 1 clear references; criterion 2 understandable order/connections; criterion 3 every stated fact/result; criterion 4 readable wording and meaningful explanation. Do not require repeated nouns or a changed chronology when the original order already works.

Mentor Teaching

Shared route practice: paragraph key

Classroom copy · 2 November 2026

The Sound Collection · Practice w

Why did Alina keep the slower description and pause in the Sound Collection?

One modeled answer

Alina used the listeners' responses to change the pace of her description rather than just its loudness. Miro still confused the handle and end after the louder playback, showing that louder sound had not resolved that confusion. In the new recording, Alina slowed the handle sentence and paused before the leaf's location; afterward Miro and Elif placed the leaf correctly. The later responses support keeping the clearer pace, even though it made the recording longer. These tests support this description for two listeners, not a promise about every listener.

Other defensible answers and limits

Focus on the pause, slower delivery, the combination, or testing and keeping accurate detail. Use two relevant details and explain their link. The passage does not compare slower delivery alone with a pause alone, so do not claim either independently caused the result. Dev's music suggestion is true but was not tested. Keeping all three details can support a claim about preserving information.

What to notice by criterion

Distinguish a correct list of recording changes from a supported explanation of the choice. Two listeners' later answers support local clarity; louder playback's confusion constrains the loudness claim.

Reasoning method

Use the first response, attempted louder playback and later listener responses to justify Alina's selected changes; preserve limits on what was tested.

Accept a different supported answer with two relevant details and explicit reasoning, organized readably. These models are not required sentence templates.

Shared route practice: revision key

Classroom copy · 2 November 2026

The Costume Crates · Practice r

Preservation conditions

Intended meaning to preserve: the tall scarf crate stood behind the small hat crate. The hats were easy to find, but the scarves were hard to reach. Omar moved the tall crate beside the small crate; the scarves were easier to reach afterward. Both crates remained in the costume room, and the small crate kept its lid. Keep every fact and result; add no cause beyond the draft.

One full modeled revision

The drama group stored hats in a small crate and scarves in a tall crate behind it. The hats were easy to find, but the scarves were hard to reach. Omar moved the tall crate beside the small one. Afterward, the scarves were easier to reach. Both crates stayed in the costume room, and the small crate kept its lid.

Another full valid revision

The drama group stored scarves in a tall crate behind its small crate of hats. The hats were easy to find, while the scarves were hard to reach. Omar put the tall crate beside the small crate, and afterward the scarves were easier to reach. The crates remained in the costume room; the small crate still had its lid.

Example revision explanation

I changed “they were hard to reach” to “the scarves were hard to reach,” so the difficulty is assigned to the right items. The contrast between easy-to-find hats and hard-to-reach scarves stays clear.

Criterion-specific check

Preserve the group, contents, sizes, initial relationship, two different access conditions, move, later result, room and lid. Easy to find and easy to reach are not interchangeable; do not claim hats improved too.

Clarify the two groups and maintain the contrast; “it” or “one” is valid if a reader can identify the object.

Criterion 1 clear references; criterion 2 understandable order/connections; criterion 3 every stated fact/result; criterion 4 readable wording and meaningful explanation. Do not require repeated nouns or a changed chronology when the original order already works.

Mentor Teaching

Fresh recheck: paragraph key

Classroom copy · 2 November 2026

The Long Roll · Recheck w

Why did Suri choose folds for the river-journey display?

One modeled answer

Suri chose folds because they let visitors reach later scenes while keeping the captions whole. When only the first part was unrolled, the rest hung over the table and visitors missed the later scenes. Cutting would cross two captions, but numbered folds let Len read the final caption and other visitors compare the beginning and end. Those details show that folds addressed access without cutting through the written story. The change worked on the wide table; it did not remove that space requirement.

Other defensible answers and limits

A focus on preserving captions may use the crossing cutting lines and Len reading the final caption. A focus on access may use the hidden later scenes and visitors opening/comparing sections. Avoid claiming that folds fit any space or that cutting was actually tried.

What to notice by criterion

Separate the proposed cut from an action that happened. Explain why the folded access or preserved captions support the claim, instead of naming the card and table as disconnected details.

Reasoning method

Compare the initial display limitation, the proposed cut and the observed folded use; limit claims to the wide-table arrangement.

Accept a different supported answer with two relevant details and explicit reasoning, organized readably. These models are not required sentence templates.

Mentor Teaching

Fresh recheck: revision key

Classroom copy · 2 November 2026

The Watering Rota · Recheck r

Preservation conditions

Intended meaning to preserve: the white rota card lay under the green watering-notes notebook; some members missed the rota in that position. Priya moved the card to the noticeboard, and afterward members found the rota more easily. The notebook stayed on the bench. The rota still listed Wednesday and Friday. Keep the people, colors, locations, days and result; do not claim that every member found it.

One full modeled revision

The gardening group wrote a rota on a white card and kept watering notes in a green notebook. The card lay under the notebook, where some members missed the rota. Priya moved the card to the noticeboard. Afterward, members found the rota more easily. The notebook stayed on the bench, and the rota still listed Wednesday and Friday.

Another full valid revision

The gardening group wrote its rota on a white card and kept watering notes in a green notebook above that card. Some members missed the rota there. Priya moved the card to the noticeboard, and members found the rota more easily afterward. The notebook remained on the bench. Wednesday and Friday were still listed on the rota.

Example revision explanation

I named the white rota card as the thing under the notebook and the thing Priya moved. That helps a reader follow the same object through the change; the notebook did not move.

Criterion-specific check

Keep the group’s writing and note keeping, colors, under relationship, some members’ initial difficulty, Priya’s move, comparative result, bench and both days. “Everyone found it” adds a result. Do not move the notebook to the board.

Follow card and notebook across sentences; use chronology or another clear order that preserves locations and later result.

Criterion 1 clear references; criterion 2 understandable order/connections; criterion 3 every stated fact/result; criterion 4 readable wording and meaningful explanation. Do not require repeated nouns or a changed chronology when the original order already works.

Mentor Teaching

Later transfer: paragraph key

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An Ending Left Open · Transfer w

How did Hana make the reason for waiting clearer while keeping her ending open?

One modeled answer

Hana made the boy’s reason for waiting clearer while keeping the uncertainty at the door. Jules first asked why he did not leave the parcel, and Hana noticed that the draft did not say what the parcel held. She added the paper drawings and the boy protecting the parcel from the wet step under his coat. On the next reading, Jules and Mina both connected his waiting with keeping the drawings dry, yet Jules still did not know who would appear. The clues answered the reason question without revealing the person at the door. This result was reported by two readers.

Other defensible answers and limits

Emphasize the two clues, separating the wait question from the identity question, or reader feedback guiding a limited content revision. Accurate details may be combined in one reasoning sentence. Do not claim readers know who appears, that every reader understands, or that merely changing the final sentence answered why he waited.

What to notice by criterion

Hana’s fictional content changes are evidence for the writing task; they are not the instructions for the separate meaning-preserving revision task. Distinguish clarity of the wait from closure about the person.

Reasoning method

Trace which reader question each change answers and use the second readings as limited support. An open ending can remain readable without resolving every uncertainty.

Accept a different supported answer with two relevant details and explicit reasoning, organized readably. These models are not required sentence templates.

Mentor Teaching

Later transfer: revision key

Classroom copy · 2 November 2026

The Lending Shelf · Transfer r

Preservation conditions

Intended meaning to preserve: the return-date card was above the low puzzle shelf. Its dates were readable in that position, but stacked smallest puzzle boxes covered the dates. Mei laid those smallest boxes side by side. Afterward, members could read the dates without moving a box. The puzzles stayed on the low shelf, and the card still showed Monday as the return day. Keep both the readable position and the temporary obstruction; do not change the return day or add a result.

One full modeled revision

The club lent puzzles from a low shelf and kept return dates on a card above it. The dates were readable in that position, but the stacked smallest puzzle boxes covered them. Mei laid those boxes side by side. Afterward, members could read the dates without moving a box. The puzzles stayed on the low shelf, and the card still showed Monday as the return day.

Another full valid revision

The club lent puzzles from a low shelf with a card above it showing return dates. The card’s dates were readable there except when the smallest puzzle boxes were stacked over them. Mei arranged those boxes side by side. Members could then read the dates without moving a box. The puzzles remained on the low shelf, and Monday stayed the return day on the card.

Example revision explanation

I changed “Mei laid them side by side” to name the smallest boxes, because “them” could otherwise seem to mean the dates. I kept the dates’ readable position and the obstruction from stacked boxes rather than changing the outcome.

Criterion-specific check

Retain initial readability and obstruction without treating them as a contradiction. The intended conditions clarify that the obstruction occurred when boxes were stacked. Do not change Monday, move the shelf or claim extra lending.

Preserve the conditional relationship and clarify what moved; an alternate order may begin with the card if all relationships stay understandable.

Criterion 1 clear references; criterion 2 understandable order/connections; criterion 3 every stated fact/result; criterion 4 readable wording and meaningful explanation. Do not require repeated nouns or a changed chronology when the original order already works.

Mentor Teaching

Reteach models: evidence and reference decisions

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A Tray at the Window · Model w

Asha placed her clay animals on a narrow stool. One animal hung over the edge. She moved all three to a broad tray by the window. None hung over the tray's edge, and people could see all three from the doorway.

Why was the broad tray a better place for Asha’s animals than the stool?

The broad tray gave Asha’s animals enough room and kept them visible. One animal hung over the stool’s edge, but none hung over the tray’s edge after the move. This comparison shows the tray held the animals without an overhanging one. People could also see all three from the doorway, so the new position worked for viewing. The tray met both needs in this display.

The answer selects edge and viewing evidence, explains the links, and ends within this display. The source does not say an animal fell or broke; adding that would invent evidence.

The Ribbon Box · Model r

Leo kept ribbons in a box and patterns in a folder. It was under it. He moved it to the desk. The ribbons stayed in the box, and the folder stayed on the shelf.

Intended meaning: The ribbon box was under the pattern folder. Leo moved the box to the desk. The ribbons stayed inside it. The folder stayed on the shelf. Preserve these facts; no new outcome is stated.

Leo kept ribbons in a box and patterns in a folder. The box was under the folder. He moved the box to the desk, keeping the ribbons inside it. The folder stayed on the shelf.

Alternative: Under Leo’s pattern folder was his ribbon box. Leo moved that box to the desk with its ribbons inside. The pattern folder remained on the shelf.

I named the box as the object Leo moved, so readers do not mistake the folder for it. I kept the folder on the shelf and did not invent a result such as quicker work.

Suggested teacher language

For a paragraph gap: “What question does your claim answer? Which two details help that answer? Tell how they help.” For a revision gap: “What does this word refer to under the stated meaning? Does that fact still appear in your new version?” Model a missing move on the miniature, then let the learner make decisions on the practice pair.

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Route-specific modeled responses and follow-up

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Continue

Use the complete shared-practice paragraph/revision keys. Model self-check: “My claim concerns pacing. Miro’s confusion after louder playback and his correct location after the slower recording support it. I cannot infer that every listener understood.” Sources: hats remain easy to find; scarves change from hard to easier to reach; both crates remain in the room and the hat crate keeps its lid.

Clarify

A valid preliminary claim: “Alina responded to confusion about the leaf’s location.” Detail/reason links: louder playback did not resolve confusion, so loudness alone was insufficient; later correct locations support the new pace/pause. Reference map: first “It” = tall crate; first “it” = small crate; “they” = scarves; moved “it” = tall crate; final “it” = small crate. Collect a full response using the shared-practice keys as guidance. Neutral restatement is help with conditions; choosing these details for the learner is instruction.

Reteach

Practice planner example: claim — pacing changes made this description clearer; detail 1 — louder playback left Miro confused; link — louder alone did not fix the location issue; detail 2 — after slowed speech/pause Miro and Elif located the leaf; link — their responses support the new arrangement for those two listeners. Use the full shared-practice paragraph and revision models as completion examples. Do not show follow-up checks.

Extend: second paragraph model

Alina preserved the useful information while making space for listeners to follow it. She kept the material, curved handle and leaf rather than deleting a detail. When the new version became longer, the club shortened its introduction instead of undoing the slower description. Those choices kept the description complete within the collection’s period. They do not show which single pacing change mattered most.

Extend comparison model

The main paragraph uses listener confusion and later correct location as evidence of clarity. The second uses keeping three details and shortening the introduction as evidence of preserving information. Both are supported, but only the first directly compares the listener checks. The two shared-practice revision alternatives model different openings and sentence boundaries while retaining every fact. Preference explanation: “I prefer the hats-first version because it introduces both containers before tracking the move; the other clearly starts with the blocked scarf crate.” Accept other explained preferences.

Print and exposure map

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Teacher-only ZIP contains keys and stories for later practice. Do not give the entire ZIP or guide to students. Print one selected PDF completely; the final page carries revision explanation space. In DOCX, page flow may change with software and edits; select by headings.

Student task	Pages	Selection
Initial Check	1–4	Student selected file only
Continue Practice	1–4	Student selected file only
Clarify the Reasoning	1–4	Student selected file only
Model and Practice	1–5	Student selected file only
Extend the Reasoning	1–6	Student selected file only
Follow-up Check	1–4	Student selected file only
Later Practice	1–4	Student selected file only

Included lessons

The pack includes Write an Evidence-Based Paragraph and Revise a Paragraph for Clarity and Coherence, with student pages and teacher guides. Use the writing slides for whole-class teaching. Stories students have already read can still be useful practice.

Teacher-guide includes all keys and local records; keep it separate. Start Here.pdf is teacher planning guidance.

Local selection note: lesson exposure date _____ check date _____ chosen route/target _____ support _____ Follow-up Check saved until _____ Later Practice saved until _____

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Local decision record: preserve actual evidence

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Optional teacher record. Keep student identity and responses locally; this blank record depicts no actual learner.

Private work label / date / task title / response method

Exposure and support: passages/models previously used; exact prompts or supplied content

Write an Evidence-Based Paragraph: quote response evidence for claim, details, reasoning, readable ending; mark uncertainties

Revise a Paragraph for Clarity and Coherence: quote evidence for reference, connection/order, all preserved facts/results, explanation

Tentative move and reason: route, target criterion, actual task and conditions

Local decision record: new evidence and limits

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Same local code _____ Route date _____ Fresh task date _____ Later date _____

Response practice: what was modeled or supplied? What did the learner decide?

Follow-up Check: task titles, conditions and quoted evidence for each target; remaining uncertainty

Later Practice: exposure, mode/support and quoted evidence; what next move is justified?

Interpretation guardrails

Different sources are not calibrated equivalent forms. Changed responses may reflect source, exposure, assistance or other conditions. These tasks support tentative local teaching decisions; no mastery threshold, ranking, diagnosis, classroom-effectiveness result, official standards alignment, empirical timing or broad grade-fit claim is established.

Fictional teaching response — sound for the named task

Named task: Initial two-target check: The Covered Walk and The Repair Labels

Fictional response — sound for the named task: “Evidence paragraph: Yara chose the corridor to protect the accounts while keeping the model walk readable and the path open. Rain had blurred account words outside, while the corridor roof kept them dry. The hall-table arrangement hid accounts, but Ben could read all six in the corridor without lifting models. These details explain the corridor choice even though visitors had to enter in groups of four. Revision: The red tool case stood beside the blue wheel tray. Neither container had a label, so new members mixed the containers up. Nia wrote a label for each container and attached each to its matching container. Afterward, new members found the tools and wheels without asking; the blue tray still held four wheels. I named the case and tray instead of ‘It was beside it’ so their positions are clear, while preserving every stated fact/result.”

Visible evidence: For writing, a focused answer with two explained source connections. For revision, clear references, all intended facts/results and a meaningful-change explanation.

Not established: A general writing level or that the two targets should be merged into one score. Other accurate paragraphs/revisions are acceptable.

Clarify: Review evidence writing and meaning-preserving revision separately; do not require the sample’s sentence order.

Next teaching/evidence: Use the relevant separate target section of Fresh recheck after another learning opportunity; record which target and support conditions were checked.

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: Initial two-target check: The Covered Walk and The Repair Labels

Fictional response — partially developed: “Evidence: The roof kept accounts dry and Ben read them. Revision: Nia labeled the red case and blue tray, so new members found things.”

Visible evidence: Relevant source details and the central labeling result.

Not established: A full explained paragraph or preservation of every revision fact, including position, prior confusion, matching labels and four remaining wheels.

Clarify: Ask which details answer why and how, then separately compare every intended-meaning fact with the revised text.

Next teaching/evidence: Choose the relevant target in the model/supported-practice file with its matching teacher script. Teach evidence links for the paragraph or a fact-preservation check for the revision; use Fresh recheck only afterward.

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: Initial two-target check: The Covered Walk and The Repair Labels

Fictional response — plausible error: “Evidence: Yara used the corridor because it held unlimited visitors and nobody had to wait. Revision: Nia moved the tools into the blue tray and threw away the wheels so nobody would be confused.”

Visible evidence: Attempts to explain a choice and remove confusing references.

Not established: Accurate evidence or preserved meaning: corridor groups were limited to four; tools/wheels were not combined or discarded, and four wheels remained.

Clarify: Return to the source and meaning box before improving style. Mark each invented result and restore the supplied facts.

Next teaching/evidence: Use the corresponding model/supported-practice target, making factual preservation explicit before polishing language. Keep the two Fresh recheck targets separate.

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