

CLAREZA ACADEMY

Grade 3 -- Reading Reading

Free sample: Unit 1, Lessons 1 to 7

These are 7 lessons from *Clareza Grade 3: Reading*, a third grade year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Clareza Grade 3: Reading. Sample edition.

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Clareza is a secular curriculum. Standards references: Common Core State Standards and the Next Generation Science Standards.



READING · UNIT 1

Finding the Evidence

This is where the whole year starts: your child learns that an answer about a story is only as good as the exact sentence that backs it up. They'll practice the six question types (who, what, when, where, why, how), find the one sentence that answers each, and learn to tell a complete sentence from a fragment.

In this unit

1. The specific sentence in a text that answers a literal text-dependent question
2. The six question-word categories (who/what/when/where/why/how)
3. The distinction between directly relevant evidence and a true-but-irrelevant sentence from the same text
4. The two-part test for a complete sentence (subject present, verb present)
5. The specific missing part (subject or verb) in a given fragment
6. Two distinct valid answers to one text-dependent question, each backed by a different sentence in the same passage
7. Evidence sentences supporting answers to six mixed-type text-dependent questions on an unfamiliar passage

The specific sentence in a text that answers a literal text-dependent question

Goal: Given a one-sentence question about a short passage, students locate and underline the single sentence in the text that answers it.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** I read a story about a dog. My friend asked, why did the dog bark? I said, because dogs bark a lot. Was that proof?
Look for: Student senses that a general true statement is not proof; it does not answer the specific question.
2. **Say:** Every question has a target. It might ask about a feeling, a cause, or an action. Your job is one thing: find the single sentence that matches that target.
Look for: Student can restate that evidence must match the question's target, not just be true.
3. **Say:** Watch me. Question: How did Sam feel? I read each sentence. I ask, does this sentence name a feeling? "Sam felt worried" does. I underline it. That is my proof.
Look for: Student follows the scan-and-match steps and can point to why other sentences were rejected.
4. **Say:** In my example, why didn't I underline "He ran the whole way"? Tell me in one sentence.
Look for: Student says that sentence describes an action, not a feeling, so it does not match the target.
5. **Say:** New passage, new question. Find the target first. Then scan for the one matching sentence. Underline it. Do not use two sentences.
Look for: Student names the target (cause/feeling/action/fact) before scanning, then underlines exactly one correct sentence.
6. **Say:** You now know the move: name the target, scan, underline the one sentence that matches. Try it on your own in these questions.
Look for: Ready to apply the routine independently on new passages.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
 Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
 Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
 Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

Evidence is the one sentence in the text that answers the question. Not any true sentence. Not the longest sentence. The ONE sentence that matches the question. If the question asks how a character feels, find the sentence that says the feeling. Think of it like a treasure hunt. You need the exact treasure, not just anything shiny nearby.

Going further: A text-dependent question asks about one specific thing: a feeling, a cause, an action, or a fact. Your job is to find the single sentence that states that thing. Other sentences might be true or interesting, but they do not count as evidence unless they answer the exact question. Do not answer from memory. Point to the sentence and underline it. That underline is your proof.

Watch it work

Passage: "Sam woke up late. He missed the bus. Sam felt worried about being late for school. He ran the whole way." **Question:** How did Sam feel?

1. Find the target. The question asks about a feeling.
2. Scan each sentence for a feeling word.
3. "Sam felt worried" names the feeling. That is the match.
4. Underline: "Sam felt worried about being late for school."

The idea: The target word in the question (feeling) must match the content of the sentence you pick.

Passage: "The pond was calm and blue. Frogs sat on lily pads. A loud splash scared the frogs. They jumped into the water." **Question:** Why did the frogs jump into the water?

1. Find the target. The question asks for a cause.
2. Look for the sentence that tells why something happened.
3. "A loud splash scared the frogs" gives the cause.
4. Underline: "A loud splash scared the frogs." Do not pick the calm pond sentence, it is true but not the cause.

The idea: A true sentence is not evidence unless it answers the exact question asked.

Practice: The specific sentence in a text that answers a literal text-dependent question

1. Passage: "Mia's kite got stuck in a tree. Mia felt sad. Her brother climbed up to get it." Question: How did Mia feel?

- ☐ A Mia felt sad. ☐ B Her brother climbed up to get it. ☐ C Mia's kite got stuck in a tree.

2. Passage: "The lights went out. It was very dark. The power had gone out in a storm. Everyone lit candles." Question: Why did the lights go out?

- ☐ A The lights went out. ☐ B The power had gone out in a storm.
☐ C Everyone lit candles.

3. Passage: "Ben loves building towers with blocks. Yesterday he built a very tall tower made of red and blue blocks that almost touched the ceiling. It fell down with a crash." Question: What happened to Ben's tower?

- ☐ A Yesterday he built a very tall tower made of red and blue blocks that almost touched the ceiling.
☐ B It fell down with a crash. ☐ C Ben loves building towers with blocks.

4. Passage: "Ana studied all week for her spelling test. She got every word right on the test. Her teacher smiled and gave her a sticker." Question: What did Ana do to get ready for the test?

- ☐ A She got every word right on the test. ☐ B Ana studied all week for her spelling test.
☐ C Her teacher smiled and gave her a sticker.

5. Passage: "The old bridge creaked under every step. Tom was scared to cross it. He gripped the railing tightly and walked slowly." Question: How did Tom feel about crossing the bridge?

- ☐ A Tom was scared to cross it. ☐ B The old bridge creaked under every step.
☐ C He gripped the railing tightly and walked slowly.

6. Passage: "Lucy planted seeds in the garden. She watered them every day. After two weeks, tiny green sprouts appeared. Lucy was excited to see them." Question: Why did sprouts appear?

- ☐ **A** She watered them every day.
- ☐ **B** Lucy was excited to see them.
- ☐ **C** Lucy planted seeds in the garden.

READING · UNIT 1 · LESSON 2

The six question-word categories (who/what/when/where/why/how)

Goal: Students classify a question as a who, what, when, where, why, or how question by identifying its question word.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** I am going to say a question. You tell me just one word: is it asking about a person, a place, a time, a reason, or a way something happens? Ready? "Who fed the dog?"
Look for: Student says 'person' or 'who' without solving the whole question.
2. **Say:** Every question starts with a special word. Who means person. What means thing. When means time. Where means place. Why means reason. How means the way it happened. That first word is the only clue you need.
Look for: Nothing to check yet, this is direct teaching.
3. **Say:** Quick check: what does the word "When" ask for?
Look for: Student answers 'a time' or 'time'.
4. **Say:** Watch me sort this one: "How did the bird build its nest?" I look at the first word only: "How." How asks for the way something happens. So this is a how question.
Look for: Student can repeat back that only the first word was used, not the whole sentence.
5. **Say:** Your turn. Sort this question: "Why did the boy run home?" What is the first word, and what kind of question is it?
Look for: Student names 'Why' as the first word and 'reason' or 'why question' as the category.
6. **Say:** Now you will sort questions on your own. Every time, find the first word first. Do not read the whole question before you check that word.
Look for: Student is ready to move to independent items using the first-word strategy.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

Every question has a special word that tells you what to look for. Who asks about a person. What asks about a thing. When asks about time. Where asks about a place. Why asks about a reason. How asks about the way something happens. Find that first word, and you know what kind of question it is.

Going further: Questions start with a question word: who, what, when, where, why, or how. Each word points to a different kind of answer. Who wants a person. What wants a thing or event. When wants a time. Where wants a place. Why wants a reason. How wants a way or a process. To classify a question, find its first word and match it to its category.

Watch it work

Classify this question: "Where did the fox hide?"

1. Look at the very first word of the question: "Where."
2. Match "Where" to its category: where asks about a place.
3. This question wants a place, so it is a where question.

The idea: The first word of a question tells you its category, every time.

Classify this question: "Why did the girl feel sad?"

1. Find the first word: "Why."
2. Match "Why" to its category: why asks about a reason.
3. This question wants a reason, so it is a why question.

The idea: Do not look at the rest of the sentence first, the category is set by the first word alone.

**Practice: The six question-word categories
(who/what/when/where/why/how)**

1. What kind of question is this: "Who packed the lunch?"
☐ (A) Where question ☐ (B) What question ☐ (C) Who question
2. What kind of question is this: "Where do penguins live?"
☐ (A) Who question ☐ (B) When question ☐ (C) Where question
3. What kind of question is this: "Why did the ice melt?"
☐ (A) How question ☐ (B) What question ☐ (C) Why question
4. What kind of question is this: "How did the frog jump so far?"
☐ (A) Why question ☐ (B) How question ☐ (C) When question
5. A student reads "When did the storm start?" and picks "where question" because the story talks a lot about the town. Which word should the student have checked?
☐ (A) The first word of the question, "When" ☐ (B) A sentence he remembers from the story
☐ (C) The longest word in the story
6. What kind of question is this: "What did the baker sell on Monday?"
☐ (A) What question ☐ (B) When question ☐ (C) Who question

The distinction between directly relevant evidence and a true-but-irrelevant sentence from the same text



Goal: Given two candidate sentences from a text, students determine which one better supports a given answer, and explain why the other is not sufficient.

About 18 minutes

Teach it FOR THE PARENT

1. **Say:** Both these sentences are true: 'The dog was brown' and 'The dog barked at the mail truck.' If I ask why the dog barked, which sentence proves it?
Look for: Student points to the barking sentence, not the color sentence, showing they sense relevance over truth.
2. **Say:** A sentence can be true and still not be proof. Good evidence answers the exact question. A true sentence about something else is not evidence, even if it's in the same story.
Look for: Student can restate that truth alone does not make a sentence evidence.
3. **Say:** Question: Why was Mia nervous? Sentence A talks about her shaking hands and fear. Sentence B talks about the curtains. Watch me check each one against the question.
Look for: Student follows the check: does this sentence name the thing the question asks about?
4. **Say:** Which sentence proved why Mia was nervous, A or B? Tell me the one word in the question that A matches.
Look for: Student says A, and names 'nervous' or 'why' as the matching idea.
5. **Say:** New question: How did Sam fix his bike chain? Sentence A: he rode his bike every day. Sentence B: he used a paperclip. Pick the better evidence and tell me why the other one fails.
Look for: Student picks B and explains A is true but does not describe a fix.
6. **Say:** Now you'll practice this on your own. For each pair, pick the sentence that answers the question, and be ready to say why the other one isn't enough.
Look for: Student moves into independent items understanding both choice and reason matter.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

Two sentences can both be true, but only one answers the question. Good evidence points right at the question, like an arrow. A true sentence about something else in the story is not proof, it is just a true sentence. Ask: does this sentence answer MY question, or just talk about the story?

Going further: Evidence must directly support the answer to the question asked, not just be a true fact from the text. A sentence can be accurate and still fail as evidence if it answers a different question. To pick the better sentence, check whether it names the exact thing the question asks about, a feeling, a reason, or an action.

Watch it work

Question: Why was Mia nervous before the show? **Sentence A:** Mia's hands shook as she waited backstage, worried she would forget her lines. **Sentence B:** The auditorium had red curtains and rows of wooden seats. Which sentence is better evidence, and why?

1. Read the question again: it asks WHY Mia was nervous.
2. Check Sentence A: it names shaking hands and fear of forgetting lines, this directly answers 'why nervous.'
3. Check Sentence B: it is true, about the auditorium, but says nothing about Mia's feelings.
4. Sentence A is the answer. Sentence B is true but does not answer the question, so it is not enough.

The idea: A sentence must answer the exact question, not just be a true fact from the same story.

Question: How did Sam solve the problem with the broken bike chain? **Sentence A:** Sam had ridden his bike to the park almost every day that summer. **Sentence B:** Sam used a paperclip to link the broken chain back together. Which sentence is better evidence, and why?

1. The question asks HOW Sam solved the chain problem.
2. Sentence B names the exact fix: a paperclip linking the chain.
3. Sentence A is true, Sam did ride often, but it does not say how he fixed anything.
4. Sentence B is the better evidence; Sentence A is true but off-target.

The idea: Being true about the story is not the same as answering the specific question.

Practice: The distinction between directly relevant evidence and a true-but-irrelevant sentence from the same text

1. Question: Why did Leo miss the bus? Sentence A: Leo's alarm clock did not go off that morning. Sentence B: Leo's backpack was blue with a yellow zipper. Which sentence is better evidence?

- ☐ A Sentence B, because it has more detail about the backpack
- ☐ B Sentence A, because it gives the reason Leo was late
- ☐ C Both, because both sentences are true

2. Question: How did the plant grow so tall? Sentence A: The plant sat by a sunny window and got watered daily. Sentence B: The plant was in a red pot on the kitchen table. Which sentence answers the question?

- ☐ A Sentence A, because it explains what helped the plant grow
- ☐ B Neither, because the question can't be answered from the story
- ☐ C Sentence B, because it tells us exactly where the plant was

3. Question: Why was Grandpa proud of Ana? Sentence A: Ana practiced piano every day and finally played the whole song without mistakes. Sentence B: Grandpa's living room had an old piano near the window with family photos on it. Which is better evidence?

- ☐ A Sentence B, because pianos are mentioned in both sentences
- ☐ B Sentence B, because it describes the room in more detail
- ☐ C Sentence A, because it shows what Ana achieved

4. Question: How did the team win the game? Sentence A: The team scored the winning goal in the last ten seconds with a fast pass down the field. Sentence B: The stadium was full of fans wearing blue and yellow shirts. Which sentence proves how they won?

- ☐ A Sentence B, because the crowd size shows how big the win was
- ☐ B Sentence A, because it describes the winning play
- ☐ C Sentence A and Sentence B together, since both are about the game

5. Question: Why did Maya trust her new neighbor? Sentence A: Maya's neighbor returned her lost cat and refused any reward. Sentence B: Maya's neighbor had lived on the street for ten years and knew everyone. Which sentence best explains Maya's trust?

- ☐ **A** Sentence B, because it gives more background information
- ☐ **B** Sentence A, because it shows an honest, kind act
- ☐ **C** Sentence B, because living there ten years means people trust you

6. A student answers 'The fox was hungry' but cannot point to any sentence in the story. What is the problem with this answer?

- ☐ **A** The answer is wrong because it is too short
- ☐ **B** There is no problem, since remembering the story is enough proof
- ☐ **C** The answer might be right, but it needs a sentence from the text to prove it

The two-part test for a complete sentence (subject present, verb present)

Goal: Students determine whether a given sentence is a complete sentence or a fragment by checking for a subject and a verb.

About 18 minutes



Teach it FOR THE PARENT

- Say:** Look at this: "Ran to the park." Does that sound finished, or like something is missing?
Look for: Student senses something is missing, even if they can't name it yet.
- Say:** Every complete sentence needs two jobs done: a subject, who or what it's about, and a verb, what they do or are. Miss either job, and it's a fragment.
Look for: Student repeats back: sentence needs a subject and a verb.
- Say:** Watch me check "The tall boy ran fast." First I hunt for the subject: The tall boy. Then I hunt for the verb: ran. Both are here, so it's complete. Now you check "Jumped over the fence" with me.
Look for: Student finds no subject, verb present, calls it a fragment.
- Say:** Your turn, alone. Check "My little brother." Find the subject. Find the verb. Is either missing?
Look for: Student identifies subject present, verb missing, calls it a fragment.
- Say:** Now you'll check sentences on your own. Every time, ask two questions: is there a subject? Is there a verb? Both must say yes.
Look for: Student is ready to apply the two-part check to new sentences.

If they get stuck

- Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

A sentence needs two jobs done. Someone or something must be named, that's the subject. And it must tell what they do or are, that's the verb. "The dog" is not a

sentence. It has no verb. "The dog barks" is a sentence. It has both jobs done. Check both jobs every time.

Going further: A complete sentence has a subject (who or what it's about) and a verb (what they do or are). A fragment is missing one of these. "Ran to the store" has a verb but no subject, fragment. "My sister" has a subject but no verb, fragment. To check a sentence, find the subject, then find the verb. If either is missing, it's a fragment.

Watch it work

Check: "The tall boy ran fast."

1. Find the subject: who is this about? "The tall boy."
2. Find the verb: what does he do? "ran."
3. Both are present, so this is a complete sentence.

The idea: A subject plus a verb makes a complete sentence.

Check: "Jumped over the fence."

1. Find the subject: who or what jumped? No one is named.
2. Find the verb: "jumped" is there, but no subject.
3. Since the subject is missing, this is a fragment, not a sentence.

The idea: A verb alone is not enough, a sentence needs a subject too.

Check: "My little brother."

1. Find the subject: "My little brother." That part is there.
2. Find the verb: what does he do or what is he? Nothing is stated.
3. Since the verb is missing, this is a fragment, not a sentence.

The idea: A subject alone is not enough, a sentence needs a verb too.

Practice: The two-part test for a complete sentence (subject present, verb present)

1. Is this a complete sentence or a fragment? "The cat slept on the mat."
☐ A Fragment, no subject ☐ B Complete sentence ☐ C Fragment, no verb
2. Is this a complete sentence or a fragment? "Ran across the yard."
☐ A Fragment, no subject ☐ B Fragment, no verb ☐ C Complete sentence
3. Is this a complete sentence or a fragment? "The girl with the red backpack."
☐ A Fragment, no subject ☐ B Fragment, no verb ☐ C Complete sentence
4. Is this a complete sentence or a fragment? "After the loud thunder crashed."
☐ A Complete sentence ☐ B Fragment, no subject
☐ C Fragment, it doesn't feel finished even with a subject and verb
5. A story says: "Maya felt sad when her kite broke." Question: How did Maya feel? Which sentence is the best evidence?
☐ A "Maya felt sad when her kite broke." ☐ B "The kite was bright red and had a long tail."
☐ C "It was a windy day at the park."
6. Someone says they know the answer because they remember the story, but can't point to a sentence. Is that good evidence?
☐ A No, evidence must point to an actual sentence in the text
☐ B Yes, as long as they sound really sure of themselves when they say it
☐ C Yes, because remembering the story is enough to prove the answer

The specific missing part (subject or verb) in a given fragment

Goal: Students explain, in a written sentence, why a given fragment is missing a subject or a verb.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Look at this: 'Jumped over the fence.' Something feels missing. Who jumped? Let's find out what is wrong.
Look for: Student notices the sentence feels incomplete and guesses it needs a subject.
2. **Say:** Every full sentence needs two jobs done. A subject: who or what it's about. A verb: what that thing does. A fragment is missing one job.
Look for: Student can repeat that a fragment is missing a subject or a verb.
3. **Say:** Watch me explain 'Barking loudly at the mailman.' I find the verb, barking. Then I check for a subject. No one is named. So the missing part is the subject.
Look for: Student follows each step: find verb, check subject, name the gap.
4. **Say:** Your turn to check me. In 'My little sister,' is there a subject? Is there a verb?
Look for: Student says there is a subject but no verb.
5. **Say:** Now you try. Explain why 'Ran across the busy street' is a fragment. Write one sentence naming the missing part.
Look for: Student names the missing subject and points to the verb 'ran' as evidence.
6. **Say:** You just explained a fragment by naming what's missing and showing why. Let's practice this on new fragments.
Look for: Student is ready to apply the same two-step check to new sentences.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

A real sentence has two jobs done. Someone or something to talk about. That is the subject. And a job that thing does. That is the verb. A fragment skips one job. 'Running down the hill' has an action. But no one is doing it. That is missing a subject. 'The dog' names someone. But it has no action. That is missing a verb. To explain a fragment, name the missing job. Then say why.

Going further: Every complete sentence has a subject (who or what it is about) and a verb (what that subject does or is). A fragment is missing one of these two jobs. 'Running down the hill' has a verb but no subject doing the running. 'The dog' has a subject but no verb telling what it does. To explain a fragment, name which job is missing. Then point to what is there instead, to show why the sentence breaks.

Watch it work

Explain why 'Barking loudly at the mailman' is a fragment.

1. Find the verb: 'barking' is an action.
2. Check for a subject: who is barking? No one is named.
3. Name the missing part: this fragment has no subject.
4. Write the reason: 'This is a fragment. It has a verb, barking. But no subject tells us who is barking.'

The idea: A fragment with an action word but no doer is missing a subject.

Explain why 'My little sister' is a fragment.

1. Find the subject: 'my little sister' names someone.
2. Check for a verb: what does she do? No action word appears.
3. Name the missing part: this fragment has no verb.
4. Write the reason: 'This is a fragment. It has a subject, my little sister. But no verb tells us what she does.'

The idea: A fragment with a named subject but no action is missing a verb.

Practice: The specific missing part (subject or verb) in a given fragment

1. Why is 'Swimming in the lake' a fragment?
 - ☐ A It is too short to be a full sentence.
 - ☐ B It has a verb, swimming, but no subject doing it.
 - ☐ C It has a subject, but no verb.
2. Why is 'The tall red barn' a fragment?
 - ☐ A It has a verb, but no subject.
 - ☐ B It has a subject, but no verb.
 - ☐ C It does not sound true.
3. Which sentence explains why 'Flew high above the clouds' is a fragment?
 - ☐ A It has a verb, flew, but no subject flying.
 - ☐ B It has a subject, but no verb.
 - ☐ C It has too much detail about clouds.
4. Why is 'Our new neighbor' a fragment?
 - ☐ A It has a verb, but no subject.
 - ☐ B It happened in the story, so it must be complete.
 - ☐ C It has a subject, but no verb.
5. Marco says 'Shouted across the yard' is fine because he remembers who shouted. Why is his answer weak?
 - ☐ A He should have picked a longer sentence from the story instead of this short one.
 - ☐ B He did not point to the missing subject in the sentence itself.
 - ☐ C His memory of the story cannot be wrong, so remembering who shouted is proof enough.
6. Which explanation correctly names the missing part in 'Painted the fence bright blue'?
 - ☐ A This has plenty of detail, so it must be complete.
 - ☐ B This has a subject, but no verb.
 - ☐ C This has a verb, painted, but no subject painting.

READING · UNIT 1 · LESSON 6

Two distinct valid answers to one text-dependent question, each backed by a different sentence in the same passage



Goal: Given a short passage and two different but each-supportable answers to the same question, students identify the separate evidence sentence that supports each answer.

About 18 minutes

Teach it FOR THE PARENT

1. **Say:** Two friends both love the same book, but for different reasons. Can they both be right? Today we find the proof sentence for each different answer.
Look for: Student agrees two different answers can both be true and supportable.
2. **Say:** Some questions have two good answers. Each answer needs its own sentence from the story as proof. A true sentence only counts if it directly answers the question.
Look for: Student can restate that each answer needs its own matching sentence.
3. **Say:** Let's read about Mia. One answer is 'nervous,' one is 'excited.' Watch me find the exact sentence for each one, and tell me why the other sentences don't count.
Look for: Student points to the two correct sentences and rejects unrelated true sentences.
4. **Say:** In the bridge story, why doesn't 'boards were painted red' count as evidence for 'unsafe'?
Look for: Student says it's true but doesn't answer why the bridge feels unsafe.
5. **Say:** New passage, new question, two answers. Find the two separate sentences, one for each answer. Point to each one.
Look for: Student identifies two distinct sentences, each matched correctly to its answer.
6. **Say:** Now you'll practice matching evidence sentences to two different answers on your own. Remember: match the meaning, not the length.
Look for: Student moves into independent practice ready to check meaning-match, not length or memory.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

Sometimes a story question has two good answers. Each good answer needs its own proof sentence from the story. Think of it like two kids giving two true reasons why recess is fun, one says games, one says friends. Both are right, but each needs their own reason. Your job: find the one sentence that matches each answer, not just any true sentence.

Going further: A text-dependent question can have two different, supportable answers. Each answer needs its own evidence sentence, the exact line in the passage that proves it. Evidence must answer the specific question, not just be a true fact about the story. When two answers exist, match each one to a different sentence, and check that the sentence directly connects to that answer.

Watch it work

Passage: 'Mia felt nervous before the spelling bee. Her hands were shaking. But she also felt excited, because she loved showing off her spelling skills.' **Question:** How did Mia feel before the spelling bee? **Two answers:** (1) nervous, (2) excited.

1. Find the sentence for 'nervous': 'Mia felt nervous before the spelling bee.' This sentence names the feeling directly.
2. Find the sentence for 'excited': 'she also felt excited, because she loved showing off her spelling skills.' This is a different sentence.
3. Check each sentence answers the question about feelings, not just any true detail like hand-shaking alone.
4. Two answers, two separate sentences, each matched to its own answer.

The idea: Each answer gets its own sentence, match by content, not by length or memory.

Passage: 'The old bridge creaked in the wind. Tom crossed slowly, testing each board. Some boards were painted bright red. Tom said the bridge felt unsafe because it wobbled with every step.' **Question:** Why did Tom think the bridge was unsafe?

1. Look for sentences that directly explain 'unsafe,' not just any true sentence about the bridge.
2. 'Some boards were painted bright red' is true but does not answer why it felt unsafe, reject it.
3. 'Tom said the bridge felt unsafe because it wobbled with every step' directly answers the question.
4. This is the one correct evidence sentence, even though other true sentences exist nearby.

The idea: A true sentence is not evidence unless it directly answers the specific question asked.

Practice: Two distinct valid answers to one text-dependent question, each backed by a different sentence in the same passage

1. Passage: 'Sam liked the beach because he could build sandcastles. He also liked the beach because he could swim in the waves.' Which sentence proves Sam liked swimming?

- ☐ A He could build sandcastles. ☐ B Sam liked the beach.
☐ C He could swim in the waves.

2. Passage: 'Ben was proud of his drawing. He worked on it for three hours. His teacher hung it on the wall.' Question: Why was Ben proud?

- ☐ A Ben was proud of his drawing. ☐ B His teacher hung it on the wall.
☐ C He worked on it for three hours.

3. Passage: 'Ana was scared of the dark hallway. She also felt brave when she finally walked through it alone.' Two answers to 'How did Ana feel?': scared, and brave. Which sentence proves she felt brave?

- ☐ A Ana was scared of the dark hallway, which is the sentence that comes first.
☐ B She also felt brave when she finally walked through it alone. ☐ C The hallway was dark.

4. A student says, 'I know Jake was happy because I remember it from the story,' but can't point to a sentence. What's wrong with this proof?

- ☐ A The student needs a longer sentence from the story to prove that Jake was happy.
☐ B Nothing, remembering is enough proof.
☐ C The student needs to point to the exact sentence that says it.

5. Passage: 'The puppy barked loudly at the mail carrier every single morning without fail.' 'The puppy wagged its tail.' Question: What shows the puppy was friendly? Which sentence is better evidence?

- ☐ A The puppy wagged its tail. ☐ B Both sentences are equally good evidence.
☐ C The puppy barked loudly at the mail carrier every single morning without fail.

Evidence sentences supporting answers to six mixed-type text-dependent questions on an unfamiliar passage

Goal: On a brand-new 150-250 word passage never seen before, students answer six text-dependent questions and copy the exact sentence supporting each answer.

About 20 minutes



Teach it FOR THE PARENT

1. **Say:** Today you get a brand-new story. You have never seen it before. Let's find real proof, not guesses.
Look for: Student is alert and ready to read a new passage.
2. **Say:** Evidence is one sentence. It must answer the question by itself. Not any true sentence. Not a sentence you just remember. Not the longest sentence.
Look for: Student can restate what evidence is, in their own words.
3. **Say:** Watch me. The question asks how Maria felt. I read the passage. I find: 'Maria's hands shook as she opened the letter.' That sentence alone answers the question. I copy it exactly.
Look for: Student can point to why that sentence, and no other, works.
4. **Say:** Now a cause question: why did Sam pack his bag? Two sentences look possible. Only one names a reason. I pick that one and copy it word for word.
Look for: Student can explain why the oak tree sentence was rejected.
5. **Say:** Your turn. Read this new short passage. Answer question one. Then copy the exact sentence that proves it.
Look for: Student selects a sentence that directly answers, copied exactly, not paraphrased.
6. **Say:** Check yourself: does your sentence answer the question alone? Could you delete a word and still make sense? If not, keep it as is.
Look for: Student rereads their chosen sentence against the question, without adding words.
7. **Say:** Now you will do this six times, on a whole new passage. Same rule every time: find the one sentence that proves it, and copy it exactly.
Look for: Student begins independent practice with the direct-support test in mind.

If they get stuck

- *Any true sentence about the story counts as evidence, even if it does not answer the question.*
Ask: does the answer fall apart if this sentence were untrue? Model with a near-miss pair, one relevant, one true-but-irrelevant, and have student pick which one the answer needs.
- *If I remember it from the story, I do not need to point to the actual sentence.*
Require every answer to include a page/line pointer before accepting it; practice with 'prove it' drills where paraphrase is rejected until the exact sentence is shown.
- *A longer sentence or one with more detail is automatically the better evidence.*
Give two evidence choices of different length, same relevance; ask which one the answer 'needs to stay true.' Show that length does not decide it.

Read together FOR THE STUDENT

Evidence is the one sentence that proves your answer. It is not just any true sentence. It is not a sentence you remember but cannot find. It is not the longest or fanciest sentence. Ask: does this exact sentence answer the question? If yes, that is your evidence. Copy it exactly, word for word, from the passage.

Going further: Evidence must pass a direct-support test. Read the sentence alone. Does it answer the question by itself? A true sentence about the story is not evidence unless it does this. A sentence you recall but cannot point to is not evidence either. A longer sentence is not automatically better. Find the shortest sentence that fully answers the question, then copy it exactly as written.

Watch it work

Passage line: "Maria's hands shook as she opened the letter." Question: How did Maria feel?

1. Find the question type: this asks about a feeling.
2. Scan for a sentence that shows feeling, not just setting.
3. "Maria's hands shook" shows nervousness. This sentence answers the question alone.
4. Copy it exactly: "Maria's hands shook as she opened the letter."

The idea: The right sentence answers the question by itself, with nothing added.

Passage lines: "The park had tall oak trees." and "Sam packed his bag because the trip started at dawn." Question: Why did Sam pack his bag?

1. Find the question type: this asks for a cause.
2. The oak tree sentence is true but does not answer why.
3. "Sam packed his bag because the trip started at dawn" gives the reason.
4. Copy that exact sentence as your evidence.

The idea: A true sentence is not evidence unless it answers this exact question.

Practice: Evidence sentences supporting answers to six mixed-type text-dependent questions on an unfamiliar passage

1. Passage: "Ben's dog barked all night. Ben felt tired the next morning." Question: Why did Ben feel tired?
 (A) Ben felt tired the next morning. (B) Ben's dog barked all night. (C) Ben has a dog.
2. Passage: "Lily smiled wide and hugged her mom tight." Question: How did Lily feel?
 (A) Lily smiled wide and hugged her mom tight.
 (B) Lily has a mom, and moms always make kids happy.
 (C) I just know she was happy because I remember the story.
3. Passage: "The old bridge creaked loudly. Tom refused to cross the shaky, ancient bridge because it looked unsafe." Question: Why did Tom refuse to cross?
 (A) The old bridge creaked loudly.
 (B) Tom refused to cross the shaky, ancient bridge because it looked unsafe.
 (C) The bridge was shaky and ancient, so that is the reason Tom would not cross it.
4. Passage: "Ava counted her coins twice. She had exactly five dollars for the toy." Question: How much money did Ava have?
 (A) She wanted to buy a toy with all of her money.
 (B) Ava counted her coins twice, so she knew the amount.
 (C) She had exactly five dollars for the toy.
5. Passage: "Jake studied every night for a week, reading his notes over and over by lamplight. He passed the test." Question: Why did Jake pass the test?
 (A) He passed the test, and passing the test is the whole answer to why he passed the test.
 (B) Jake owns a lamp, and having a lamp to read his notes by at night is what helped him pass the test.
 (C) Jake studied every night for a week, reading his notes over and over by lamplight.

6. Passage: "Mr. Lee locked the shop early. He had a doctor's appointment at four."

Question: When did Mr. Lee lock the shop?

- ☒ **A** He had a doctor's appointment at four.
- ☐ **B** Mr. Lee locked the shop early.
- ☐ **C** I remember he closed early.

Answer key

Reading

Lesson 1 1. A 2. B 3. B 4. B 5. A 6. A

Lesson 2 1. C 2. C 3. C 4. B 5. A 6. A

Lesson 3 1. B 2. A 3. C 4. B 5. B 6. C

Lesson 4 1. B 2. A 3. B 4. C 5. A 6. A

Lesson 5 1. B 2. B 3. A 4. C 5. B 6. C

Lesson 6 1. C 2. C 3. B 4. C 5. A

Lesson 7 1. B 2. A 3. B 4. C 5. C 6. B

Unit 1 check-up 1. B 2. B 3. C 4. C 5. C 6. A 7. A 8. B 9. B 10. C 11. B 12. B 13. B 14. A

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