

BEHIND THE CASE

Educator edition

Case-specific teaching moves, explanation of the evidence, model responses, misconceptions, and feedback for all twenty cases.

20 cases / 5 units

[The Why Files](#) · [Case Notes](#) · [The Receipts](#) · [Save This](#) · [Make It](#) · [What Changed?](#) · [Behind the Case](#)

In this edition

Educator edition	1
Teaching with the evidence	3
01 The clip cuts off right there	4
02 Who made the dress-code rule?	6
03 Is “late” the same as “missing”?	8
04 Why did the absence become a problem?	10
05 The ramp is open. Is the event accessible?	12
06 Can everyone see my school records?	14
07 The screenshot left the chat	16
08 Is the recommendation actually an ad?	18
09 Why does my feed keep showing this?	20
10 It looks real. What can the picture prove?	22
11 What does the school board actually do?	24
12 Did one complaint ban the book?	26
13 Who decided the park closes at dusk?	28
14 The bus stop moved	30
15 Why did the total change at checkout?	32
16 The free trial was not free forever	34
17 Why are they cutting the trees?	36
18 Who gets to be “the neighborhood” in the story?	38
19 What happens at public comment?	40
20 What would you change at school, and what can actually change it?	42

Teaching with the evidence

Use the student reader for the story, The Receipts for the complete documents, and Case Notes for the learner's reasoning. This edition supplies the explanation, model, and teaching moves particular to each case.

A 45-minute route: 5 minutes for the initial interpretation, 12 for the source set, 8 for the reasoning check, 15 for the response, and 5 for revision or exit. In 90 minutes, add a second source comparison, peer feedback, and an external or local extension.

Provide the same essential source information in readable text. Preteach the listed vocabulary using the actual records. Allow a spoken, typed, handwritten, or visual response when that format does not change the intended skill. Do not require learners to disclose private records or lived experiences.

Four things to look for

Score each area from 0 to 3. A score of 0 means missing or unsupported work; 1 means partial or imprecise; 2 means accurate with a gap; 3 means accurate, supported, and clear. Use the case-specific model as an example, not a required script.

Accuracy and scope

The response matches the records and marks what remains unknown.

Evidence

The learner connects a claim to an appropriate receipt and explains why that receipt helps.

Authority and next step

The response identifies the actor who can clarify or decide the question and suggests an action within that actor's role.

Communication and revision

The product fits its audience, is understandable in the chosen format, and revises an earlier interpretation with a reason.

01 The clip cuts off right there

UNIT 1 / EDUCATOR EDITION

Concept: source tracing and context

How the receipts work

Source A is evidence of a circulating claim, including the seven-second cutoff. Source B supplies the missing context and comes from the principal's office responsible for the announcement. The object of “canceling access” is the east gym doors, not the dance. That distinction changes the action students should take.

Source C corroborates the event time and main entrance in a separate activities-office record. Agreement strengthens the update, although the records may reflect the same underlying decision. Neither B nor C explains the edit in A. A correction should report what the school says, without accusing an unidentified person of deliberately misleading classmates.

Teaching moves

- Pause the opening clip description after “access” and ask students to list two possible sentence endings before revealing Source B.
- Have pairs underline matching time and entrance details in B and C, then identify which record explains the repair.
- Compare a chat update and paper bulletin: do both preserve status, entrance, date, and source?

Model response

Update before anyone changes plans: the school's September 18 announcement says the dance is still on for 7-10 p.m. The east gym doors are closed for a lock repair, so use the main entrance (Source B). The activities office calendar gives the same time and entrance (Source C). The seven-second clip in Source A cuts off before that explanation. We do not know why it was shortened or who has received the correction. Check the principal's office announcement or ask the activities office about any later change. Please pass along the complete update, including to classmates who do not use this chat.

Check for understanding

Which update is best supported by the three receipts?

- A. The dance is canceled because the speaker used the word canceling.
- B. The dance remains scheduled, and students should use the main entrance.
- C. The dance is on, and the clip was deliberately edited to trick students.

Answer: B. B and C agree on the event and entrance. A omits the rest of the sentence; none of the sources establishes the editor's motive.

Vocabulary to prepare

Context: Information around a statement that helps show what it means.

Corroborate: Support a detail by checking it against another relevant record.

Scope: The particular people, events, or claims that evidence can address.

Transfer and feedback

A cropped announcement says a tournament is “moving.” What original details would you need before telling a family to change travel plans?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

02 Who made the dress-code rule?

UNIT 1 / EDUCATOR EDITION

Concept: rule type and authority

How the receipts work

Source A establishes the district policy and delegates procedure-making to principals. Source B is the principal's school procedure within that arrangement. Its safety exceptions matter: a laboratory restriction and an all-day classroom ban do not automatically describe the same situation. Neither source is presented as state law.

Source C records a teacher's expectation, but supplies no safety explanation. That gap warrants a question, not a verdict about the teacher's authority. The original sweatshirt concern remains unresolved because the packet's detailed school and classroom rules address hats. A strong map separates what the documents authorize from what still needs case-specific facts.

Teaching moves

- Give students three document cards and have them connect authority using the exact delegation sentence in the handbook.
- Separate the sweatshirt question from the hat evidence; ask which facts could legitimately connect them.
- Role-play a clarification request that asks for a safety basis without assuming either unlimited teacher power or an invalid rule.

Model response

My Who Decides? map begins with the district: Source A sets the clothing policy and allows consistent principal procedures. Next is the principal: Source B permits hats, with laboratory or identified safety exceptions. The teacher implements classroom expectations, but Source C's blanket no-hats statement needs an explanation of the safety basis. These documents do not establish whether Paloma's sweatshirt violates the handbook, because its content and the stated reason are missing. I would ask the teacher which written provision applies, then ask the principal to clarify consistency with the school procedure. I would label the map policy, procedure, and classroom expectation.

Check for understanding

What can the class conclude about the no-hats slide?

- A. It is automatically a state law because a teacher posted it.
- B. It proves Paloma's sweatshirt violated the district handbook.
- C. It shows a classroom expectation whose safety basis needs clarification.

Answer: C. Source C records the expectation. Source B makes the safety context relevant, while no receipt describes Paloma's sweatshirt closely enough to decide its status.

Vocabulary to prepare

Policy: A governing rule that sets requirements for an institution.

Delegated authority: Permission given by one decision-maker for another to make specified decisions.

Procedure: Directions for applying a policy in a particular setting.

Transfer and feedback

If a club adviser sets a phone rule, which documents would help distinguish district requirements, school procedures, and club expectations?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

03 Is “late” the same as “missing”?

UNIT 1 / EDUCATOR EDITION

Concept: policy vs classroom rule

How the receipts work

Source A provides a date, time, and working file; Source C provides the current gradebook label. The two records create a mismatch worth investigating, not proof that no work exists or that someone intentionally ignored it. A blank score also cannot be treated as a stated zero.

Source B supplies the grading rule for this course, subject to the final-deadline exception. Nothing in the packet establishes a schoolwide late-work policy. The due date and next-morning submission are consistent with the 48-hour window, but students should still check the assignment's specific deadline conditions before claiming the general course provision controls the outcome.

Teaching moves

- Color-code rules, recorded events, and unresolved questions before sorting statements into the requested categories.
- Compare “may receive up to full credit” with “will receive full credit” and discuss the consequence of removing those qualifiers.
- Have students draft a two-sentence record-review request that includes the timestamp and asks about the final-deadline exception.

Model response

Course rule: Source B allows work within 48 hours to receive feedback and up to full credit, unless the deadline is marked final. School policy: none is supplied, so a claim that all teachers must use this rule remains unknown. Record facts: Source A shows an openable essay submitted September 10 at 7:42 a.m.; Source C still labels it missing with a blank score. Unknown: whether the final-deadline exception applies and whether the teacher reviewed the log. I would send the teacher the submission record and ask for the applicable deadline rule and a review of the gradebook status.

Check for understanding

Which claim goes in the course-rule category?

- A. Every teacher must accept all work submitted within 48 hours.
- B. This syllabus permits possible feedback and credit within 48 hours, with an exception.
- C. The blank score means the essay has permanently earned zero.

Answer: B. Source B is a course syllabus with conditional language. The packet provides neither a schoolwide policy nor a final grade.

Vocabulary to prepare

Timestamp: A recorded date and time attached to an event.

Exception: A stated condition under which a general rule works differently.

Status label: A system category describing a record at a particular moment.

Transfer and feedback

An upload receipt exists, but a club application still says incomplete. Which records would distinguish a missing file from an unmet application requirement?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

04 Why did the absence become a problem?

UNIT 1 / EDUCATOR EDITION

Concept: process and records

How the receipts work

Source A establishes early notification by a family member but not completion of the required channel. Source B names the attendance form or phone line and the 10 a.m. timing. Comparing them reveals the relevant process question: where did the email go, and does that route satisfy or reach the attendance procedure?

Source C explains the current code at 3:30 p.m. Its wording is evidence about the attendance record, not about Jordan's character or the truth of the appointment. The packet does not specify late-correction rules or guarantee acceptance of email. The attendance office must explain the available correction process and any applicable documentation requirement.

Teaching moves

- Build a timeline separating time and destination; discuss why an early message can miss a workflow.
- Rewrite “the family never reported it” into the narrower claim supported by the portal.
- Practice an attendance correction request that shares only information needed to resolve the record.

Model response

Paper trail: family email sent at 7:12 a.m. about Jordan's medical appointment (Source A) > required attendance form or phone line by 10 a.m. (Source B) > portal marked unexcused at 3:30 p.m., noting no attendance-line report (Source C). The gap is whether the email reached an accepted reporting route. I would save the email and ask the attendance office how to submit a correction and whether documentation is required for this category. We cannot yet say the email will be accepted. After following the office's instructions, I would request confirmation and check that the portal record matches the decision.

Check for understanding

What is the strongest next step for Jordan's family?

- A. Ask the attendance office how the saved email can support a correction through the required process.
- B. Assume the early timestamp automatically changes the portal code.
- C. Conclude the portal proves no family member contacted anyone at school.

Answer: A. The email and portal describe different parts of the process. The attendance office can explain the missing route and possible correction; the receipts do not settle acceptance.

Vocabulary to prepare

Reporting channel: The designated route for sending a particular kind of information.

Documentation: Records used to support a request or establish an event.

Correction: A change that makes an existing record reflect an accepted finding.

Transfer and feedback

How would this method help when a permission form was sent but a team's participation list still says it is missing?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

05 The ramp is open. Is the event accessible?

UNIT 2 / EDUCATOR EDITION

Concept: access and barriers

How the receipts work

Source A establishes the advertised entrance and event time. Source B tests one part of the route shortly before the event and documents a door barrier beyond a clear ramp. Their comparison shows why an entrance claim and a complete arrival experience are different. The observation does not verify elevator access or an alternative route.

Source C identifies responsible contacts but makes no promise about a particular accommodation already being arranged. Students can name the event desk or accessibility coordinator in revised directions and ask for confirmation. They should not convert a contact notice into evidence that the door will be staffed, automatically opened, or bypassed at 6 p.m.

Teaching moves

- Draw separate arrival-route segments and mark which segment each receipt verifies.
- Replace “Is it accessible?” with a specific question about the interior door during the event.
- Discuss the organizer's next responsibility after publishing a contact: confirming arrangements and updating directions.

Model response

Revised arrival notice: Open mic, Friday, 6 p.m. The flyer identifies the Oak Street entrance (Source A). A 5:35 p.m. route check found the ramp clear, but the interior door requires a 12-pound pull and has no automatic opener (Source B). We have not confirmed an effective alternative or assistance arrangement. Please contact the event desk or accessibility coordinator listed in Source C about the full route to the activity and any communication support. The organizer should confirm how the door barrier will be addressed before labeling the complete route accessible, then publish the verified instructions in digital and printed formats.

Check for understanding

Which sentence can the organizer support now?

- A. The clear ramp guarantees that everyone can reach the event independently.
- B. Staff will open the interior door throughout the evening.
- C. The ramp was clear at 5:35 p.m., but an interior door barrier still needs a confirmed solution.

Answer: C. Source B supports the time-specific route observation. Source C names contacts, but no receipt confirms staffing or a complete accessible route.

Vocabulary to prepare

Access barrier: A feature or condition that makes participation harder or prevents it.

Route observation: A recorded check of conditions along a path at a stated time.

Modification: A change to an arrangement intended to make participation workable.

Transfer and feedback

What would you check along the full route before advertising a museum trip as accessible, from the drop-off point through the activity space?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

06 Can everyone see my school records?

UNIT 2 / EDUCATOR EDITION

Concept: privacy and education records

How the receipts work

Source A describes a general rights framework with conditions. Source B describes configured portal access, while Source C describes one optional release with named categories and an end date. These are different records answering different questions. A portal denial alone does not determine what Source A might permit through another process.

Because Source C is blank and unchecked, it establishes no consent through this particular form. Even if completed, its wording covers grades and attendance, not every school record. The receipts do not establish the requester's parent or guardian status or the student's eligibility status. Students should mark those gaps and ask the district records contact to apply the appropriate process.

Teaching moves

- Box the practice form's information categories, recipient, expiration, and consent status in different colors.
- Sort statements as rights, digital settings, or optional consent; explain why those categories are distinct.
- Use fictional requester and student details to examine boundaries without inviting personal family disclosures.

Model response

I would mark Source C: information covered - grades and attendance; recipient - the person named on the form; end date - June 30, 2027; current status - blank and unchecked, so this optional consent has not been granted. Discipline notes are outside this form's stated categories. Source B shows no grade-portal permission, but that is a digital setting, not every possible right. Source A says age, educational status, and parent or guardian status matter. I would ask the district's records or privacy contact which process applies before sharing records. We cannot determine the family member's access rights from the form and portal alone.

Check for understanding

What does the blank consent form establish?

- A. The named family member can receive every record immediately.
- B. This particular optional release has not been granted, and its text covers only grades and attendance.
- C. No parent or guardian can ever inspect the student's records.

Answer: B. C shows the scope and unfinished status of one form. A describes a separate general framework, so the form cannot settle every access right.

Vocabulary to prepare

Consent: Permission for a stated action, within the conditions that accompany it.

Portal permission: A setting that controls what someone can access in a digital system.

Education record: A school-held record about a student, as described by the applicable rules.

Transfer and feedback

A permission form allows sharing a club attendance list through December. What extra authorization would you need before sharing members' contact details in January?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

07 The screenshot left the chat

UNIT 2 / EDUCATOR EDITION

Concept: digital consent and documentation

How the receipts work

Source A establishes a club rule about permission to repost, not a technical guarantee or legal judgment. Source B establishes sequence: creation at 8:41 and a different-group repost at 8:47. Timing is useful evidence, but it cannot by itself connect the screenshot to a particular student or prove motive.

Source C identifies a school reporting pathway and conduct categories. It does not declare that this joke meets any category. A careful decision card can use A for the forwarding choice and C for a support option, while keeping B's limits visible. A report should distinguish observed events, available records, and questions needing review.

Teaching moves

- Separate technical possibilities from group promises: copying remains possible when reposting violates an expectation.
- Put both timestamps on a timeline, then challenge identity claims the timeline cannot support.
- Compare a support-report attachment with a social repost: how do purpose, audience, and exposure differ?

Model response

Before you forward: Is this necessary for club planning? Do you have permission to repost this member's message? Source A requires permission outside the chat. Consider whether forwarding could target or embarrass someone, and pause if consent is unclear. Do not name a suspected sender from timing alone: Source B shows an 8:41 screenshot and an 8:47 repost, not who made them. If there are threats, targeted harassment, or repeated unwanted contact, use the school's student support form described in Source C. Save only relevant evidence for that request. The school can review the conduct; this card does not decide a policy violation.

Check for understanding

Which statement stays within the screenshot evidence?

- A. The screenshot was created at 8:41 p.m. and a repost appeared six minutes later.
- B. The first person to react in the second group created the screenshot.
- C. The repost automatically meets every school harassment definition.

Answer: A. B supports the timing. It supplies neither the identity evidence needed for attribution nor the context needed to apply the reporting categories in C.

Vocabulary to prepare

Repost: Share content again, often with a different audience.

Metadata: Information about a digital item, such as its creation time.

Attribution: Connecting an action or statement to a particular source or person.

Transfer and feedback

How should a club handle a message that must reach an adviser for help when its group rule otherwise limits forwarding?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

08 Is the recommendation actually an ad?

UNIT 2 / EDUCATOR EDITION

Concept: creator literacy and sponsorship

How the receipts work

Source A shows the endorsement and the hidden placement of “gifted.” Source B explains the relationship behind it, including both the free product and the absence of payment or a posting requirement. Read together, they support a more informative first-screen statement without inventing a sponsorship fee or guaranteed opinion.

Source C supplies the advertising principle used in this practice case: free products can be material connections, and disclosure should be hard to miss. It does not decide whether a regulator would act on this specific post. The appropriate revision addresses visibility and clarity, while leaving product quality and any enforcement judgment outside the claim.

Teaching moves

- Show a first screen with and without the expanded caption; compare what viewers know.
- Annotate the brand email for benefits and limits so revisions do not invent payment.
- Evaluate disclosures for plain meaning and visibility, separately from students' trust in the creator.

Model response

First screen: “The company sent me this backpack for free. I was not paid, and posting was optional. Here is my opinion of it.” This makes the relationship in the brand email visible before the recommendation (Source B). The current post hides “gifted” after “more” (Source A), while the FTC summary says material connections can include free products and disclosures should be clear and hard to miss (Source C). The creator controls the post and should check the disclosure's visibility in its actual format. FTC guidance supplies the principle; these receipts do not determine a particular enforcement outcome or whether the backpack is good.

Check for understanding

Which first-screen disclosure best reflects the brand email?

- A. This is definitely an independent purchase because posting was optional.
- B. Paid advertisement: the brand required me to praise this backpack.
- C. The company sent this backpack free; I was not paid and posting was optional.

Answer: C. B supports the free product, no payment, and optional posting. The other answers erase or invent important parts of the relationship.

Vocabulary to prepare

Endorsement: A message that expresses support for or recommends a product.

Material connection: A relationship or benefit that could affect how an audience weighs a recommendation.

Disclosure: A statement making a relevant relationship or fact visible to the audience.

Transfer and feedback

How would you disclose a free restaurant meal in a short review when viewers may never open the caption?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

09 Why does my feed keep showing this?

UNIT 3 / EDUCATOR EDITION

Concept: introductory algorithmic literacy

How the receipts work

Source A provides concrete interactions that fit signal categories in Source B: completed viewing, likes, and search. Their match supports a hypothesis that these activities could influence recommendations. The explainer's "may" leaves the actual inputs and their weights unresolved. Neither record exposes the ranking calculation for a specific clip.

Source C strengthens the possibility of personalization because its logged-out feed differs from the shoe-focused context. It is not a controlled test of one signal: account state, history, and potentially other conditions vary together. A diary should preserve those differences rather than label one of them the proven cause. The platform controls ranking; users can document patterns and consult its stated controls.

Teaching moves

- Distinguish an observed action from an inferred preference using Malik's completed views.
- Mark every changed condition in the logged-out comparison before discussing causation.
- Offer a paper diary using shared fictional feed snapshots instead of personal accounts.

Model response

My 24-hour diary will have columns for time, recommended topic, account state, and preceding actions such as search, like, or completed viewing. Source A suggests these actions are worth tracking; Source B lists them as possible signals. Source C's logged-out feed offers a comparison, but it changes several conditions at once. I will mark possible connections, not claim an exact formula or invent results before collecting them. The platform determines ranking and can clarify its available recommendation controls. My next step is to record a small set of observations using the same categories throughout the day, or equivalent teacher-provided snapshots on paper.

Check for understanding

What can the logged-out comparison establish?

- A. Watching one shoe clip always causes five more shoe recommendations.
- B. The differing feed is consistent with personalization but does not isolate its cause.
- C. The platform uses likes and never uses viewing history.

Answer: B. C shows a different feed under different conditions. B lists several possible signals, and neither source supplies exact causal weights.

Vocabulary to prepare

Signal: An observable input a system may use to make a decision.

Personalization: Adjusting information shown to an account using available information about it.

Controlled comparison: A comparison that holds conditions steady to examine a particular difference.

Transfer and feedback

If you wanted to test whether language settings affect recommendations, which conditions would you try to hold steady and what would remain uncertain?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

10 It looks real. What can the picture prove?

UNIT 3 / EDUCATOR EDITION

Concept: AI/synthetic media verification

How the receipts work

Source A pairs a visual with a place-and-time claim but provides no provenance. Source B finds the same image four months earlier, undermining its use as fresh evidence of today's school conditions. B does not prove that the image was created in the other state or generated artificially; an account and an image can have different origins.

Source C adds a current, independently relevant facilities record: field closures, open buildings, and no reported flooding as of 2:10 p.m. That report narrows what can be said about the school, while leaving later or unreported conditions open. Taken together, B and C justify withholding the viral caption, not declaring all visible water impossible.

Teaching moves

- Examine the caption first; identify place, date, and origin claims needing verification.
- Distinguish an account's location from a photograph's location using the earliest-post record.
- Draft separate findings for caption accuracy and image manufacture, preserving different levels of certainty.

Model response

Verification note: the caption saying this happened at our school today is not supported by the packet. The same image appeared four months earlier on an account in another state (Source B), so it should not be treated as newly documented evidence. Today's 2:10 p.m. facilities notice reports closed fields, open buildings, and no reported flooding (Source C). We still do not know the image's original place, creator, or whether it is synthetic. The facilities office can clarify current site conditions. I would save the trace and notice, ask about any specific location of concern, and avoid forwarding the caption as confirmed.

Check for understanding

Which conclusion is best supported by the earlier-post trace?

- A. The image is definitely computer-generated.
- B. The school cannot have any wet areas today.
- C. The image's older appearance challenges the claim that it documents today's event.

Answer: C. B challenges the time claim. It does not identify the image-making method, and C reports current known conditions with a time and reporting limit.

Vocabulary to prepare

Provenance: The origin and history of an image or other piece of information.

Reverse-image trace: A search for other appearances of the same or a similar image.

Synthetic image: An image generated or constructed rather than simply captured as a photograph.

Transfer and feedback

A real photograph from last year is used to describe today's canceled game. How can you correct the caption without claiming the photograph is fake?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

11 What does the school board actually do?

UNIT 3 / EDUCATOR EDITION

Concept: institutional roles

How the receipts work

Source A places budget adoption and approval of a superintendent recommendation on the board agenda. It also includes informational and public-comment items. Source B supplies the reporting structure behind those activities. Together they support a provisional role map, but an agenda is not a record of completed decisions and reporting lines are not a complete authority code.

Source C identifies policy areas through which the board governs. It is a search guide, not the policy text itself. None of the three proves who proposed the calendar change, how individual board members voted, or what the principal said. Those facts need calendar records or the relevant adopted policy.

Teaching moves

- Have students label each agenda item as proposed action, information, or public participation, then defend uncertain classifications.
- Give pairs actor cards and decision cards; require a source citation and a confidence label for every match.
- Ask students to write one request for a missing calendar record, explaining exactly which unresolved claim the record could answer.

Model response

My role map assigns budget adoption and approval of the superintendent's recommendation to the board because those actions appear on its agenda (Source A). The superintendent makes the recommendation and sits between the board and principals in the reporting structure (Source B). Principals report to the superintendent; these sources do not establish every decision principals can make. Board policy is organized by subjects including finance and instruction (Source C). The starter says the board approved the calendar change, but this packet cannot verify that vote. I would ask the district office for the calendar resolution, approved minutes, and policy assigning calendar authority.

Check for understanding

Which conclusion is best supported by the packet?

- A. Every item on the board agenda passed.
- B. The board is scheduled to consider budget adoption.
- C. The principal approved the calendar change.

Answer: B. Source A establishes planned board business. It does not record an outcome, and none of these receipts documents the calendar vote.

Vocabulary to prepare

Agenda: A list of business planned for a meeting.

Oversight: Monitoring an organization and holding its leaders accountable.

Reporting structure: The relationships showing who answers to whom within an organization.

Transfer and feedback

If a superintendent emails a new lunch schedule, what records would distinguish the person announcing it from the person authorized to approve it?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

12 Did one complaint ban the book?

UNIT 3 / EDUCATOR EDITION

Concept: process stages and original records

How the receipts work

Source A establishes the request and its scope: one parent seeks review of a title. Source B explains what that request triggers, the default access rule, and a possible interim exception. Reading them together distinguishes an objection from an authorized change. The packet does not include evidence that the exception was invoked.

Source C adds the scheduled October 12 meeting and the statement that no decision has been made. Unlike completed minutes, a notice cannot establish what the committee later discussed or decided. None of these sources names the final decision maker beyond the committee's review role, so the complete policy remains necessary.

Teaching moves

- Place request, review, interim restriction, and final decision on separate cards; allow branches instead of forcing a single inevitable sequence.
- Ask pairs to revise a sensational headline using only the stage and status the notice establishes.
- Have students identify the precise document needed for each empty timeline box; accept a paper folder as the same investigative product.

Model response

My paper trail begins with a parent's challenge requesting review (Source A), followed by the committee-review process and default continued availability (Source B). The next documented event is a review meeting scheduled for October 12; the notice says no decision has been made (Source C). I would label a later committee record and final decision as missing, not completed. These receipts do not support the claim that one complaint removed the novel. They also do not prove no interim restriction exists. I would ask the library or district office for any restriction authorization, the meeting record, and the full policy identifying final authority.

Check for understanding

What belongs in the final-decision box of the paper trail?

- A. Removed because a challenge was filed.
- B. Retained permanently because access is the default.
- C. Not established by the provided records.

Answer: C. The notice documents a pending review. Neither the request nor the default rule determines the eventual outcome.

Vocabulary to prepare

Challenge: A request to reconsider whether or how material is available.

Interim: Temporary while a process is still underway.

Paper trail: Connected records that allow a person to trace actions and decisions.

Transfer and feedback

How would the same stage-by-stage method help evaluate a rumor that a petition has already changed a school rule?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

13 Who decided the park closes at dusk?

UNIT 4 / EDUCATOR EDITION

Concept: local government and rule checking

How the receipts work

Source A establishes the posted instruction and issuing department. Source B explains the department's delegated power to set hours by posting rules. Together they connect the sign to an authority structure, but they do not prove when this sign was installed or whether another applicable notice supersedes it.

Source C supplies a conditional seasonal variation, not a universal later closing time. Its 9 p.m. limit differs from the starter's unprovided 10 p.m. webpage. No supplied source verifies that webpage or establishes a permit for the activity. Checking facility type, program status, and current notices is therefore necessary before claiming an exception applies.

Teaching moves

- Ask students to underline every condition in the seasonal notice and test a permitted-program example against each one.
- Create two columns for starter information and packet evidence so the missing webpage remains visible throughout discussion.
- Have pairs compose a parks inquiry naming the exact facility, activity, apparent conflict, and records they would attach.

Model response

I can say that the supplied sign posts dusk closing and names the City Parks Department (Source A). The practice code authorizes that department to set facility hours by posted rule (Source B). A separate notice allows certain lighted athletic fields to remain open until 9 p.m. during permitted programs (Source C). I cannot say this court or activity qualifies, or verify the starter's 10 p.m. webpage. I would ask the parks department which current rule covers this facility, whether the program has a permit, and whether the webpage needs correction. My update would keep the posted time and conditional exception clearly separated.

Check for understanding

Which fact is still needed before applying the 9 p.m. exception?

- A. Whether the activity meets the notice's facility and permitted-program conditions.
- B. Whether a visitor prefers a later closing time.
- C. Whether dusk happens before 9 p.m.

Answer: A. The notice makes later access conditional. Preference or a comparison of clock times does not establish eligibility for the exception.

Vocabulary to prepare

Delegated authority: Power assigned by one body to another to make specified decisions.

Operating hours: The times a facility is available for use.

Exception: A different rule that applies only when stated conditions are met.

Transfer and feedback

If a recreation-center poster and registration page disagree about pool hours, what facts would help decide whether they describe different services or outdated information?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

14 The bus stop moved

UNIT 4 / EDUCATOR EDITION

Concept: public transportation and impact

How the receipts work

Source A establishes the official temporary location and closure window. Source B adds distance and the map's ramp marking. They support trip planning but cannot establish the actual sidewalk condition. Neither source measures the starter's two-minute or twelve-minute delays, so those numbers should not appear as findings from this packet.

Source C supplies the observed obstruction at 4:20 p.m. It challenges an assumption that a mapped ramp is usable at all times, but does not prove continuous obstruction or prior agency awareness. The transit agency can receive the access report and identify who coordinates the stop and construction response; exact responsibility needs confirmation.

Teaching moves

- Have groups draw separate paths for reaching the stop and boarding the bus, identifying where each source supplies or lacks information.
- Require every proposed impact to name a mechanism and distinguish a possibility from an observed experience.
- Let students draft a paper incident report with date, time, location, evidence, and one actionable request; do not require field visits.

Model response

My impact map starts with the temporary move to Pine at 8th, September 25-October 4 (Source A). The 0.4-mile move adds distance for riders, while the marked curb ramp suggests an access route (Source B). A rider observed fencing blocking that ramp at 4:20 p.m. (Source C), potentially creating a larger barrier for people who need it. The packet does not measure everyone's delay or establish an available alternative. I would send the transit agency the location, time, and obstruction description, asking it to verify an accessible path, identify the responsible construction contact, and update riders. The starter's travel-time comparison remains unverified here.

Check for understanding

What does the rider report establish most directly?

- A. The agency deliberately ignored every rider.
- B. The ramp was obstructed at the reported observation time.
- C. The temporary stop never has an accessible route.

Answer: B. The report supports a time-specific obstruction. Motive, agency knowledge, and conditions at all other times require additional evidence.

Vocabulary to prepare

Accessibility: Whether people with different needs can use a place or service.

Relocation: A move from one place to another.

Field verification: Checking actual conditions rather than relying only on a record or map.

Transfer and feedback

How could a school evaluate whether moving an entrance creates unequal burdens even when the new entrance appears nearby on a map?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

15 Why did the total change at checkout?

UNIT 4 / EDUCATOR EDITION

Concept: consumer math and disclosure

How the receipts work

Source A advertises a conditional \$19.99 member price. Source C explains the sign-in condition and \$24.99 regular price. Reading both prevents treating the largest printed number as an unconditional offer. Neither source establishes whether this shopper created an account, signed in correctly, or met any other transaction-specific requirements.

Source B shows the actual merchandise charge, tax, and total. Its arithmetic is consistent: \$24.99 plus \$1.50 equals \$26.49. The \$5.00 merchandise difference matches the gap between regular and member prices. That pattern supports asking whether the discount applied, not declaring that a cashier made an error or that the promotion was lawful.

Teaching moves

- Ask students to annotate two separate differences: member versus regular merchandise price, then merchandise price versus tax-inclusive total.
- Give pairs shopper questions that can be answered by each source and one question the packet cannot resolve.
- Have students test the checklist on the starter without borrowing headphone prices, explaining which missing online-cart details they would need.

Model response

My before-you-buy checklist is: confirm the headphones match the tag; notice that \$19.99 is a member price (Source A); check the account sign-in requirement and \$24.99 regular price (Source C); compare the merchandise subtotal before adding tax; and review the final total before paying. This receipt charges \$24.99 plus \$1.50 tax, totaling \$26.49 (Source B), so tax alone does not explain the difference from \$19.99. I would keep the tag and receipt and ask store customer service whether the member discount should have applied. The packet does not show sign-in status or establish whether the promotion's disclosure met legal requirements.

Check for understanding

What explains the documented difference most precisely?

- A. The receipt has a \$5.00 higher merchandise price plus \$1.50 tax.
- B. The entire \$6.50 difference is sales tax.
- C. The receipt proves the customer was signed in.

Answer: A. The sources separate the merchandise-price gap from tax. They do not document the customer's sign-in status.

Vocabulary to prepare

Conditional price: A price available only when specified requirements are met.

Subtotal: The amount before selected additions such as tax or shipping.

Disclosure: Information communicating terms, conditions, or charges to a customer.

Transfer and feedback

How would your checklist change for a ticket advertised at one price but sold with a service fee and optional add-ons?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

16 The free trial was not free forever

UNIT 4 / EDUCATOR EDITION

Concept: subscriptions and consumer terms

How the receipts work

Source A provides the trial length, later monthly amount, and continuing-renewal condition, assuming that wording was accurately displayed at signup. Source B supplies a start and charge date consistent with those terms: September 1 to September 8. This agreement supports the timeline, but cannot establish what the student actually saw or authorized.

Source C explains how to avoid a future charge: cancel before the next billing date. It does not provide the exact account-specific next date, cancellation confirmation, or a refund policy. The three sources therefore answer different questions about an offer, an event, and a future action; none alone settles every part of a billing dispute.

Teaching moves

- Have students use four colors for duration, price, repetition, and action deadline, explaining why each affects a decision.
- Draw a timeline with separate spaces for the posted charge, the next billing date, cancellation, and a possible refund request.
- Ask pairs to identify an unsupported inference, such as assuming a matching charge proves understanding, then rewrite it with an appropriate limit.

Model response

I would highlight seven days, then, \$9.99 per month, until canceled, and before the next billing date because they define the free period, recurring cost, and deadline (Source A; Source C). The September 1 start and September 8 charge match a seven-day trial timeline (Source B). This does not prove the exact screen the student saw or whether a refund is available. The account's cancellation controls govern the next-step procedure; the service's billing support can clarify the posted charge and refund terms. I would check the next billing date, decide whether to cancel, save confirmation, and ask about refunds separately.

Check for understanding

Which question remains unanswered by the cancellation page?

- A. Whether the next charge can be avoided by timely cancellation.
- B. Whether an already-posted charge will be refunded.
- C. Whether the service has a cancellation timing condition.

Answer: B. Source C addresses future billing. It does not state a refund rule for money already charged.

Vocabulary to prepare

Renewal: A service continuing into another paid period under its terms.

Recurring charge: A payment that repeats on an established schedule.

Cancellation confirmation: A record showing that a request to end service was completed.

Transfer and feedback

How would you evaluate a storage app offering one free month if the cancellation screen says access continues until the paid period ends?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

17 Why are they cutting the trees?

UNIT 5 / EDUCATOR EDITION

Concept: environmental decisions and tradeoffs

How the receipts work

Source A announces removal on three blocks beginning October 3, but gives no reason. Source B supplies a technical rationale and separates eight pruning treatments from four removals within twelve high-risk trees. It does not name the individual trees or demonstrate that all possible alternatives were assessed in the excerpt.

Source C describes twelve planned replacement plantings over two seasons and the species-selection goals. It does not prove those plantings have occurred, that they replace only these four removals, or that equivalent shade will return immediately. No supplied record establishes the starter's stormwater explanation. The next inquiry should connect tree locations, treatment reasons, and replacement outcomes.

Teaching moves

- Ask students to represent twelve assessed trees with counters, separating eight pruning treatments from four removals before discussing replacement numbers.
- Have pairs sort statements into planned action, technical rationale, expected mitigation, and missing outcome evidence.
- Invite students to revise one accusatory question into a specific records question while preserving its legitimate concern about environmental impact.

Model response

My three questions are: Which four assessed trees are scheduled for removal, and how do they correspond to the three-block notice (Source A; Source B)? What structural-risk findings support removal rather than pruning for those trees (Source B)? Where will the six fall and six spring replacements be planted, and how will the department evaluate canopy and heat benefits over time (Source C)? I would send these questions to the parks department and request the relevant tree map and arborist details. The receipts distinguish removal from pruning but do not establish immediate shade replacement, completed planting, or the starter's stormwater-repair explanation.

Check for understanding

Which statement accurately summarizes the assessment?

- A. Twelve high-risk trees are all scheduled for removal.
- B. Four trees are scheduled for removal and eight for pruning.
- C. Twelve replacement trees already provide the same shade.

Answer: B. Source B distinguishes treatments. Source C is a future planting plan and does not measure present or equivalent canopy.

Vocabulary to prepare

Arborist: A specialist who evaluates and cares for trees.

Canopy: The cover formed by tree branches and leaves.

Mitigation: An action intended to reduce or offset a harmful effect.

Transfer and feedback

If a school removes mature trees and promises new landscaping, what evidence would help compare immediate losses with expected benefits across several years?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

18 Who gets to be “the neighborhood” in the story?

UNIT 5 / EDUCATOR EDITION

Concept: representation and source selection

How the receipts work

Source A establishes that the article quotes two residents, both from new market-rate buildings. It supports a critique of the breadth of source selection, but does not prove either account is false. Source B identifies demographic variation that can guide outreach; it cannot supply missing interviews or tell us any group's opinion.

Source C offers additional potential contacts through a testimony list, without providing their testimony or making them representative spokespeople. Together, the sources justify broadening reporting and narrowing unsupported collective language. They do not establish neighborhood consensus, universal opposition, or the claims made in the separate starter video. An editor controls revisions; residents supply experiences and evidence.

Teaching moves

- Have students mark the distance between the article's broad collective wording and the two people actually quoted.
- Ask groups to write open interview questions that could produce unexpected answers, rejecting questions that assume opinions from demographic categories.
- Require the source plan to include both listed contacts and a way to hear from residents who do not attend public meetings.

Model response

My revised-story plan asks: who uses the plaza, who benefits, and who encounters barriers? The two quoted residents share one housing context, so I would narrow the article's broad resident claim (Source A). I would use the neighborhood profile to check outreach gaps without predicting opinions from demographics (Source B). I would contact the tenant association, business owner, youth sports group, accessibility advocate, and new resident on the testimony list, then seek additional residents beyond organized speakers (Source C). The editor can revise the story. My next step is an interview plan using shared open questions; this packet does not establish consensus or anyone's unrecorded views.

Check for understanding

What is the best use of the community profile?

- A. Predict the opinion of each resident before interviewing them.
- B. Replace interviews with demographic categories.
- C. Identify possible outreach gaps while leaving opinions open.

Answer: C. Demographic differences guide whose experiences to seek. They do not establish those experiences or the views people hold.

Vocabulary to prepare

Representation: How a story includes and characterizes people and their experiences.

Tenure: Whether people own or rent their housing, in this profile context.

Tokenizing: Treating one person as a stand-in for an entire group.

Transfer and feedback

How would you investigate a school article claiming students love a new schedule if all quoted students belong to the same club?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

19 What happens at public comment?

UNIT 5 / EDUCATOR EDITION

Concept: public meeting basics

How the receipts work

Source A establishes the agenda topic and the placement of public comment before discussion. Source B supplies the sign-up deadline, speaking limit, and public-record implication. Together they help a student prepare participation, but they do not establish the exact sign-up method, guarantee a speaking slot, or promise an immediate response.

Source C separates an advisory design recommendation from final contract approval by the parks commissioner. This makes a request about the board's recommendation more appropriately directed than a demand for contract approval. None of these sources describes the proposed playground design, so claims about missing features require additional evidence or must be clearly framed as questions.

Teaching moves

- Ask students to underline the single request in each draft and connect its verb to the board's stated authority.
- Time a calm oral reading while permitting a partner or educator to read; assess evidence and scope rather than performance confidence.
- Have students mark personal details as necessary or optional, then explain the public-record implication without requiring disclosure.

Model response

I am commenting on the playground redesign under item 6, which the agenda places before board discussion (Source A). My request is that your design recommendation explain how the redesign will provide access for people with different mobility needs. I do not have a design drawing or assessment, so I am asking for that explanation rather than claiming a particular feature is missing. Your board recommends the design, while the parks commissioner approves the final contract (Source C). Please include this explanation in your recommendation. I will check the sign-up process before the 5 p.m. deadline and keep unnecessary personal details out of the public record (Source B).

Check for understanding

Which request best matches the advisory board's stated role?

- A. Approve the final playground contract tonight.
- B. Include an access explanation in the design recommendation.
- C. Promise that every public comment will become policy.

Answer: B. Source C assigns design recommendations to the board and final contract approval to the commissioner. Speaking does not guarantee adoption.

Vocabulary to prepare

Public comment: An opportunity for people to address a public body under its meeting procedures.

Advisory: Providing recommendations rather than holding every final decision power.

Public record: Recorded information about public business that may be accessible to others.

Transfer and feedback

How would you revise the same request if your audience were the parks commissioner instead of the advisory board?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.

20 What would you change at school, and what can actually change it?

UNIT 5 / EDUCATOR EDITION

Concept: student voice and informed agency

How the receipts work

Source A states the desired hours and weekly frequency. It is evidence of a proposal, not evidence that students need it or that it has been approved. Source B identifies staffing times and a budget mechanism permitting hourly coverage with approval; it does not supply a cost, committed staff, or an available funding balance.

Source C assigns recommendation, pilot approval, and permanent staffing approval to different actors. Combining it with Source B supports approaching the principal about a possible pilot within budget. The packet does not justify skipping approval or asserting that a pilot is feasible. Demand, cost, supervision, and service information would strengthen the project.

Teaching moves

- Have groups organize a brief into proposal, established facts, and needed information.
- Ask students to trace a recommendation through pilot approval to permanent staffing approval, labeling the different evidence each step would need.
- After peer review identifies an unsupported claim, assess whether revision makes the next step more feasible.

Model response

Our information brief asks whether the school can test library access until 6 p.m. three days weekly (Source A). The librarian's contract ends at 4 p.m.; after-school supervisors are available until 6 p.m., and hourly coverage is possible with approval (Source B). This identifies an option, not committed staffing or sufficient funds. Student council can recommend a pilot, the principal can approve one within budget, and district operations handles permanent staffing changes (Source C). We would ask the principal for a costed pilot review and gather student-use information without inventing demand. The project will record open questions about supervision, services, cost, and criteria for judging the pilot.

Check for understanding

Which next step best fits the available evidence and authority?

- A. Announce permanent library hours because supervisors are available.
- B. Ask district operations to treat the student proposal as an approved staffing change.
- C. Ask the principal to review a costed pilot proposal within the available budget.

Answer: C. Source C allows principal approval of a pilot within budget. Source B identifies options that still require cost and staffing confirmation.

Vocabulary to prepare

Pilot: A limited trial used to learn before a broader commitment.

Feasibility: Whether a proposal can realistically work under its constraints.

Decision map: A record showing which actors can recommend, approve, or implement different actions.

Transfer and feedback

How could you apply this method to a request for a new after-school activity when student interest, supervision, space, and funding are still uncertain?

If the learner gives an overbroad answer, ask which sentence in a receipt would establish it. If the learner reaches a supported answer by a different route, ask them to make the connection visible rather than copying the model.