Educator — select one relevant source, keep the others held

Primary A checks actual feature/location/map recording/question components; primary B checks record ordering/interpretation/perspective/proposal components. Unused reserves RA/RB offer different complete sources if primary content was exposed or another source is needed. Reserve means genuinely unused by this learner, not a label that restores freshness after disclosure. All are original invented models/records; none is real local history, fieldwork or an interview.

Family · Selected first source + own blank · Matching later source + own blank

A · primary · A-first source (../stages/A-first/source.html) · blank (../stages/A-first/blank.html) · A-later held (../stages/A-later/source.html) · own blank (../stages/A-later/blank.html)

B · primary · B-first source (../stages/B-first/source.html) · blank (../stages/B-first/blank.html) · B-later held (../stages/B-later/source.html) · own blank (../stages/B-later/blank.html)

RA · unused reserve · RA-first reserve (../stages/RA-first/source.html) · own blank (../stages/RA-first/blank.html) · RA-later held reserve (../stages/RA-later/source.html) · own blank (../stages/RA-later/blank.html)

RB · unused reserve · RB-first reserve (../stages/RB-first/source.html) · own blank (../stages/RB-first/blank.html) · RB-later held reserve (../stages/RB-later/source.html) · own blank (../stages/RB-later/blank.html)

1. Check actual prior exposure, access/neutral reading and the component needed. Give only the selected complete first source and its own four-question blank. Read exactly if wanted; do not cue the source inference or reveal keys/models. Preserve actual first response and support before feedback. Capture a few children across lessons, not all eight packets at once.

2. After capture, inspect component keys/criteria and specific next teaching (keys-and-next.html). Teach the actual gap on genuinely unrelated ordinary material; keep exact date/source/target/action/response/helper support. An offered script, scheduled lesson or empty log is not actual teaching.

3. Release the matching held later source only after actual unrelated teaching, preserved first response, actual interval, exposure and support records. Do not create a missing baseline retrospectively. Keep unused reserves held. If later material was exposed, record that condition and do not claim an unseen comparison.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

4. Compare actual components and conditions. Different supports/source complexity matter; a result is not automatic gain, full description attainment, official grading or year/state approval. Continue ordinary making and inquiry whether a formal source check was used or declined.

No paper/direct/device route is lower status. Record the child decision/record separately from adult movement/scribe/operation; a wanted helper does not erase the child's reasoning. A supplied fictional voice is not a real willing recipient, and no answer text supplies a field visit, cultural permission or local-place evidence.

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