

PRIMARY SELF-CHECK

Four passes presented one step at a time

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[Open the step-by-step check](#)

<https://beforeword.xyz/research/full-stop/check/en/>

PREPARATION

This document gives instructions for preparing separate cards or screens. The examples and explanations are visible together here. The PDF itself does not enforce sequential presentation. The linked page above provides a ready-to-use check that reveals the material one step at a time.

Copy each record marked below for separate presentation onto its own card or screen, exactly as written. Keep step labels, questions, and explanations outside the target record. Show only the current card first; reveal the next one after the current step is complete. Preserve the records and their order of presentation.

After each target, you may write down how you read it on a separate record. Do not explain the reading before making the comparison. Continuing without a response is allowed. No recorded response, matching responses, and different responses remain distinct cases; none is treated as the expected outcome.

PASS 1 / ONE RECORD

PRESENT SEPARATELY

I

Present this record on its own. Then, if you wish, record your reading of it separately. Do not suggest possible answers beforehand.

Next, compare the exact target record with the recorded reading. What was written in the target? What is written in the response? If no response was recorded, do not draw a conclusion from that absence.

PASS 2 / THE WORD AND WHAT IT NAMES

FIRST SEPARATE PRESENTATION

love

Present this record on its own. Then, if you wish, record your reading of it separately. Do not show the next target or explanation before this step is complete.

Compare the exact record and the recorded reading as in the first pass. Do not replace the response with the word proposed below.

SECOND SEPARATE PRESENTATION

feeling

This step introduces a new record. It does not count as the reader's response unless that exact response was recorded in the previous step. Even if they match, preserve the reader's response and the new presentation separately.

Repeat the step: you may record a reading separately and compare it with the exact target. Preserve any subsequent explanation separately as well.

Two different questions

Literal composition: what exactly is written in each preserved record? This question allows the written forms to be compared.

Relation to what is named: what is the word taken to refer to, and what context supports that reading? Record the answer separately. The appearance of that answer does not by itself establish the relation it describes.

The absence of one word inside another does not rule out meaning or reference. Comparing written forms establishes neither the presence nor the absence of what is named. These questions do not replace one another.

PASS 3 / ONE TARGET, TWO CONTEXTS

FIRST PRESENT THE CONTEXT SEPARATELY

Speaker: Natasha

THEN PRESENT THE TARGET SEPARATELY

me

You may record your reading of the target separately. Do not explain it. Preserve the response, or the absence of a response, before showing the next context.

NEW PASS: PRESENT THE CONTEXT SEPARATELY

Speaker: Kirill

THEN PRESENT THE SAME TARGET SEPARATELY

me

You may record your reading separately. Only then compare both contexts, both target records, and any preserved responses.

What is being compared

The target's written form is the same. The preceding record differs. Recorded readings may match, differ, or be absent. A change in reading is neither required nor asserted in advance.

The names have already been presented in the contexts. Their absence from the written form "me" does not make them material that first appeared after the target. Consider the target record and the full preceding sequence separately.

What this does not establish

The label "Speaker" is a presented context here. It does not establish actual authorship of the record. A single pass does not demonstrate a reading mechanism, establish a change in the pronoun's lexical meaning, or establish a shared outcome for all readers.

PASS 4 / TWO CONTEXTS FOR A WORD

FIRST PRESENT THE CONTEXT SEPARATELY

The committee gave its official

THEN PRESENT THE TARGET SEPARATELY

sanction

You may record your reading separately. Do not explain it. Preserve the response, or the absence of a response, before showing the next context.

NEW PASS: PRESENT THE CONTEXT SEPARATELY

The court imposed a

THEN PRESENT THE SAME TARGET SEPARATELY

sanction

You may record your reading separately. Then compare contexts, targets, and responses. The target is the same; the contexts differ. Responses may match, differ, or be absent. None of these cases alone demonstrates a cause.

THE LIMIT OF THIS COMPARISON

Preserve all explanations separately. Apply the same questions to the words of these instructions, including the last sentence. An appeal to the author, an expert, or a language model does not by itself establish the content of a claim.

If material described as later was already in the first record or a preceding context, it is not new to the whole sequence. If the exact record or presentation order has not been preserved, this local comparison does not establish the claimed distinction.

There is no score or final status. A missing response does not count as confirmation. The pass supports no general conclusion about all readers, the existence of people or the world, or the presence or absence of meaning.

Keep the record, its reading, and its explanation separate.