

Evidence in the Mural

Trace several details before deciding what a character learns.

7.DSR.C "When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail in each numbered paragraph that could support a claim about Tessa. In the margin, label each detail with its paragraph number. Circle a detail that could complicate your first impression.

A Place for the Birds - original fiction

- ① When the community center announced a mural contest, Tessa arrived with a drawing of silver birds crossing a red sky. Her younger neighbor Amir brought a pencil sketch of the old market that had once occupied the building. Tessa studied his crooked roofline, then covered part of her own page with her hand. Last year she had helped paint someone else's design, and she wanted this year's wall to carry her name. The coordinator, Ms. Chen, set both drawings on the table. She did not choose a winner. Instead, she asked each artist to explain what someone walking past the mural might learn about the neighborhood. Tessa described the speed of her birds. Amir described his grandmother buying bread at the market before the center opened.
- ② On Saturday, Ms. Chen brought copies of two old neighborhood photographs and asked the artists to return with one detail they had checked. Tessa noticed that the market's roof was not crooked in the photographs: the street climbed beside it. She went back to Amir's sketch and traced the slope with her finger. Then she asked his grandmother about the painted sign above the door. Amir wrote down the remembered words but put a question mark beside the color, which his grandmother could not recall. Tessa tried fitting one silver bird above the sloping street. When Amir suggested moving it away from the sign, she reached for her eraser, stopped, and asked him to show her where a passerby would look first.

- ③ At the next meeting, the two artists presented one design. The market filled the lower half; Tessa's birds curved above the roofs without hiding the sign. Their caption named the photographs and Amir's grandmother as sources, and it described the sign's color as an artistic choice. Tessa began the presentation by explaining what Amir had noticed about the street. When Ms. Chen offered them the wall, Tessa wrote both names on the planning sheet before choosing a brush. Later, a visitor asked whether she had abandoned her first idea. Tessa looked at the birds, still silver against a red sky. 'I think I finally gave them somewhere to fly,' she said.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What does Tessa want at first? Identify one detail supporting your inference and explain why it matters.

- ② How do Tessa's actions in paragraphs 2 and 3 show a change? Connect one precise detail from each paragraph.

- ③ A reader claims Tessa completely gives up her artistic ideas. Which detail complicates that claim, and what more precise conclusion fits?

3

YOUR TURN

Your own words

Build a claim about Tessa using at least three distinct details from the supplied story. Keep your evidence traceable and distinguish inference from stated fact.

Build an evidence chain

Write a defensible claim. Then give three distinct details, drawing from all three numbered paragraphs. Quote briefly or paraphrase accurately, label each paragraph, and explain how each detail supports your claim.

Test and refine

Identify a detail that could challenge or qualify your claim. Explain what it changes, then state your refined conclusion. Check every quotation and paragraph label against the printed story.

PART 1 • READ AND MARK

Underline one detail in each numbered paragraph that could support a claim about Tessa. In the margin, label each detail with its paragraph number. Circle a detail that could complicate your first impression. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Tessa want at first? Identify one detail supporting your inference and explain why it matters.	She wants recognition for her own design: paragraph 1 says she wants the wall to carry her name and recalls painting someone else's design. This supports a desire for individual credit, not a claim that she never helps others.
2	How do Tessa's actions in paragraphs 2 and 3 show a change? Connect one precise detail from each paragraph.	In paragraph 2 she pauses and asks Amir to explain his suggestion instead of immediately controlling the drawing. In paragraph 3 she credits what he noticed and writes both names. The linked actions suggest that she increasingly values another person's contribution.
3	A reader claims Tessa completely gives up her artistic ideas. Which detail complicates that claim, and what more precise conclusion fits?	Paragraph 3 keeps her silver birds against a red sky. She changes the arrangement and shares authorship, but still contributes her original imagery; collaboration changes her design without erasing it.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Possible evidence chain: Tessa learns to share authorship while preserving a contribution of her own. In paragraph 1, wanting the wall to carry her name establishes her initial desire for individual recognition. In paragraph 2, she asks Amir to explain where a passerby would look, showing that she begins listening to his design reasoning. In paragraph 3, she writes both names before choosing a brush, turning that respect into shared credit. These are distinct details connected to one claim.

Qualification: The birds remain silver against a red sky in paragraph 3, so it would be inaccurate to say she abandons all her ideas. A stronger conclusion is that she changes how she works with others while retaining meaningful creative input. Her final remark supports that inference, but does not tell us everything she will do in the future.

TEACHER ASSESSMENT NOTES

The story is original fiction and is supplied in full. For marking, accept defensible details from each numbered paragraph, with explanations rather than a single compulsory set of quotations. In the evidence chain, require three distinct details, all three paragraph labels, accurate wording or paraphrase and a link from each detail to the claim. Accept other supported conclusions and genuine qualifications. Do not score opinions about which design is prettier or require a fixed sentence count.