

Trace the Evidence

Support an inference with several accurately located details.

6.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 In each numbered section, underline one detail about how Ren handles information. Circle a word or phrase that suggests how he feels. Be ready to distinguish what the story states from what you infer.

The Unfinished Map - original classroom fiction

1. A polished plan

Ren had spent three afternoons drawing a walking map for the school's neighborhood exhibition. He used careful lettering, measured the route and shaded the footbridge blue. His partner, Imani, returned from checking the path with an awkward discovery: a sign said the footbridge was closed for repairs. Ren tapped the neat blue line with his pencil. "The judges will arrive tomorrow," he said. "Maybe the bridge will open by then." Imani placed her dated notes beside the map instead of arguing. Ren slid the notes underneath his sketchbook.

2. The cost of checking

At home, Ren rehearsed his explanation of the route, but he kept picturing families reaching the closed bridge. The next afternoon he asked Imani to walk the route again with him. The closure sign was still there. They checked the longer path around the pond and recorded where walkers would need to turn. Back at school, Ren erased part of the blue line. A gray smear remained. He added the verified detour and a note explaining when they had checked it, though the correction spoiled the map's tidy appearance.

3. A different kind of finish

When a judge asked about the smudge, Ren could have blamed a printing mistake. Instead, he explained that the first route was outdated and credited Imani's field notes. "We checked this version together today," he said. He also pointed out that future closures could change the route and suggested checking posted signs. Their map received no ribbon for design. Nevertheless, Ren placed Imani's notes beside it for visitors to examine. Watching a family compare the notes with the route, he stopped trying to cover the gray patch with his hand.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What does Ren do with the field notes in section 1? What does that suggest, rather than prove, about his priorities?

- 2 Paraphrase two actions from section 2 that make the revised map more trustworthy.

- 3 Why does section 3's final detail matter? Link it to an earlier detail and name both locations.

3 YOUR TURN Your own words

Make an evidence-based interpretation of Ren's change.

Claim and evidence chain

Write a claim about what Ren comes to value. Support it with at least three distinct details from more than one section. Quote briefly or paraphrase accurately, name the numbered section for each detail, and explain how it supports your claim.

Check a competing interpretation

A reader says, "Ren only changes because he wins a prize." Use a specific located detail to assess that claim. Then reread your own evidence chain and correct any quotation, location or inference that overstates the text.

PART 1 • READ AND MARK

In each numbered section, underline one detail about how Ren handles information. Circle a word or phrase that suggests how he feels. Be ready to distinguish what the story states from what you infer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Ren do with the field notes in section 1? What does that suggest, rather than prove, about his priorities?	He slides the notes under his sketchbook after focusing on the polished map and the judges. This suggests concern about appearance or recognition is competing with accuracy; his precise thoughts are inferred.
2	Paraphrase two actions from section 2 that make the revised map more trustworthy.	Ren and Imani recheck the route and find the closure remains. They check and record a usable detour, then Ren adds it and a dated verification note.
3	Why does section 3's final detail matter? Link it to an earlier detail and name both locations.	At the end of section 3 he stops hiding the gray patch, unlike hiding Imani's notes in section 1. The contrast supports growing willingness to show corrections and evidence.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible evidence chain**

Ren increasingly values reliable information over a flawless appearance. In section 1 he hides Imani's notes, suggesting that unwelcome evidence threatens his pride. In section 2 he checks the route again and marks a detour despite the smudge; accuracy now matters enough to spoil his drawing. In section 3 he credits Imani and displays her notes, making the basis of the correction visible. These actions support the inference that he is becoming more accountable, though they do not prove that he will always behave this way.

Checking the competing interpretation

Section 3 says the map receives no design ribbon. Ren still shows the notes and stops covering the patch, so winning a prize cannot explain the change described. Section 2 also shows corrective action before judging.

TEACHER ASSESSMENT NOTES

The complete source story is original classroom fiction. Locations are its three printed numbered sections, not an invented page or scene. Accept other defensible claims with several distinct accurate details and clear connections. Distinguish an inference from a stated fact. Do not treat repetition of one detail as several pieces of evidence. Students may use short exact quotations or faithful paraphrases; assess meaning and location, not a word count.