One Courtyard, Three Views

Read a story about how different experiences shape a shared plan.

6.RL.10.c "Read widely to understand diverse perspectives and viewpoints."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that shows what each student values. Circle a moment when a student considers someone else's viewpoint.

The Courtyard Plan

1. The courtyard behind Bell Street School had one old mulberry tree and a strip of cracked pavement. Farah remembered picking fallen berries there with her grandfather after school. Now the principal had asked students to suggest changes to the courtyard. Farah drew a bench beneath the branches, where families could wait in the shade. When she showed Leo, he glanced at the drawing and then at the narrow pavement. “My grandmother visits the school,” he said. “Her wheelchair cannot get past that broken corner.”

2. Leo pictured a smooth, wide path crossing the courtyard. From his desk by the window, he had seen his grandmother turn around at the gate on concert night. He did not want her to miss another performance. Farah looked at his sketch. His path went straight through the place where the mulberry's roots pushed up the pavement. “You want to cut it down?” she asked. Leo shook his head. “I want Grandma to get inside. I don't know if the path has to go there.”

3. Sora joined them with a seed packet in her hand. She hoped for a small garden, but the tree's shade covered her first choice of spot. “Tomatoes need sun,” she said, pointing to a bright patch near the fence. Then she studied Leo's path and moved her finger along the fence, too. Farah noticed that this route curved away from the roots, though it might make the walk longer. The three students spread their sketches across the bench. No one erased anything yet; each was trying to see what the others saw.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Farah's view of the mulberry tree differ from Leo's view of the space around it?

2. What does Leo's reply to Farah show about the difference between his goal and her guess about his plan?

3. What does Sora want from the courtyard that Farah and Leo have not asked for? Which detail explains why?

4. Why might Farah see a route along the fence as a possible answer, and what concern might Leo still have about it?

3 YOUR TURN

Your own words

Write four or five sentences from the viewpoint of another person who uses the courtyard, such as a younger student or a school worker. Give that person a reason to care about the space, a response to one student's plan, and something they could learn from a different student's viewpoint.

ANSWER KEY

One Courtyard, Three Views

GRADE 6 · 6.RL.10.c

PART 1 · READ AND MARK

Underline one detail that shows what each student values. Circle a moment when a student considers someone else's viewpoint. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Farah's view of the mulberry tree differ from Leo's view of the space around it?	**Farah connects the tree with her grandfather and wants families to enjoy its shade. Leo notices that the roots have pushed up pavement where his grandmother needs a smooth path.**
2	What does Leo's reply to Farah show about the difference between his goal and her guess about his plan?	**Farah guesses that Leo wants to cut down the tree. Leo wants his grandmother to be able to enter the school, but he is not sure the path must go through the roots.**
3	What does Sora want from the courtyard that Farah and Leo have not asked for? Which detail explains why?	**Sora wants a garden. She looks for a sunny spot because tomatoes need sun.**
4	Why might Farah see a route along the fence as a possible answer, and what concern might Leo still have about it?	**The route curves away from the tree's roots, which matters to Farah. It may be a longer walk for Leo's grandmother.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I wait in the courtyard with my little brother after school, and we like sitting in the tree's shade. Farah's bench would give us a place to rest instead of standing by the gate. I used to think a bench was the only change we needed. After hearing Leo talk about his grandmother, I see why a wide, smooth path matters, too. I would ask whether a bench could fit beside the curved path.

Accept answers supported by the story, including reasonable inferences about the longer route. For Part 3, look for a distinct viewpoint that responds to two students' ideas rather than simply repeating one student's plan.