Evidence Changes Minds

Compare evidence, then revise a response.

7.6 "Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three source paragraphs 1, 2, and 3. Underline one detail in each source that could support a response about maintaining the garden, then circle the detail that makes the response less simple.

Three Views of a Rain Garden

1. Source A, a city fact sheet, explains that rain gardens are shallow planted areas that collect stormwater from roofs, streets, or parking lots. Instead of racing into storm drains, the water slowly soaks into the soil. Native plants are useful because their deep roots help hold soil in place. At Maple Middle, a rain garden beside the parking lot receives water from a downspout. The fact sheet states that the garden may reduce puddles and filter some pollutants before water enters Willow Creek. Its language is formal and technical.

2. Source B is a blog post by Maya, a seventh grader who helped plant the garden. She describes carrying wet mulch, finding a toad near the new plants, and watching rain pour from the downspout. "I used to see the parking lot as plain pavement," Maya writes, "but now I notice where the water goes." After two storms, she noticed fewer puddles near the entrance. Her post does not measure the water, but her details show that the project changed what she pays attention to at school.

3. Source C is the school custodian's maintenance log, written three months later. It reports that the garden absorbed water well during spring storms, but several plants dried out during a hot July week. The log recommends adding mulch and checking the downspout for clogs. Unlike Maya's blog, the log records dates and maintenance needs. Unlike the fact sheet, it describes what happened at this particular garden. Its entries show that a project can work well in one season and still require attention later.

2 ANSWER WITH EVIDENCE

Use the passage

1. Paraphrase Source A in two sentences. Include where the water comes from and two ways the garden helps.

2. How does Maya's blog differ from Source A's fact sheet in purpose or evidence? Include one detail from each source.

3. What can you infer about how working on the garden changed Maya? Support your inference with a detail from her blog.

4. How does Source C change or add to a response that the rain garden is useful? Use two details from Source C.

3 YOUR TURN

Your own words

Write a 90-110-word response to someone deciding whether Maple Middle should maintain the rain garden. State a position, compare evidence from at least two sources, use the word runoff correctly, and explain how Source C shapes or revises your position. Include one personal connection or observation in an appropriate school-board tone.

ANSWER KEY

Evidence Changes Minds

GRADE 7 · TEKS 7.6

PART 1 · READ AND MARK

Number the three source paragraphs 1, 2, and 3. Underline one detail in each source that could support a response about maintaining the garden, then circle the detail that makes the response less simple. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Paraphrase Source A in two sentences. Include where the water comes from and two ways the garden helps.	**Source A explains that a rain garden collects runoff from roofs, streets, or parking lots and lets it soak into the ground. Deep-rooted native plants stabilize soil, and the garden may reduce puddles and filter pollutants before water reaches the creek.**
2	How does Maya's blog differ from Source A's fact sheet in purpose or evidence? Include one detail from each source.	**The fact sheet provides general technical information, such as native plants having deep roots, while Maya's blog shares a personal observation, such as noticing fewer puddles near the entrance after storms.**
3	What can you infer about how working on the garden changed Maya? Support your inference with a detail from her blog.	**Working on the garden made Maya more observant about water at school. She says she now notices where water goes and reports seeing fewer puddles after storms.**
4	How does Source C change or add to a response that the rain garden is useful? Use two details from Source C.	**Source C supports the idea that the garden is useful because it absorbed water well in spring storms, but it adds that the garden needs maintenance because plants dried out during a hot July week.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Maple Middle should maintain the rain garden because the sources show that it helps manage runoff, although it needs regular care. The fact sheet explains that rain gardens let stormwater soak into soil and may filter pollutants before water reaches Willow Creek. Maya's blog adds a student's view, since she noticed fewer puddles after storms. I have had to step around puddles near school entrances, so that detail matters to me. Source C revises my response by showing that mulch and downspout checks are necessary during dry weather for the garden.

Accept accurate paraphrases that maintain Source A's meaning and logical order. For the open response, accept varied positions if students use evidence from at least two sources, compare the sources, use runoff correctly, and explain how Source C affects their thinking.