Text evidence and inference

Compare Two Interpretations

Name _____ Date _____

Quick review Combine an actual text detail with sensible reasoning. Explain the connection instead of guessing from something the passage never says.

Example Maya shook water from her coat and set down a dripping umbrella. These details suggest she has just come in from the rain.

Read the mural story. Weigh competing explanations, choose precise evidence, and make a limited prediction. Other well-supported interpretations may be valid.

A Place in the Pattern

[1] Jalen carried a tray of brushes into the community mural room. He had practiced painting thin borders all week. At the wall, he found Tessa staring at a crooked blue line. She placed her brush in the wash bucket and moved toward the stack of empty supply boxes by the door.

[2] 'That edge was tricky for me, too,' Jalen said. He placed two practice cards on a table and painted a short line on one. Tessa watched without picking up a brush. Jalen left the second card beside her and turned his own card over to try another line.

[3] After a minute, Tessa retrieved her brush. Her first practice line wobbled. Jalen held his card beside hers, showing a blot at one end. Tessa smiled and tried again. When the coordinator asked for painters at the wall, Tessa carried both practice cards over, and Jalen brought the brushes.

1. Which interpretation of Tessa's move toward the boxes fits better: she may be discouraged, or she has finished the mural? Explain.

2. Quote a detail that suggests Jalen wants to encourage Tessa without demanding that she paint immediately.

3. Explain what Tessa's smile and second attempt suggest. Avoid claiming that her painting is now perfect.

4. Predict one likely next action for Tessa and support it with an ending detail. Use 'likely' or 'may.'

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Responses and feedback: Compare Two Interpretations

These are sample responses and reasoning. Accept other answers that fit the task and are supported by the text or language rule.

1. She may be discouraged. She stares at a crooked line and puts down her brush before moving away; the coordinator later still needs painters at the wall.

Reasoning: First connect the crooked line to the decision to stop painting. Then check the later call for painters, which weakens the claim that the mural was finished.

2. Jalen 'left the second card beside her and turned his own card over to try another line.' He offers a chance to practice and lets her choose when to start.

Reasoning: First identify the offered practice card. Then notice that Jalen returns to his own work instead of issuing an order; the combination supports a gentle invitation.

3. Seeing Jalen's blot seems to make Tessa more willing to keep practicing despite an imperfect first line.

Reasoning: First place the smile after Jalen shows his mistake. Then connect the second attempt to renewed willingness; the story does not describe a perfect finished line.

4. Tessa may resume painting at the wall because she carries her practice cards there when the coordinator asks for painters.

Reasoning: First use the direction of Tessa's movement as a clue. Then make a limited prediction about returning to work, not an unsupported prediction that she will paint the entire mural alone.