

Learn the distinction before practice

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G6R02-R1 · worked instruction, not an independent check

Two Changes at the Table

At the first puzzle meeting, Cora kept every loose piece in front of herself. “I’ll decide where these go,” she said. A larger table arrived for the next meeting. Cora slid half the pieces toward Ben and asked, “Which edge shall we each try?” At the third meeting she again divided the pieces before they began.

Worked explanation

Worked Cora model: at first Cora keeps all pieces and says she will decide; later she divides them and asks Ben to choose an edge. Her choices move toward sharing decisions in these meetings. The larger table is a circumstance, not proof by itself. A repeated later action supports the local change; the story does not show that she always shares.

Notice the method

Compare Cora’s own words or actions from early and later. Name the new table separately as a circumstance. Limit the claim to what these meetings show. Now try a different story; supply its evidence yourself.

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The Part Beside the Solo

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Read or listen to the whole story. Keep it available while answering on the following page.

When the music group assigned parts for its short performance, Leena asked for the opening solo. The teacher gave it to Ellis and offered Leena the repeating drum part. “I’ll wait for a solo,” Leena said. She left the drumsticks on the chair and watched the others rehearse.

At the next rehearsal, Ellis was absent. Leena played the opening melody on the keyboard. After a few minutes, the other players lost their place. Leena stopped and looked at the empty drum chair. “Can someone keep the beat while I start again?” she asked. No one knew the drum part yet. The group ended that rehearsal without playing the whole piece.

On Monday, Ellis returned and took the keyboard seat. Leena picked up the drumsticks. “I’ll try this part while you start,” she said. She counted slowly before the group began. When a player lost their place, Leena repeated the beat while they found the next line. She then marked a difficult section in her own music and practiced it twice.

The performance was moved to the hall, and the group shortened its piece. Leena helped choose where to stop, then kept the drum part in the shorter version. “I’d still like a solo another time,” she told Ellis as she put the sticks away. At the following rehearsal, she went to the drum chair and began practicing before anyone assigned parts.

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Explain your evidence

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Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide.

Name / local identifier: _____ Date: _____

Response (or use this space to plan a spoken response)

[illegible]

If you need more space, continue on blank paper and keep this task ID.