



SAINT PIERRE
LEARNING RESOURCES

GRADE 7 | ENGLISH LANGUAGE ARTS

Grade 7 Textual Evidence & Inference

FREE SAMPLE WITH ANSWER KEY | 8 PAGES

The Label

A complete original story and three evidence-and-inference tasks.

Pages 2-6: student sample, response space and classroom-use license.

Pages 7-8: matching free-sample teaching notes, S1-S3 answer guidance and key license.

Print pages 2-6 for students. Keep pages 7-8 separate until students have responded. The key applies only to this free sample; no paid practice or assessment answers are included.

Selected practice for NC 2017 RL.7.1: use several textual details to support literary analysis and inferences. This sample supports selected skills; it does not establish complete standard mastery.

The Label

FREE SAMPLE • Grade 7 Textual Evidence and Inference

Name _____ Class _____ Date _____

Try a short reading and evidence-based response. This standalone sample does not reveal the paid packet's passage content, practice answers, or assessment answers.

Original literary fiction • Saint Pierre Learning Resources

October 14, 2026 • Source ID SPLR-G7-S1

[1] Tessa placed a small clay bowl beside the other objects in the school exhibition. She had glazed its inside a deep blue, but one edge tilted upward. Her first label read Practice Piece. She folded it under the bowl so visitors could not see it.

[2] “Are you hiding the price?” her brother asked. “Nothing here is for sale,” Tessa said. She turned the bowl until the uneven edge faced the wall. On either side, the other students’ vases stood tall and narrow.

[3] Mr. Bell brought a tray of name cards. “What would you like people to notice?” he asked. Tessa looked into the bowl. During firing, the blue glaze had collected in tiny dark pools. She had not expected them, but they reminded her of the river after rain.

[4] When the doors opened, Tessa turned the uneven edge toward the room again. She placed a new label in front: River Pools. Then she stood back far enough to see the bowl among the other work.



S1 Evidence practice

Name _____ Class _____ Date _____

What does Tessa directly do to the bowl or its label at the beginning? Locate two details by paragraph number. Then explain what you infer about her attitude. Keep the stated actions separate from your inference.

Response

S2 Evidence practice

Name _____ Class _____ Date _____

How does Tessa’s attitude toward displaying her work appear to change? Support your inference with three distinct details from across the passage. Explain how each detail supports your claim. Include one exact quotation and one paraphrase. Cite each using this format: (“The Label,” par. 1).

Response

[illegible]

S3 Evidence practice

Name _____ Class _____ Date _____

Which detail best supports the inference that Tessa becomes more willing to let people see her work as it is?

- A. The exhibition is at school.
- B. The other vases are tall and narrow.
- C. Tessa turns the uneven edge toward the room again.

Explain why your choice is stronger than the other two.

Response

Evidence reminders

Quote: copy the author's words exactly inside quotation marks and give the paragraph.

Paraphrase: use your own wording and sentence structure without changing the meaning; give the paragraph.

Reason: explain what the detail helps you understand. More evidence is useful only when it is relevant.

An inference can be reasonable without being the only possible interpretation.

The full Grade 7 Textual Evidence and Inference supplemental packet includes two longer original readings, scaffolded practice, a fresh independent transfer assessment, a reasoned teacher key, a rubric, and selected state-standard references with limitations. The full packet is priced at \$5.99. This sample is free. Neither resource claims state endorsement or complete ELA coverage.

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Free sample teaching notes & key

The Label • Saint Pierre Learning Resources

Keep this page separate from the student sample until students have responded. These answers apply only to the free sample and reveal no paid assessment answers.

S1

Explicit actions include folding the first label under the bowl (par. 1) and turning the uneven edge toward the wall (par. 2). Together these suggest she is hesitant or self-conscious about displaying work she sees as imperfect. Hiding something does not prove she dislikes all of her work or wants to leave the exhibition.

S2

Model: Tessa seems to become more willing to display the bowl's distinctive features. Initially she hides the "Practice Piece" label ("The Label," par. 1), suggesting she is reluctant to present the bowl openly. She then notices that the dark blue pools remind her of a river after rain ("The Label," par. 3), giving her a positive way to understand an unexpected effect. Finally she turns the uneven edge outward and places the name "River Pools" in front ("The Label," par. 4), suggesting she is ready to let viewers see the work. An alternative inference is that she discovers a specific way to frame the work rather than becoming fully confident. Both fit the text; neither should claim the bowl was physically repaired.

S3

C is strongest because the outward-facing uneven edge directly reverses her earlier concealment. A identifies the setting. B supplies a possible comparison that may help explain her initial insecurity, but does not directly show her later willingness.

Quick feedback checklist: defensible claim; three distinct relevant details for S2; reasoning links; accurate quotation/paraphrase and paragraph citations. Use a check mark for each demonstrated element and give one specific next step. This short sample is practice, not a validated proficiency test.

Suggested use: 10-15 minutes of reading and writing, followed by discussion. Offer vocabulary support for glaze (a coating applied to pottery), firing (heating pottery in a kiln), and exhibition (a public display). Discuss how an inference differs from a stated fact. If students disagree, compare which details each interpretation explains.



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