

# Details That Matter

Choose information that helps a particular audience understand and act.

**CCSS.ELA-Literacy.W.11-12.2b** "Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Circle the sentence that defines a seed library. In paragraph 2, underline the sentence that lists label information and the sentence that explains why a recent packing year matters.

### A Seed Library for New Gardeners

- ① For first-time gardeners, a seed library can make planting less expensive and less mysterious. A seed library is a collection that lets community members take packets of seeds to grow at home, often without paying for them. Unlike a store display, its packets may be donated or saved by local gardeners, so the selection can change each season. A useful seed-library guide begins with plants that match ordinary containers or small plots, such as beans, lettuce, or basil. This focus gives beginners choices they can realistically grow rather than an overwhelming catalog.
- ② To choose a packet, read the label before leaving the library. The label commonly lists the plant's name, the depth for sowing, the spacing between plants, and the approximate days to maturity. A beginner growing lettuce in a balcony container, for example, needs spacing information because crowded seedlings compete for light, water, and nutrients. The library's envelope may also show the year the seed was packed. Because seeds do not remain equally viable forever, choosing a more recently packed envelope can improve the chance that enough seeds will sprout.
- ③ Borrowing seeds is only the first step; returning seeds is optional at many programs and depends on local rules. Gardeners who want to save seed should begin with open-pollinated plants. When open-pollinated plants are pollinated by the same variety, their seeds are more likely to produce plants resembling the parent. Hybrid plants come from a planned cross between different parent varieties, so seeds saved from them may not produce the same traits. This distinction matters most to a gardener planning to collect seed, not to someone simply growing one season's crop. By separating essential borrowing advice from seed-saving guidance, a guide respects what new users need now.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** How does the definition in paragraph 1 make the topic understandable to the intended audience? Cite the definition and name the audience.

**2** Identify two kinds of information listed on a packet label in paragraph 2. Explain how each detail could help a beginner make a planting decision.

**3** Why does the writer include the balcony-container lettuce example instead of only listing label information?

**4** A writer is creating a short guide for someone who only wants to grow one season's crop. Which information in paragraph 3 is least relevant, and why?

**3 YOUR TURN** \_\_\_\_\_ Your own words

Write a 90-110 word guide for a first-time participant in a familiar, non-school-specific activity, such as preparing for a discussion, joining a book club, or organizing a study session. Define the activity, include three concrete details a beginner needs, explain why one detail matters, and leave out details relevant only to experts.

**PART 1 • READ AND MARK**

Circle the sentence that defines a seed library. In paragraph 2, underline the sentence that lists label information and the sentence that explains why a recent packing year matters. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                              | ANSWER                                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How does the definition in paragraph 1 make the topic understandable to the intended audience? Cite the definition and name the audience.             | <b>The definition explains that a seed library lets community members take seed packets to grow at home, often without paying. The intended audience is first-time gardeners.</b> |
| 2 | Identify two kinds of information listed on a packet label in paragraph 2. Explain how each detail could help a beginner make a planting decision.    | <b>Answers may name the plant's name, sowing depth, plant spacing, or approximate days to maturity. Each helps a beginner select a suitable seed or plant it correctly.</b>       |
| 3 | Why does the writer include the balcony-container lettuce example instead of only listing label information?                                          | <b>The example shows a specific beginner situation and explains why spacing matters, since crowded seedlings compete for light, water, and nutrients.</b>                         |
| 4 | A writer is creating a short guide for someone who only wants to grow one season's crop. Which information in paragraph 3 is least relevant, and why? | <b>The explanation of open-pollinated and hybrid plants is least relevant because the passage says that distinction matters most to gardeners who plan to save seed.</b>          |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Preparing for a class discussion means gathering ideas before you speak with others about a text or issue. First, read the assigned material with a pencil and mark one claim, question, or detail that interests you. Next, write the page number beside each mark, since a specific location lets you return to the evidence quickly. Bring two brief notes: one point you can explain and one question you can ask classmates. You do not need a polished speech or expert vocabulary. Those details would distract a first-time participant from listening, responding, and using evidence.

Accept varied activities and details if the response is 90-110 words and clearly addresses a first-time participant. Look for an accurate definition, three concrete and relevant details, an explanation of one detail's importance, and purposeful omission of expert-only information.