Shade With Purpose

Notice how an author connects evidence, texts, and community needs.

5.P.EICC.2 "Engagement & Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase that connects ideas inside the message, one phrase that connects to another text or source, and one phrase that connects to life beyond school. Number them 1, 2, and 3 in that order.

A Message About Shade

1. Dear School Council, our blacktop feels like a frying pan at afternoon recess. Last week, I counted only two shady spots near the fence, and both were crowded. I am writing to ask for three native trees beside the basketball area. Trees would give students cooler places to play, and their roots could help hold soil during heavy rain.

2. To support this idea, I connected it to our science article, "Plants in City Spaces." That article explained that tree leaves cool nearby areas by blocking sunlight. Our recess map matches my earlier count of crowded shady spots, because it shows the basketball area has the least shade. Putting these sources together helped me choose a place where trees could make the biggest difference for students.

3. I also thought beyond our classroom. At the bus stop near my apartment, younger children wait in direct sun each morning. If families helped water young trees after school, the new shade could serve neighbors as well as students. School Council members, would you consider sharing this plan at the next family meeting and asking which spots families use most?

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the author writing to, and what does the author ask this audience to do?

2. How does the recess map connect to the author's earlier description of recess? How does this connection support the request?

3. What other text does the author use, and what information from it supports the plan?

4. What life beyond school does the author mention, and why is that connection important for the School Council?

3 YOUR TURN

Your own words

Write exactly three sentences to the author of this message. Name one detail from the message, connect it to a different text you have read or heard, and connect both ideas to your own life or community. End with a question or suggestion for the author.

ANSWER KEY

Shade With Purpose

GRADE 5 · 5.P.EICC.2

PART 1 · READ AND MARK

Underline one phrase that connects ideas inside the message, one phrase that connects to another text or source, and one phrase that connects to life beyond school. Number them 1, 2, and 3 in that order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the author writing to, and what does the author ask this audience to do?	**The author is writing to the School Council and asks for three native trees beside the basketball area.**
2	How does the recess map connect to the author's earlier description of recess? How does this connection support the request?	**The map shows that the basketball area has the least shade, connecting to the author's earlier count of crowded shady spots. It supports planting trees in that area.**
3	What other text does the author use, and what information from it supports the plan?	**The author uses the science article "Plants in City Spaces." It explains that tree leaves cool nearby areas by blocking sunlight.**
4	What life beyond school does the author mention, and why is that connection important for the School Council?	**The author mentions younger children waiting in direct sun at a bus stop near the apartment. This shows that the trees could help neighbors as well as students and gives the Council a reason to involve families.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear author, your plan for families to water young trees reminds me that new plants need care after they are planted. In Seedfolks, neighbors work together to turn an empty lot into a garden. At my community playground, we need shade too, so could you ask families to help choose and care for trees there?

For Part 1, accept clearly marked phrases that show an inside-the-message connection, a connection to the science article or map, and a connection to the bus stop or neighbors. For Part 3, accept varied texts and community examples if the response has exactly three sentences, includes all three connections, and ends with a question or suggestion.