Links That Matter

Trace how an author connects sources, experiences, and readers.

6.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 each place where the writer connects one idea, source, or experience to another. In the margin, write what each connection helps a reader understand.

A Library That Grows

1. On Saturday, I visited the new seed library at the Maple Street Library. A seed library lets people borrow packets of seeds, grow plants, and return seeds from some of their harvest. Near the door, a flyer said, "Take seeds, share seeds, grow food." That short message made me curious, so I asked librarian Ms. Chen why the library started the project. She said many families want fresh vegetables but do not have space or money for a large garden. The seed library gives them one small way to begin.

2. Ms. Chen also showed me a chart from the county health department. It explained that eating fruits and vegetables can support a healthy diet. The chart did not prove that every family will grow more food, but it added a reason the project matters. I connected the chart to the flyer. The flyer invites people to act, while the chart explains one possible benefit of growing food. Together, these two texts made the seed library seem like more than a place to pick up packets. It is a place where neighbors can learn and share.

3. As I left, I thought about my grandmother's apartment balcony. She grows mint in a pot because her building has no yard. Her example helped me understand Ms. Chen's point about limited space. I also remembered a news story about droughts. Growing food at home will not solve every problem, but sharing seeds may help neighbors waste less and value what they grow. If I wrote about this project for students, I would include the flyer, the health chart, and a balcony gardener's experience. Each detail would speak to a different question readers might have.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two texts does the writer connect in paragraph 2? What different job does each text do?

2. How does the writer's grandmother connect to Ms. Chen's point about the seed library? What does this connection help readers understand?

3. What wider issue does the writer mention in paragraph 3? How does the writer avoid claiming that seed sharing will solve that issue?

4. Who does the writer plan to address at the end? Explain how the flyer, health chart, and balcony gardener's experience could answer different questions from that audience.

3 YOUR TURN

Your own words

Write a four-sentence message to a specific audience, such as classmates or library visitors, about an idea from the passage. Use one detail from the passage and connect it to a second text, an experience, or something happening in the world. Make clear why the connection matters to your audience.

ANSWER KEY

Links That Matter

GRADE 6 · 6.P.EICC.2

PART 1 · READ AND MARK

Underline each place where the writer connects one idea, source, or experience to another. In the margin, write what each connection helps a reader understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two texts does the writer connect in paragraph 2? What different job does each text do?	**The writer connects the seed library flyer and the county health chart. The flyer invites people to act, and the chart explains a possible health benefit of growing food.**
2	How does the writer's grandmother connect to Ms. Chen's point about the seed library? What does this connection help readers understand?	**The grandmother grows mint in a pot because she has no yard. This helps readers understand that people with limited space can still grow something.**
3	What wider issue does the writer mention in paragraph 3? How does the writer avoid claiming that seed sharing will solve that issue?	**The writer mentions droughts. The writer says growing food at home will not solve every problem, but seed sharing may help neighbors waste less and value what they grow.**
4	Who does the writer plan to address at the end? Explain how the flyer, health chart, and balcony gardener's experience could answer different questions from that audience.	**The writer plans to address students. The flyer shows what people can do, the chart gives a health-related reason for the project, and the gardener's experience shows how someone can grow food with little space.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear library visitors, the seed library flyer asks people to take and share seeds. I thought of our school's garden club, which gives extra lettuce to families each spring. Both projects show that small gardens can help a community share food. You could visit the seed library and choose one packet to grow at home.

Accept answers that identify accurate connections and explain how those connections shape the reader's understanding. For the open response, accept varied audiences and connections if the student uses a passage detail, adds a relevant outside connection, and explains its value.