Seeds Start Conversations

Trace how an author connects sources, readers, and community experience.

7.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 Maya connects her idea to another text, a person's experience, or readers' lives. Circle words that show how she responds to her audience, then use your marks to see how the article becomes a conversation.

The Library's Seed Shelf

1 On Tuesday, Maya Ortiz placed small paper packets on a new shelf beside the library's cookbooks. The packets held basil, beans, and marigold seeds, donated by the Green Block Garden. In the school newsletter, Maya called the shelf a seed library: take a packet, grow it, then save seeds to share later. She wrote for students who had never gardened, so she included a simple map showing the sunny planters behind the gym at school.

2 To explain why the project mattered, Maya connected her article to last month's cafeteria report. That report showed that students threw away many unopened vegetable servings during lunch. Maya did not claim that a seed shelf would solve food waste. Instead, she suggested that growing a tomato or bean plant could make students curious about where food begins. She also quoted gardener Mr. Bell, who said, "A garden teaches patience because results take time." The quote gave readers a voice beyond Maya's own experience.

3 After the newsletter appeared, seventh grader Jalen wrote a response on the library bulletin board. He agreed that the map was useful, but he asked for directions for students whose homes have no yard. Maya answered in the next issue by adding ideas for windowsill pots and asking readers to send photos of their plants. Her reply turned the article into a conversation. It also connected the school project to families, since a plant grown at home could later add seeds to the library shelf.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya shape her newsletter article for students who had never gardened? Use one detail from the passage.

2. What other text does Maya connect to her article, and how does that connection help explain her purpose?

3. How does Mr. Bell's quotation add a perspective beyond Maya's own experience?

4. How did Jalen's response change Maya's next newsletter issue? Explain how this shows dialogue between author and audience.

3 YOUR TURN

Your own words

Write a three-sentence announcement about a school idea for your classmates. Connect the idea to another text, a class activity, or an experience beyond school, and include a question that invites a reader response. Then write one sentence as a reader and one sentence as the author replying.

ANSWER KEY

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GRADE 7 · 7.P.EICC.2

PART 1 · READ AND MARK

Underline each place where Maya connects her idea to another text, a person's experience, or readers' lives. Circle words that show how she responds to her audience, then use your marks to see how the article becomes a conversation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya shape her newsletter article for students who had never gardened? Use one detail from the passage.	**She included a simple map to the sunny planters behind the gym.**
2	What other text does Maya connect to her article, and how does that connection help explain her purpose?	**She connects to last month's cafeteria report about unopened vegetables being thrown away. The connection shows why helping students think about where food begins matters.**
3	How does Mr. Bell's quotation add a perspective beyond Maya's own experience?	**It gives a gardener's view that gardens teach patience because results take time.**
4	How did Jalen's response change Maya's next newsletter issue? Explain how this shows dialogue between author and audience.	**Jalen asked for ideas for students without yards, so Maya added windowsill-pot ideas and invited photos. She responded to a reader's need, creating a conversation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students can help create a quiet reading corner near the cafeteria. Our plan connects to the student survey, in which many readers asked for a calm place during lunch. What kinds of books or seats would help you use this space? Reader: I would use the corner if it had graphic novels and a few floor cushions. Author: Thanks for connecting the plan to lunch needs, I will ask the library club to consider those choices.

Accept clear paraphrases that identify a connection and explain its effect on the audience or purpose. For Part 3, accept varied school ideas if the response includes a meaningful connection, an audience question, and a believable author-audience exchange.