Evidence in Bloom

Read a model argument and trace its supporting details.

5.W.1.b "Support the position with qualitative and quantitative facts and details from various sources, including texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's position, circle the number facts, and number two supporting details that come from different sources.

A Flower Patch for Our School

(1) Our school should replace a narrow strip of lawn beside the fence with native flowers. A guide from the USDA Forest Service explains that native plants can provide food and shelter for local pollinators. Bees and butterflies help flowering plants make seeds by carrying pollen. A patch of flowers would turn an unused corner into a place where living things can find food.

(2) The garden club's observation log offers numbers, not just a picture in our minds. During one 20-minute lunch break, club members counted 18 butterfly visits to the existing flower bed and 5 butterfly visits to the lawn by the fence. One lunch break cannot tell us what happens all year, but these counts give us a reason to try more flowers instead of more grass.

(3) Caring for the new strip is possible, too. In a note to the garden club, our custodian says an outdoor faucet is close to the fence, so students could water young plants during dry weeks. She also says the mower must already pass that spot each week. Planting there would give us a place to study pollinators and could mean less lawn to mow.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two counts from the garden club's log support planting flowers? Explain what the counts suggest.

2. What descriptive fact from the USDA Forest Service guide supports the writer's position? Explain how it helps.

3. How do the garden club's log and the USDA Forest Service guide support the position in different ways?

4. A classmate worries that young flowers will need water. Which detail from the custodian's note addresses that concern, and how?

3 YOUR TURN

Your own words

Write four or five sentences persuading your teacher to hold a short pollinator observation during science class, rather than arguing for a new garden. Use one number fact and one descriptive fact from two different sources in the passage, and name both sources.

ANSWER KEY

Evidence in Bloom

GRADE 5 · 5.W.1.b

PART 1 · READ AND MARK

Underline the writer's position, circle the number facts, and number two supporting details that come from different sources. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two counts from the garden club's log support planting flowers? Explain what the counts suggest.	**The club counted 18 butterfly visits to the flower bed and 5 to the lawn during one lunch break. The counts suggest flowers may attract more butterfly visits than the lawn.**
2	What descriptive fact from the USDA Forest Service guide supports the writer's position? Explain how it helps.	**Native plants can provide food and shelter for local pollinators. This gives a reason to plant native flowers.**
3	How do the garden club's log and the USDA Forest Service guide support the position in different ways?	**The log gives counts of butterfly visits in the schoolyard. The guide explains how native plants can help pollinators.**
4	A classmate worries that young flowers will need water. Which detail from the custodian's note addresses that concern, and how?	**An outdoor faucet is close to the fence, so students could water the young plants during dry weeks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should spend ten minutes observing pollinators during science class. The garden club's log recorded 18 butterfly visits to the flower bed in one 20-minute lunch break, so we have a promising place to watch. The USDA Forest Service guide says native plants can provide food and shelter for pollinators, which gives us something to look for. We could count visits and record where the butterflies land.

Accept answers that connect accurate passage details to the position, even if students use different wording. For Part 3, check that the response argues for an observation period, names two different sources, and uses one number fact and one descriptive fact.