The Leaf Case

Read a model that supports a plan with evidence from three sources.

5.W.2.b "Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail from each source that supports the garden club's plan. Circle the words that name each source.

A Leaf Pile with a Purpose

1. At the fictional Pine School, the garden club wants to keep a small pile of fallen leaves beside its garden beds. A library gardening book explains that dead leaves break down and add organic matter to soil. That fact supports the club's plan: the leaves will not just sit there as trash. Over time, they can help make the garden soil healthier.

2. The club also checked its own field notes. On a cool October morning, members counted nine earthworms beneath damp leaves and only two on the bare path nearby. One count cannot prove that leaves always attract more worms. Still, the example shows that the pile can offer a damp hiding place. Earthworms need moisture to survive, so the club has a reason to protect that spot.

3. The club asked Ms. Chen, the school gardener, about keeping the leaves in place. She said, "A thin layer is useful, but I keep leaves away from plant stems." Her words give the club a practical limit for its plan. Instead of dumping leaves against seedlings, members can spread them on empty soil. Together, the book, field notes, and gardener's advice support a careful choice.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which fact from the gardening book supports keeping leaves near the garden? Explain how it supports the plan.

2. Which numbers from the field notes support the idea that the leaves offer a place for earthworms? What do the numbers suggest?

3. What exact words from Ms. Chen support spreading leaves carefully? Explain what her words tell the club to do.

4. How do the gardening book and Ms. Chen's words support different parts of the club's plan?

3 YOUR TURN

Your own words

Write four or five sentences proposing a rule for students who explore the school garden. Use details from two different passage sources, and explain how each detail supports your rule.

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PART 1 · READ AND MARK

Underline one detail from each source that supports the garden club's plan. Circle the words that name each source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which fact from the gardening book supports keeping leaves near the garden? Explain how it supports the plan.	**Dead leaves break down and add organic matter to soil, so keeping them can help the garden soil.**
2	Which numbers from the field notes support the idea that the leaves offer a place for earthworms? What do the numbers suggest?	**Members found nine earthworms beneath damp leaves and two on the bare path. The count suggests the damp leaves can offer a place for worms.**
3	What exact words from Ms. Chen support spreading leaves carefully? Explain what her words tell the club to do.	**"A thin layer is useful, but I keep leaves away from plant stems." The club should spread a thin layer without placing leaves against stems.**
4	How do the gardening book and Ms. Chen's words support different parts of the club's plan?	**The book explains why leaves may help the soil. Ms. Chen explains how to place them without covering plant stems.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students should look under the leaves gently and put them back afterward. The club's field notes found nine earthworms under damp leaves but only two on the bare path. That detail suggests the covered spot can shelter worms. The gardening book says leaves add organic matter as they break down, so leaving them in place also helps the soil.

Accept accurate details from the named sources and explanations that connect each detail to the claim. For the field notes, do not accept a claim that one count proves leaves always attract more worms.