Seeds After the Storm

Use story clues to support inferences.

5.3.R.5 "Students will analyze ideas in one or more texts, providing textual evidence to support their inferences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that hint at what the characters think, and circle details that hint at what may happen next. Use those clues to support your answers.

The Garden Plan

1. On Monday, the school garden looked like a field of bent straws. A weekend storm had flattened the bean plants just before the fifth graders planned to harvest them. Nia knelt beside a broken stalk and found three dry pods under its leaves. She slipped the pods into her coat pocket. When her classmates headed inside, she stayed to gather more, even though the bell had rung.

2. At lunch, Nia spread the pods on a paper towel. Omar stopped at her table and opened his sketchbook to a page of garden plans. Last month, he had drawn wide paths so students using wheelchairs could reach each bed. Now he crossed out the tall bean poles and drew low wooden boxes. 'My uncle has extra boards,' he said, but he kept his pencil moving while Nia counted seeds.

3. The next morning, Nia set the seeds in labeled envelopes beside Omar's new plan. Their teacher, Ms. Bell, read the plan, then placed a blank sign-up sheet on the table. At recess, two students wrote their names beside 'build boxes,' and another added 'water plants.' Nia left one envelope empty. On it, she wrote 'Seeds from next year's harvest,' and put it at the front of the row.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why do you think Nia stayed in the garden after the bell rang? Use a detail from the story.

2. What does Omar's earlier garden plan suggest matters to him? Support your inference with a detail.

3. What does Ms. Bell probably think about the students' plan? What does she do that supports your answer?

4. Why might Nia put the empty envelope at the front of the row? Use a detail from the story to explain.

3 YOUR TURN

Your own words

Predict one challenge the class may face as it rebuilds the garden and how they might solve it. Write three sentences, using two details from the story to support your ideas.

ANSWER KEY

Seeds After the Storm

GRADE 5 · 5.3.R.5

PART 1 · READ AND MARK

Underline details that hint at what the characters think, and circle details that hint at what may happen next. Use those clues to support your answers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why do you think Nia stayed in the garden after the bell rang? Use a detail from the story.	**Nia likely wanted to save seeds for another planting. She gathered more dry pods after finding three under a broken stalk.**
2	What does Omar's earlier garden plan suggest matters to him? Support your inference with a detail.	**Omar wants students using wheelchairs to be able to use the garden. He drew wide paths so they could reach each bed.**
3	What does Ms. Bell probably think about the students' plan? What does she do that supports your answer?	**Ms. Bell probably thinks the plan is worth trying. After reading it, she puts out a sign-up sheet for helpers.**
4	Why might Nia put the empty envelope at the front of the row? Use a detail from the story to explain.	**Nia likely hopes the garden will grow again. She labels the envelope for seeds from next year's harvest, even though it is empty now.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The class may need more wood to make the new garden boxes. Omar says his uncle has extra boards, so the class could ask him for some. Two students have signed up to build boxes, so they could help turn the boards into new beds.

Accept reasonable inferences and predictions that are explained with accurate details from the passage. For Part 3, look for one challenge, a possible solution, and two supporting details.