

The Last Greenhouse

Trace explicit details and build evidence-based inferences.

CCSS.ELA-Literacy.RL.9-10.1 "Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline three details that state what happens, and circle three details that help you infer what Mara is like. Number your circled details in the order they appear so you can use them as evidence.

A Month to Grow

- ① At six each morning, Mara unlocked the greenhouse behind Harbor High before the buses arrived. The building had once supplied herbs for the cafeteria, but its benches now held cracked pots and a rusted watering can. Mara came anyway, carrying a notebook filled with sketches of native plants. On Monday, she found the principal's notice taped to the door: the greenhouse would be cleared on Friday to make room for storage. She read it twice, then folded the paper along its creases and placed it carefully in her pocket.
- ② During lunch, Mara asked Mr. Bell, the science teacher, whether any plants were still alive. He pointed to three trays of pale seedlings near the back wall. "They need more light and regular water," he said, "but they could recover." Mara borrowed a cart from the library and returned after classes with two friends. While they carried pots to the windows, she assigned each person a task from a list in her notebook. When one friend suggested saving only the healthiest plants, Mara shook her head and moved a small, wilted fern into the sunlight.

③ By Friday afternoon, the benches were swept, and small labels identified basil, milkweed, and ferns. Mara set her notebook beside a tray of seedlings as the principal arrived with two maintenance workers. Instead of arguing, she showed him a chart of watering shifts, a list of students who had signed up to help, and a photograph of the greenhouse from its cafeteria-garden days. The principal studied the materials quietly. He told the workers to leave the shelves in place for one month. As they walked away, Mara opened her notebook and added a new heading: "Community Garden Plan."

2 ANSWER WITH EVIDENCE Use the passage

1 What explicit reason does the principal's notice give for clearing the greenhouse? Cite the words that state the reason.

2 What can you infer about Mara's reaction to the notice before she speaks with anyone? Support your inference with two details from paragraph 1.

3 How does Mara show that her goal is broader than saving only a few plants? Use two details from paragraph 2 as evidence.

4 What does the principal's decision at the end of the passage allow you to infer about Mara's preparation? Cite two details from paragraph 3.

3 YOUR TURN

Your own words

Write a four- or five-sentence analytical paragraph that makes an inference about Mara's character. Support your inference with at least three details from across the passage, including one explicit fact, and explain how each detail supports your inference.

PART 1 • READ AND MARK

Underline three details that state what happens, and circle three details that help you infer what Mara is like. Number your circled details in the order they appear so you can use them as evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What explicit reason does the principal's notice give for clearing the greenhouse? Cite the words that state the reason.	The notice says the greenhouse will be cleared "to make room for storage."
2	What can you infer about Mara's reaction to the notice before she speaks with anyone? Support your inference with two details from paragraph 1.	Mara is concerned and determined to respond. She reads the notice twice and puts it carefully in her pocket, and she had been coming to the damaged greenhouse with a notebook of plant sketches.
3	How does Mara show that her goal is broader than saving only a few plants? Use two details from paragraph 2 as evidence.	She organizes friends to move and care for the plants, and she refuses to save only the healthiest ones. She moves a wilted fern into the sunlight after her friend suggests leaving weaker plants behind.
4	What does the principal's decision at the end of the passage allow you to infer about Mara's preparation? Cite two details from paragraph 3.	Mara's preparation is practical and persuasive. She presents a watering chart and a signed list of student helpers, and the principal responds by leaving the shelves in place for a month.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Mara is a resourceful leader who turns concern into a workable plan. In paragraph 1, she carries a notebook filled with native-plant sketches, an explicit detail showing her interest in growing plants. In paragraph 2, she gives her friends tasks from a list and saves even a wilted fern, showing that she can organize people while caring about the whole space. By paragraph 3, her watering chart and signed helper list help persuade the principal to leave the shelves for a month, showing that her preparation has practical results.

Accept reasonable inferences when students support them with accurate, specific details from the passage. For evidence-based responses, accept direct quotations or clear paraphrases that explain how the cited details support the claim.