More Than Seeds

Trace a character's changing view through text evidence

8.W.9 "Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each paragraph that shows how Nia's idea of what she can contribute changes. Number the details 1, 2, and 3 in reading order.

The Seed Swap

1. On Monday, Nia found a cardboard box labeled *Seed Swap* beside the school library door. Inside were small envelopes of beans, sunflowers, and herbs. A sign asked students to leave seeds from their own plants and take some to grow. Nia stared at the nearly empty box. Her apartment had one narrow window, and last spring her basil had died in a paper cup. "This is for people with yards," she told her friend Luis. She slipped past the box without taking an envelope.

2. On Wednesday, Nia saw Luis kneeling beside the box with Ms. Patel, the librarian. They were adding notes to the envelopes: how much light each plant needed and how often to water it. One note said that bean seeds could sprout in a jar before moving to a pot. Luis showed Nia a photo of seedlings on his fire escape. "I thought you needed a garden," Nia said. Ms. Patel handed her an empty envelope and asked what she had learned from the basil that failed.

3. The next day, Nia returned with a note instead of seeds. It warned that a paper cup dried out quickly beside a warm window. Ms. Patel placed the note in the box where anyone could read it. A sixth grader stopped, studied Nia's warning, and chose a larger container from a shelf nearby. Nia took a bean envelope and wrote her name on the swap list. She still did not know whether her beans would grow, but she no longer felt she had nothing to offer.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Nia believe about who can use the seed swap at first? Support your answer with a detail from paragraph one.

2. How does Ms. Patel's question challenge Nia's idea of what she can contribute? Use a detail from paragraph two.

3. What does the sixth grader's action show about the value of Nia's note? Use a detail from paragraph three.

4. How does Nia's view of what she has to offer change across the story? Support your answer with one detail from each paragraph.

3 YOUR TURN

Your own words

Imagine the school is deciding whether to keep the Seed Swap next year. Write a short recommendation that makes a claim about its value beyond sharing seeds. Use two details from different paragraphs, and explain how each supports your claim.

ANSWER KEY

More Than Seeds

GRADE 8 · 8.W.9

PART 1 · READ AND MARK

Underline one detail in each paragraph that shows how Nia's idea of what she can contribute changes. Number the details 1, 2, and 3 in reading order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Nia believe about who can use the seed swap at first? Support your answer with a detail from paragraph one.	**Nia believes it is for people with yards, not people like her. She says, "This is for people with yards," and walks past without taking seeds.**
2	How does Ms. Patel's question challenge Nia's idea of what she can contribute? Use a detail from paragraph two.	**Ms. Patel gives Nia an empty envelope and asks what she learned from her failed basil plant. This suggests Nia can share what she learned even if she has no seeds.**
3	What does the sixth grader's action show about the value of Nia's note? Use a detail from paragraph three.	**Nia's note helps another student make a growing choice. After reading the warning about paper cups, the sixth grader chooses a larger container.**
4	How does Nia's view of what she has to offer change across the story? Support your answer with one detail from each paragraph.	**At first, Nia says the swap is for people with yards and walks past it. In paragraph two, Ms. Patel gives her an empty envelope and asks what she learned from her failed basil plant. In paragraph three, Nia brings a note about paper cups and no longer feels she has nothing to offer.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The school should keep the Seed Swap because it helps students learn from one another, even when they cannot donate seeds. In paragraph two, Luis and Ms. Patel add notes about light and watering, which give students advice for growing their seeds. In paragraph three, Nia adds a warning about paper cups drying out. Her note shows that a student can share a useful lesson from an attempt that did not work.

Accept interpretations supported by accurate passage details. For question four, look for a relevant detail from each of the three paragraphs, including paragraph two.