Seeds for Sharing

Use text evidence to build a clear written response.

5.W.1.D "Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show how the seed shelf works, circle details that show why it helps people, and write 1, 2, or 3 beside each detail to show its paragraph.

The Library Seed Shelf

1 At Maple Street Library, visitors can borrow more than books. Near the front desk, a wooden cabinet holds packets of tomato, bean, and flower seeds. Each packet has a label with the plant name and planting tips. In spring, families choose a few packets, take them home, and grow the plants in gardens or pots. The seed shelf is free to use.

2 The shelf helps people try gardening without buying a whole packet. It also gives neighbors a reason to talk about what grows well nearby. Library worker Ana Ruiz says the most popular seeds are basil and snap peas because they can grow in small spaces. In July, the library posts a chart where gardeners can record what they planted and when sprouts appeared.

3 The library does not expect every gardener to return seeds. Instead, it asks borrowers to share observations, such as whether a plant needed much water or attracted bees. Those notes help future gardeners make choices. Some people save seeds from plants they grew and donate them, but only after drying and labeling them carefully. By fall, the cabinet becomes a record of the community's growing season.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write one sentence that summarizes how the seed shelf works. Include at least two details from paragraph 1.

2. What is one way the shelf supports gardeners before plants grow and one way it supports them afterward? Give one detail for each.

3. Which detail best supports the idea that the seed shelf builds community? Explain how the detail supports that idea.

4. Write two sentences describing how the cabinet changes from spring to fall. Group your details by season.

3 YOUR TURN

Your own words

Would a seed shelf be useful at your library? Write a four-sentence response that states your opinion, gives two details from different paragraphs as evidence, and explains how the details support your opinion.

ANSWER KEY

Seeds for Sharing

GRADE 5 · 5.W.1.D

PART 1 · READ AND MARK

Underline details that show how the seed shelf works, circle details that show why it helps people, and write 1, 2, or 3 beside each detail to show its paragraph. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write one sentence that summarizes how the seed shelf works. Include at least two details from paragraph 1.	**Visitors choose free seed packets with plant names and planting tips, then grow them at home.**
2	What is one way the shelf supports gardeners before plants grow and one way it supports them afterward? Give one detail for each.	**Before planting, seed packets include planting tips. Afterward, gardeners can record sprouts or share observations.**
3	Which detail best supports the idea that the seed shelf builds community? Explain how the detail supports that idea.	**The passage says the shelf gives neighbors a reason to talk about what grows well nearby. This supports the idea because the shelf can start conversations among people in the area.**
4	Write two sentences describing how the cabinet changes from spring to fall. Group your details by season.	**In spring, families choose seed packets and plant them at home. By fall, the cabinet becomes a record of the community's growing season.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A seed shelf would be useful at my library because it would help more people start gardens. Free packets and planting tips could help families grow plants at home. The chart and shared observations could help gardeners learn from one another. These details show that the shelf offers both supplies and useful information.

Accept responses that state a clear opinion and use accurate evidence from at least two different paragraphs. Details should be logically grouped and connected to the student's thinking, not listed without explanation.