

Seeds in Order

Notice how paragraphs and transitions guide an explanation.

4.T.SS.1 "Organization: Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the first sentence of each paragraph, which introduces that paragraph's focus. Circle First, Next, Later and Finally in paragraph 2. Notice how the introduction, sequence and ending each help the reader.

The School Seed Library

At Maple Street School, a seed library lets families borrow seeds for gardens. The library sits beside the regular book shelves, but its packets hold future plants. In spring, students choose seeds such as beans, lettuce, or marigolds. They take only what they can plant, then write the seed names on a borrowing card. This simple system helps many people try gardening.

Gardeners follow a sequence to grow plants and share seeds. First, they follow each seed packet's directions for planting and care. Next, they check the growing plants and care for them as directed. Later, a knowledgeable adult helps them identify suitable plants and collect mature seeds. Finally, they label the saved seeds and return them to the library for other families.

Because the seed library is shared, each gardener has an important job. Borrowing seeds gives people a low-cost way to grow food and flowers. Returning saved seeds keeps the collection useful year after year. The library also gives neighbors a reason to share tips about weather, insects, and harvests. By caring for both plants and packets, the school community keeps this small library growing.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which sentence in paragraph 1 introduces the main topic of the whole text?

2 How is paragraph 2 organized? Use two transition words from the paragraph in your answer.

3 What is the job of paragraph 3 in the text?

4 How does paragraph 1 prepare you for paragraph 2?

3 YOUR TURN

Your own words

Write a three-paragraph explanation of how your class could run a book swap. Introduce the idea in paragraph 1, give ordered steps in paragraph 2, and end with why the book swap would help, using at least two transition or connection words.

1. Introduce the book swap

Write the first paragraph. Explain what a class book swap is and why readers might be interested.

2. Explain the sequence

Write the second paragraph. Give clear steps for collecting, organizing and choosing books. Include at least two transition or connection words.

3. End with meaning

Write the third paragraph. Explain how the swap helps the class and connect your ending to the introduction.

PART 1 • READ AND MARK

Underline the first sentence of each paragraph, which introduces that paragraph's focus. Circle First, Next, Later and Finally in paragraph 2. Notice how the introduction, sequence and ending each help the reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 1 introduces the main topic of the whole text?	At Maple Street School, a seed library lets families borrow seeds for gardens.
2	How is paragraph 2 organized? Use two transition words from the paragraph in your answer.	It uses time order to describe growing plants and sharing seeds. Accept any two of First, Next, Later and Finally.
3	What is the job of paragraph 3 in the text?	It explains why the seed library matters and ends the text with the idea that the school community keeps it growing.
4	How does paragraph 1 prepare you for paragraph 2?	Paragraph 1 explains borrowing seeds, and paragraph 2 explains the steps for planting, caring for, and returning seeds.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A class book swap lets students trade books and discover new stories. Our class could hold one before the school break.

We can organize the swap in a few steps. First, students bring a gently used book they have permission to trade and put it on the class list. Next, the class sorts the books by topic. Then students take turns choosing one book and cross its title off the list.

After the swap, classmates can talk about the stories they chose. Sharing books gives old favorites new readers and helps everyone find something to enjoy.

TEACHER ASSESSMENT NOTES

The source describes a fictional school seed library. Its second paragraph begins with a focus sentence before the sequence. Paragraph 1 introduces the library, paragraph 2 explains the process, and paragraph 3 explains its shared value. Accept other supported explanations. The model uses three visibly separate paragraphs and the student has fourteen writing lines across matching spaces. Require a coherent, complete explanation rather than a rigid word count. Actual seed-saving activities need knowledgeable adult guidance appropriate to the plant.