Seeds in Circulation

Trace how an explanation connects its parts.

11-12.W.2.a "Introduce a topic; organize complex ideas, concepts, and information to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that introduces the topic, circle each heading, and number the packet's three main stages. Use your marks to trace how the article builds one explanation.

How a Seed Library Works

1. **Why Share Seeds?** A seed library lets people take seeds to grow, often without paying or returning the same packet. It may operate from a public library or community center, but its purpose is broader than handing out supplies. By offering small amounts of locally useful seeds, it lowers the cost of trying a new crop and gives neighbors a reason to exchange growing knowledge. The word "library" describes a shared collection, not a promise that every borrower will return what they take. To understand how the collection stays useful, follow a packet through one growing season.

2. **From Packet to Plant** A volunteer sorts donated seeds by plant type and labels each packet with its name and, when known, its variety and collection year. A gardener chooses a packet suited to the space and season, then plants it, following any planting directions provided. Some programs invite gardeners to save seeds from mature plants and donate them later. That step is optional in many programs because not every plant produces seeds a beginner can save reliably. A simple flow diagram showing sorting, planting, and possible donation could help readers see which steps all packets follow and which depend on a gardener's choice.

3. **Keeping the Collection Useful** A seed library cannot treat all donations as interchangeable. Seeds from different plants need different storage conditions, and germination rates often decline with age. A dated label helps volunteers decide which packets to offer first. Clear variety names matter too: a gardener seeking a compact tomato should not have to guess what an unmarked packet contains. Programs may also set rules for accepting saved seeds, since some plants cross-pollinate and their offspring can differ from the parent. These practical limits explain why labeling and volunteer review belong in a guide about sharing, not in a separate story about gardening.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first paragraph introduce the topic and prepare you for the rest of the article?

2. How does the second heading organize the explanation, and why would the suggested flow diagram help?

3. How does the discussion of labels in the second paragraph connect to the problems in the third paragraph?

4. Why does the final paragraph belong after the process paragraph? Support your answer with one detail from each.

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words explaining how a school lost-and-found system could work. Begin with a topic sentence, use two bold section labels to group the process and a challenge, and name one simple graphic that would help readers follow the process.

ANSWER KEY

Seeds in Circulation

HIGH SCHOOL · 11-12.W.2.a

PART 1 · READ AND MARK

Underline the sentence that introduces the topic, circle each heading, and number the packet's three main stages. Use your marks to trace how the article builds one explanation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph introduce the topic and prepare you for the rest of the article?	**It defines a seed library as a shared collection, explains its purpose, and invites readers to follow a packet through a growing season.**
2	How does the second heading organize the explanation, and why would the suggested flow diagram help?	**The heading signals a shift to the packet's path from sorting to planting and possible donation. A flow diagram would make the sequence and optional donation step easier to see.**
3	How does the discussion of labels in the second paragraph connect to the problems in the third paragraph?	**The second paragraph describes labeling packets. The third explains why collection years and variety names help volunteers manage aging seeds and help gardeners choose suitable ones.**
4	Why does the final paragraph belong after the process paragraph? Support your answer with one detail from each.	**The process paragraph shows volunteers labeling donated packets. The final paragraph then explains why those labels matter, such as helping volunteers offer older packets first.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school lost-and-found system can return misplaced items without turning the office into a storage room. **How It Works** Students who find an item bring it to the office, where a staff member records its description and discovery date. Owners describe their missing item before claiming it; a simple flow diagram could show the path from discovery to return. **Keeping It Fair** Names written inside jackets or notebooks help verify ownership, but unlabeled items need careful checking. After a posted holding period, the school can donate unclaimed items according to its stated policy.

Accept different wording when students accurately explain how each part contributes to the article's unified explanation. For Part 3, look for a connected process and challenge, useful section labels, and a graphic that clarifies the process.