Seeds to Stories

Use facts and details to tell a clear story aloud.

3.SL.4 "Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the first event, circle two details that help listeners picture the day, and number three events in the order they happen. Use your marks to follow the story as you read.

Our Bean Seeds

1. I want to tell you about the day our class planted bean seeds in the school garden. First, Ms. Lee gave each pair a small patch of loose, dark soil. My partner, Eli, and I used our fingers to make two shallow holes. The soil felt cool and crumbly. We placed one seed in each hole and covered both seeds gently.

2. Next, Eli carried a watering can to our patch. He poured slowly so the water did not wash the soil away. I put a small wooden marker beside our seeds, and Eli wrote our names on it. Every morning, we checked the patch before class. For several days, we saw only smooth soil, but we kept the ground moist.

3. One week later, a pale green shoot pushed through the soil near our marker. Three days after that, a second shoot had appeared. Each shoot had two small leaves that opened toward the sunlight. I wanted to shout, but I spoke softly so Eli could hear my news: both seeds had sprouted. Watching those tiny leaves made our careful work feel worth it.

2 ANSWER WITH EVIDENCE

Use the passage

1. What first event and one detail would you share to help listeners picture how the planting began?

2. To tell the middle of the story in order, what did Eli do before you put up the marker?

3. Which two details would help listeners picture the shoots?

4. When you read the last paragraph aloud, after which three words could you pause to help listeners notice the time change?

3 YOUR TURN

Your own words

Write a five-sentence story about something you did. Tell the events in order, include two facts and two details that help listeners picture them, then read your story aloud clearly with a short pause after each sentence.

Seeds to Stories

PART 1 · READ AND MARK

Underline the first event, circle two details that help listeners picture the day, and number three events in the order they happen. Use your marks to follow the story as you read. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What first event and one detail would you share to help listeners picture how the planting began?	**Ms. Lee gave each pair a patch of soil. The soil felt cool and crumbly.**
2	To tell the middle of the story in order, what did Eli do before you put up the marker?	**Eli carried a watering can to the patch and poured water slowly.**
3	Which two details would help listeners picture the shoots?	**The first shoot was pale green, and each shoot had two small leaves that opened toward the sunlight.**
4	When you read the last paragraph aloud, after which three words could you pause to help listeners notice the time change?	**Pause after "One week later."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Last Saturday, I helped my uncle wash his muddy bicycle. First, we filled a bucket with warm water and added a little soap. Next, I scrubbed the wheels until brown dirt ran down the tires. My uncle rinsed the bike, and I heard water splash on the driveway. At the end, the clean bike shone in the sun.

Accept other passage details that fit the questions. For Part 3, listen for clear speech and a brief pause after each sentence.