Seeds for Tomorrow

Read an informational model for central idea, facts, and organization.

4.12.B "compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the central idea, and circle the transition words that show steps or a condition, so you can see how an informational writer organizes facts.

Inside a Seed Bank

1. Seed banks protect seeds from many kinds of plants. Their main job is to save plant variety for the future. Workers collect seeds from farms, forests, and wild places. They label each packet with the plant's name and where it grew. Careful labels help people find the right seeds when scientists and growers need them later.

2. Before storage, workers clean the seeds and remove bits of leaves or fruit. Next, they dry the seeds because moisture can cause mold. Many seed banks keep packets in very cold rooms or freezers. Cold, dry conditions slow the seed's use of stored food. This can help seeds stay able to grow for many years.

3. Seed banks do not simply lock seeds away. Workers test some seeds every few years by placing them in warm, wet growing spaces. If too few seeds sprout, workers collect new seeds to replace the older supply. These steps make seed banks useful after disasters, plant diseases, or other changes that harm crops and wild plants.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence in the first paragraph states the central idea of the text?

2. What are two reasons workers dry seeds and store them in cold places?

3. How do the words “Before,” “Next,” and “If” help organize the information?

4. Why does the writer mention disasters, plant diseases, and changes that harm plants in the last paragraph?

3 YOUR TURN

Your own words

Write a five-sentence informational mini-article about how to care for something living, such as a bean plant, a pet, or a garden. Add a title, state your central idea in the first sentence, give at least three accurate facts in order, and use at least two transition words.

ANSWER KEY # Seeds for Tomorrow

GRADE 4 · TEKS 4.12.B

PART 1 · READ AND MARK

Underline the sentence that states the central idea, and circle the transition words that show steps or a condition, so you can see how an informational writer organizes facts. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence in the first paragraph states the central idea of the text?	**Their main job is to save plant variety for the future.**
2	What are two reasons workers dry seeds and store them in cold places?	**Drying prevents moisture from causing mold, and cold, dry conditions slow the seed's use of stored food.**
3	How do the words “Before,” “Next,” and “If” help organize the information?	**They show the order of steps and a condition that may happen when workers test seeds.**
4	Why does the writer mention disasters, plant diseases, and changes that harm plants in the last paragraph?	**These examples show why seed banks are useful. They can provide seeds after crops or wild plants are harmed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Care for a Bean Plant A bean plant needs steady care to grow well. First, place it where it can get sunlight. Next, water the soil when the top feels dry, but do not leave the pot sitting in water. Turn the pot every few days so all sides get light. Finally, remove dead leaves so the plant can use its energy to grow.

Accept the central idea if students identify the seed bank's purpose of saving plant variety for future use. For the writing task, accept any accurate five-sentence informational piece with a clear first-sentence central idea, ordered facts, and two or more transition words.