Reef Connections

Notice how transitions show sequence, cause, contrast, and examples.

CCSS.ELA-Literacy.W.8.2c "Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each transition word or phrase in the passage. In the margin, label each one S for sequence, C for cause or effect, X for contrast, or E for example.

Rebuilding a Coral Reef

1 Coral reefs shelter fish, protect coastlines, and support tourism. However, warming water can cause corals to lose the tiny algae that feed them. When this happens, the corals may turn white, a process called bleaching. To help damaged reefs, scientists first collect small pieces of healthy coral from local colonies. Next, they attach the pieces to underwater frames in nurseries. There, the fragments can grow in calmer conditions before they face waves, predators, and changing temperatures on the reef.

2 After several months, restoration teams move the strongest fragments from nurseries to bare areas of the reef. They secure each fragment with safe marine epoxy or cement. As a result, the young corals are less likely to roll away during storms. The teams also place different coral species in the same area. For example, branching corals create hiding places for fish, while boulder corals can better resist powerful waves. This variety can make the rebuilt reef more useful to animals and more able to recover from future damage.

3 Restoration cannot solve every problem by itself. For instance, a nursery cannot cool ocean water or stop polluted runoff from reaching a reef. Therefore, communities can pair restoration with larger actions, such as reducing pollution and protecting coastal habitats. Meanwhile, visitors can avoid touching coral and can choose reef-safe sunscreen when it is available. These choices do not repair a reef overnight. Nevertheless, they reduce some pressures on corals, so restoration work has a better chance of lasting.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what relationship does the word "However" show between the first and second sentences?

2. How does the word "Next" help the reader understand the restoration process in paragraph 1?

3. What cause-and-effect relationship is clarified by the phrase "As a result" in paragraph 2?

4. How do "For instance" and "Therefore" help organize ideas in paragraph 3?

3 YOUR TURN

Your own words

Write a four-sentence mini-explanation about how a school could reduce cafeteria waste. Use at least four transition words or phrases, including transitions that show sequence, cause or effect, contrast, and an example.

ANSWER KEY

Reef Connections

GRADE 8 · W.8.2c

PART 1 · READ AND MARK

Underline each transition word or phrase in the passage. In the margin, label each one S for sequence, C for cause or effect, X for contrast, or E for example. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what relationship does the word "However" show between the first and second sentences?	**It shows a contrast between the benefits reefs provide and the damage caused by warming water.**
2	How does the word "Next" help the reader understand the restoration process in paragraph 1?	**It signals that attaching coral pieces to nursery frames happens after scientists collect healthy coral pieces.**
3	What cause-and-effect relationship is clarified by the phrase "As a result" in paragraph 2?	**Because teams secure coral fragments with epoxy or cement, the fragments are less likely to roll away during storms.**
4	How do "For instance" and "Therefore" help organize ideas in paragraph 3?	**"For instance" gives an example of what restoration cannot do. "Therefore" introduces the action communities can take because restoration has limits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, students can sort lunch leftovers into compost, recycling, and trash bins; then, cafeteria workers can move each material to the correct collection area. As a result, less food and fewer containers enter the landfill. However, sorting will not work if bins have confusing labels. For example, pictures of a banana peel and an empty bottle can show students where to place each item.

Accept reasonable labels for transitions when students correctly explain the relationship between ideas. For the writing task, accept varied transition choices if the response has four sentences and clearly shows sequence, cause or effect, contrast, and an example.