Garden Text Clues

Find how an informational text begins, builds, and ends.

3.T.T.2.d "Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that introduces the topic. Circle the definition and three facts or details, then box the sentence that wraps up the text.

Growing a School Garden

1. A school garden is a small area where students grow plants. It can hold vegetables, herbs, or flowers. Gardeners prepare the soil, which is the loose dirt that helps roots grow. Then they place seeds in rows, cover them lightly, and give them water. A garden gives students a close look at how plants change from seed to stem, leaf, flower, and fruit.

2. Plants need sunlight, water, air, and space to grow. In a garden, tall plants can shade shorter ones, so gardeners plan where each seed will go. For example, corn grows tall, while lettuce stays low. Putting corn on one side can help keep it from blocking the lettuce's light. Pulling weeds also gives the planted vegetables more room and water.

3. Garden work takes care and time, but it can make a useful outdoor classroom. Students may measure a plant, draw its leaves, or taste a vegetable that is ready to pick. They also learn that living things have needs. By tending a garden together, students can see how careful planning and daily care help plants grow.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence introduces the topic of the passage?

2. What word does the passage define, and what does it mean?

3. How does the example of corn and lettuce explain why gardeners plan where seeds go?

4. Copy the final sentence. What main idea does it leave the reader with?

3 YOUR TURN

Your own words

Write a three-paragraph informational piece about a classroom tool or an outdoor object. Introduce the topic, add facts that include a definition, detail, or example, and end with a sentence that wraps up the topic.

ANSWER KEY

Garden Text Clues

GRADE 3 · 3.T.T.2.d

PART 1 · READ AND MARK

Underline the sentence that introduces the topic. Circle the definition and three facts or details, then box the sentence that wraps up the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence introduces the topic of the passage?	**"A school garden is a small area where students grow plants."**
2	What word does the passage define, and what does it mean?	**Soil. It is loose dirt that helps roots grow.**
3	How does the example of corn and lettuce explain why gardeners plan where seeds go?	**Corn grows tall and can block the shorter lettuce's light.**
4	Copy the final sentence. What main idea does it leave the reader with?	**"By tending a garden together, students can see how careful planning and daily care help plants grow." It leaves the idea that plants grow when people plan and care for them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A compass is a tool that helps people find directions. Hikers use one when trails are new or hard to follow. Its needle points north and helps a person choose a path. Inside a compass is a tiny magnet. A magnet is an object that can pull certain metals. The needle is magnetic, so it lines up with Earth's magnetic field and points north and south. To use a compass, hold it flat and wait for the needle to stop moving. Turn the compass until its north mark matches the needle. A compass helps people travel when they need directions.

Accept equivalent wording for the short answers when it matches the passage. In Part 3, accept any accurate topic with a clear introduction, supporting facts or information, and a concluding ending.