

Garden Ideas Grow

See how related ideas move in a clear order.

5.T.SS.1.d "Craft related ideas into coherent paragraphs that follow a logical structure using transitions. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every transition word or phrase. Then write 1, 2, and 3 beside the paragraphs to show the order of the ideas.

A Rain Garden at School

- ① Last spring, the fifth-grade class noticed that rainwater rushed off the blacktop beside their school. The water carried soil into a storm drain and left a muddy puddle near the door. To solve this problem, students planned a small rain garden. Its plants would slow the water and help it soak into the ground there.
- ② First, the class chose a low spot near the drain and drew a plan. Next, adults helped remove a shallow layer of soil. Then students added compost and planted native flowers and grasses. These plants have deep roots, so they can hold soil in place. During dry weeks, the class watered the new garden and pulled weeds so the young plants could grow.
- ③ By autumn, the rain garden had changed the area beside the school. After heavy rain, less water flowed across the blacktop, and the puddle shrank faster. In addition, bees and butterflies visited the flowers. The project began with a drainage problem, continued with careful planting, and ended with a space that helped both the school and local wildlife.

2 ANSWER WITH EVIDENCE Use the passage

1 What problem does paragraph 1 introduce, and how does it prepare you for paragraph 2?

2 What are the first three transition words in paragraph 2? What do they show?

3 Which paragraph gives the most details about the class's actions? Explain why.

4 How does paragraph 3 provide a logical ending for the passage?

3 YOUR TURN Your own words

Write three short paragraphs explaining how a class can organize a book swap. Paragraph 1 should state a need or goal, paragraph 2 should explain steps in order using at least two transitions, and paragraph 3 should describe the results.

PART 1 • READ AND MARK

Underline every transition word or phrase. Then write 1, 2, and 3 beside the paragraphs to show the order of the ideas. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem does paragraph 1 introduce, and how does it prepare you for paragraph 2?	It introduces rainwater causing muddy runoff and a puddle. It prepares the reader for the steps the class took to solve the problem.
2	What are the first three transition words in paragraph 2? What do they show?	First, Next, and Then. They show the planting steps in order.
3	Which paragraph gives the most details about the class's actions? Explain why.	Paragraph 2. It explains the plan, soil removal, planting, watering, and weeding.
4	How does paragraph 3 provide a logical ending for the passage?	It describes the results of the rain garden and connects those results to the problem and planting work in the earlier paragraphs.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To begin, a class may notice that some students finish books quickly while other books sit unused. To give books new readers, the class can plan a book swap. Next, students sort gently used books by reading level and type. Then, they label each book and set up tables in the library. Students can bring a book or choose one from a shared group. Finally, students leave with different books to read. As a result, more books are shared, and the library has room for new titles.

Accept answers that identify the passage's problem-to-actions-to-results structure and correctly explain the transitions. For Part 3, accept varied topics and details if the writing has three connected paragraphs, a logical sequence, and clear transitions.