

Creek Connections

Trace the language that carries readers from one idea to the next.

9.T.SS.1.c "Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each transition word or phrase, then number the two opening sentences that connect a new paragraph to the paragraph before it.

Restoring Mill Creek

- ① On a Saturday morning, volunteers gathered beside Mill Creek, a narrow stream that runs through the center of Riverton. For years, storm drains had carried litter into the water, and heavy rain had eroded the banks. As a result, the creek often looked muddy and empty. The city first planned to repair the problem by installing concrete walls. However, local ecologists proposed a different solution: rebuild the creek's natural edges with native plants. Their plan would slow runoff, hold soil in place, and create shelter for insects, fish, and birds.
- ② This approach would change more than the creek's appearance. First, volunteers and city workers would remove trash and loosen compacted soil along the banks. Next, they would plant sedges, rushes, and shrubs whose roots form a living net underground. During storms, that root system would help water soak into the ground instead of rushing straight downstream. In addition, shaded water stays cooler, which can benefit aquatic organisms. The project would not prevent every flood. Still, by giving water room to spread across planted areas, the restored banks could reduce erosion and protect nearby paths.
- ③ Because the work depends on living plants, restoration does not end on planting day. For example, crews must water young plants during dry periods and remove invasive species that compete for space and light. Meanwhile, residents can help by keeping leaves, oil, and plastic out of street drains. These steps connect the creek project to daily choices throughout the neighborhood. Over time, the city can compare water clarity, bank erosion, and sightings of wildlife before and after restoration. If the evidence shows improvement, leaders may use the same method at other damaged streams. Thus, one cleaned-up creek can become a model for wider action.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What earlier idea does the phrase “This approach” refer to, and how does it help paragraph 2 begin?

2 Which transition in paragraph 2 moves readers from removing trash and loosening soil to planting, and what sequence does it show?

3 How does the opening sentence of paragraph 3 connect the maintenance details to the solution in paragraph 2?

4 How do “Meanwhile” and “Thus” guide readers through paragraph 3?

3 YOUR TURN _____ Your own words

Write a three-paragraph proposal, with two sentences in each paragraph, for one improvement at your school or in your community. Begin paragraphs 2 and 3 with transitions that connect to the paragraph before, and use at least two more transitions to show sequence, addition, or result.

PART 1 • READ AND MARK

Circle each transition word or phrase, then number the two opening sentences that connect a new paragraph to the paragraph before it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What earlier idea does the phrase “This approach” refer to, and how does it help paragraph 2 begin?	It refers to the ecologists' plan to rebuild the creek's edges with native plants. It connects paragraph 2 to that plan and introduces its effects and steps.
2	Which transition in paragraph 2 moves readers from removing trash and loosening soil to planting, and what sequence does it show?	“Next” moves to planting. It shows that planting follows the cleanup and soil work.
3	How does the opening sentence of paragraph 3 connect the maintenance details to the solution in paragraph 2?	It explains that because the solution uses living plants, the project requires care after planting.
4	How do “Meanwhile” and “Thus” guide readers through paragraph 3?	“Meanwhile” shifts from the crews' work to residents' simultaneous actions. “Thus” signals the concluding result that the project could guide wider action.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students who ride bicycles to school often find the existing rack full before first period. A larger rack near the main entrance would provide a safer, more visible place for bicycles. First, the school could survey student riders to learn how many spaces are needed. In addition, staff could choose a location that does not block sidewalks or bus traffic. After these steps, the school could install the new rack near the main entrance. Therefore, more students could ride to school without worrying about where to park.

Accept equivalent explanations that correctly identify how a transition links ideas, signals sequence, adds information, shifts focus, or draws a conclusion. For the open response, look for three connected paragraphs and transitions that clearly guide the reader between them.