Room to Bloom

Notice how a writer groups reasons to support an opinion.

4.W.1.c "Use an organizational structure to group related ideas that support the purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the paragraphs 1, 2, and 3. In each paragraph, underline the main reason for planting a garden and circle one detail that supports it.

A Garden for Our School

1. Our school should plant a small flower garden beside the playground. Flowers such as coneflowers and sunflowers give bees and butterflies places to find nectar. Bees carry pollen between flowers as they feed, which helps many plants make seeds. A garden with several kinds of flowers could offer food at different times in the warmer months. This small space could help visiting insects right outside our classroom.

2. A flower garden could also become an outdoor classroom. During science time, students could record which insects visit each week. They could measure plant growth and notice how the garden changes from spring to fall. In writing class, students could describe a flower using details they observed themselves. These activities would give us real things to study, not just pictures in a book.

3. Students could work together to care for the garden. Small teams could take turns pulling weeds and checking whether the soil feels dry. Families might donate seeds, while a local gardener could show students how to plant them. Sharing the work would make the space feel like it belongs to everyone. For these reasons, our school should give a little ground to a garden.

2 ANSWER WITH EVIDENCE

Use the passage

1. What reason for planting a garden is grouped with the details in paragraph 1? Give one detail that supports it.

2. What reason for planting a garden is grouped with the details in paragraph 2? Give one detail that supports it.

3. What reason for planting a garden is grouped with the details in paragraph 3? Give one detail that supports it.

4. Why does the detail about recording visiting insects fit better in paragraph 2 than in paragraph 1?

3 YOUR TURN

Your own words

Choose a school change other than a flower garden. Write a short paragraph that states your opinion, groups two related details under one reason, and ends by connecting that reason to your opinion.

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PART 1 · READ AND MARK

Number the paragraphs 1, 2, and 3. In each paragraph, underline the main reason for planting a garden and circle one detail that supports it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What reason for planting a garden is grouped with the details in paragraph 1? Give one detail that supports it.	**The garden could help visiting insects. Coneflowers and sunflowers would give bees and butterflies places to find nectar.**
2	What reason for planting a garden is grouped with the details in paragraph 2? Give one detail that supports it.	**The garden could be an outdoor classroom. Students could measure plant growth.**
3	What reason for planting a garden is grouped with the details in paragraph 3? Give one detail that supports it.	**Students could work together to care for the garden. Small teams could take turns pulling weeds.**
4	Why does the detail about recording visiting insects fit better in paragraph 2 than in paragraph 1?	**Recording insects is something students could do to learn in the outdoor classroom. Paragraph 1 focuses on how the garden helps insects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should put a water bottle filling station near the gym because it would make getting water easier. Students could refill bottles without waiting for the small sink in the locker room. A station near the gym would be easy to reach after exercise. These details show why a filling station would help students get water when they need it.

For questions 1 through 3, accept any accurate supporting detail from the named paragraph. For the open task, look for two details grouped under the same reason, not two unrelated benefits.