Transitions at Work

Read a model paragraph and notice how ideas connect.

C.4.2.e "Use grade-appropriate transitions to develop text structure in sentences and paragraphs."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle words or phrases that move the steps forward. Underline words or phrases that show a contrast or a result.

A Garden for Rain

1. After a storm, puddles often sit beside our school's sidewalk. Our class decided to make a small rain garden nearby. First, we watched where water flowed during a light rain. Next, we asked the groundskeeper to check that the spot was safe to dig. We chose a low area a few steps from the sidewalk, where the garden could collect some of the runoff.

2. Before planting, we loosened the soil and shaped a shallow dip. Then we planted flowers and grasses suited to our area. Their roots can help water soak into the ground. Some rain gardens hold water for a short time. However, they are not meant to stay full like ponds. We left space between plants so they could grow.

3. Finally, we covered the bare soil with a thin layer of mulch. During the next rain, water flowed toward the dip instead of rushing across the sidewalk. As a result, fewer puddles formed on that part of the sidewalk. The garden did not catch every drop. Still, it gave some rainwater a place to soak in, and we could watch the plants change through the seasons.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how does *Next* help you follow the class's work?

2. In paragraph 2, what two different ideas does *However* connect?

3. In paragraph 3, what result does *As a result* introduce? What caused it?

4. Why does the writer use *Still* near the end instead of an order word like *Next*?

3 YOUR TURN

Your own words

Write five sentences about how you would organize a messy art shelf. Use at least two transitions that show order and one transition that shows a result.

ANSWER KEY

Transitions at Work

GRADE 4 · C.4.2.e

PART 1 · READ AND MARK

Circle words or phrases that move the steps forward. Underline words or phrases that show a contrast or a result. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, how does *Next* help you follow the class's work?	**It shows that asking the groundskeeper came after watching where the water flowed.**
2	In paragraph 2, what two different ideas does *However* connect?	**A rain garden may hold water briefly, but it is not meant to stay full like a pond.**
3	In paragraph 3, what result does *As a result* introduce? What caused it?	**Fewer puddles formed because water flowed toward the dip instead of across the sidewalk.**
4	Why does the writer use *Still* near the end instead of an order word like *Next*?	**It contrasts the garden not catching every drop with its giving some water a place to soak in.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, I would put the paintbrushes in one cup. Next, I would stack the paper by size. Then, I would place the glue sticks in a labeled box. As a result, classmates could find the supplies they need without searching. Finally, I would leave space on the shelf for new materials.

For the marking job, accept time phrases such as “After a storm” and “During the next rain” when students circle them. Accept answers that explain the same connections in different words.