Rain Garden Links

Notice how transitions guide a reader through a project.

C.5.2.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 the words or phrases at the start of sentences that connect ideas, then write T for time, C for cause and effect, or X for contrast beside each one.

A Rain Garden at School

1. During heavy rain, water rushed across the schoolyard and carried loose soil toward a storm drain. Ms. Chen's class wanted to slow that water. First, they watched where puddles formed. Next, they chose a low spot beside the sidewalk for a rain garden. They made sure the spot was away from the building, where wet soil might cause problems.

2. The class dug a shallow basin and loosened the soil. Meanwhile, two students carried mulch from the garden shed. After that, everyone planted flowers and grasses with deep roots. The plants would help the soil take in water, and the mulch would protect the bare ground. Because of this, less loose soil would wash away when rain crossed the garden.

3. A week later, a storm tested the new garden. Water still ran off the hard sidewalk. However, it spread out when it reached the garden's loose soil. Instead of rushing straight to the drain, some water soaked into the ground. As a result, the garden held back part of the runoff. Finally, the class checked for puddles near the building.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do First and Next help you follow the class's work?

2. What does Meanwhile tell you about the digging and the trip to the shed?

3. What difference does However point out between the sidewalk and the garden?

4. What result does As a result introduce, and what caused it?

3 YOUR TURN

Your own words

Write five or six sentences about a class preparing for a book swap. Use at least one time transition, one cause-and-effect transition, and one contrast transition to connect your ideas.

ANSWER KEY

Rain Garden Links

GRADE 5 · C.5.2.e

PART 1 · READ AND MARK

Circle the words or phrases at the start of sentences that connect ideas, then write T for time, C for cause and effect, or X for contrast beside each one. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do First and Next help you follow the class's work?	**They show the order: the class watched where puddles formed, then chose a spot for the garden.**
2	What does Meanwhile tell you about the digging and the trip to the shed?	**Two students carried mulch from the shed while the class was digging.**
3	What difference does However point out between the sidewalk and the garden?	**Water ran off the hard sidewalk, but it spread out when it reached the garden.**
4	What result does As a result introduce, and what caused it?	**The garden held back part of the runoff because some water soaked into the ground.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, our class sorted the donated books by topic. Next, we set up tables in the hallway. However, the mystery table was too crowded for students to walk past. Because of this, we moved one table against the wall. As a result, students could reach the books without blocking the hallway.

Accept equivalent explanations of the relationships each transition shows. In Part 3, look for five or six connected sentences with a time, cause-and-effect, and contrast transition used accurately.