

Garden Text Paths

Compare how informational texts organize ideas.

5R5 "In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the four steps in Text A, underline cause-and-result clues in Text B, and circle the problem and solution in Text C. These marks show how each text is organized.

Three Garden Texts

- ① Text A, "Starting a Bean Garden": First, students soak bean seeds overnight and fill pots with moist soil. Next, they press each seed about an inch deep and cover it lightly. Then, they place the pots where they will receive sunlight and water the soil when it begins to feel dry. Finally, green shoots appear, and students move the strongest plants into the garden bed.
- ② Text B, "Why Pole Beans Need Support": Pole bean plants climb by winding their stems around nearby objects. Without a stake or string, their long stems may fall onto soil. As a result, leaves can become crowded or damp after rain. A stake lifts the stems and lets air move between leaves. Therefore, the plant is less likely to stay damp.
- ③ Text C, "Saving Water in the Garden": The school garden has a problem during hot weeks. Water disappears quickly from bare soil, so young plants may dry out between watering days. Gardeners can spread a layer of straw around, but not touching, each plant stem. This mulch shades the soil and slows evaporation. The solution helps the garden use less water while keeping roots moist.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the overall structure of Text A? Name two words that show this structure.

2 Explain one cause-and-effect relationship in Text B.

3 What problem does Text C describe, and what solution does it give?

4 How are the overall structures of Text A and Text C different?

3 YOUR TURN _____ Your own words

Write a four-sentence mini-text about a garden job. Choose sequence, cause/effect, or problem/solution. In a fifth sentence, name the structure and explain how the sentences fit together.

PART 1 • READ AND MARK

Number the four steps in Text A, underline cause-and-result clues in Text B, and circle the problem and solution in Text C. These marks show how each text is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the overall structure of Text A? Name two words that show this structure.	Text A uses sequence. Signal words include First, Next, Then, and Finally.
2	Explain one cause-and-effect relationship in Text B.	Without a stake or string, pole bean stems may fall onto soil. As a result, the leaves can become crowded or damp after rain.
3	What problem does Text C describe, and what solution does it give?	The problem is that bare soil loses water quickly during hot weeks, so young plants may dry out. The solution is to spread straw mulch around each plant stem without touching it.
4	How are the overall structures of Text A and Text C different?	Text A uses sequence to give steps for planting beans. Text C uses problem/solution by describing dry soil and then giving mulch as the solution.

PART 3 • YOUR TURN (SAMPLE ANSWER)

First, we collect dry leaves and fruit scraps for the compost bin. Next, we mix the materials with a little water. Then, we turn the pile each week so air can reach it. Finally, the dark compost can be added to garden soil. This text uses sequence because each sentence gives the next step in making compost.

Accept equivalent explanations that correctly identify each text's overall structure and support it with details from the passage. For Your Turn, accept any accurate garden topic with a clear chosen structure and an explanation of how the sentences are organized.