

Garden Idea Links

Track how transitions connect details in a model informational text.

6W2.d "Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle every **bold** transition. Write O for order, A for addition, C for contrast, or R for result beside each one.

A Garden That Serves Many Needs

- ① At Riverbend Middle School, students turned an empty corner of the playground into a garden. **First**, the ecology club measured the sunny area and chose beds that students using wheelchairs could reach. **Next**, volunteers mixed compost into the soil, which added nutrients for vegetables. The work had a practical purpose: the cafeteria planned to use some herbs in its lunches. **Also**, the garden would give science classes a place to observe insects, roots, and plant growth.
- ② Not every early plan worked as expected. Heavy rain washed seeds from two beds during the first week. **However**, the club did not abandon those beds. Members built low wooden borders, and the borders held the soil in place. **As a result**, new seeds stayed put during the next storm. **In addition**, students placed a rain barrel beside the shed. Its collected water could be used during dry weeks instead of relying only on a hose.
- ③ By autumn, the garden produced basil, kale, and cherry tomatoes. **Finally**, students harvested the crops and weighed them before delivering herbs to the cafeteria. **Consequently**, the food-services manager could plan how much basil to add to a sauce. The harvest was small, but it showed that a shared space can serve several needs. **In addition**, the garden supported class investigations and gave pollinators flowering plants near the busy playground throughout warm spring and summer months.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What relationship does **However** show between the rain damage and the club's next action?

2 What cause-and-effect relationship does **As a result** help explain?

3 How do **First**, **Next**, and **Finally** help organize the information about the garden?

4 Name the two different bold transitions that add information. What new details do they introduce?

3 YOUR TURN _____ Your own words

Write exactly four sentences explaining how a school could reduce paper waste. Use one transition for order, one for contrast, one for result, and one for addition. Underline each transition.

PART 1 • READ AND MARK

Circle every **bold** transition. Write O for order, A for addition, C for contrast, or R for result beside each one. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What relationship does However show between the rain damage and the club's next action?	It shows contrast. Although rain damaged the beds, the club continued working on them.
2	What cause-and-effect relationship does As a result help explain?	Building wooden borders held the soil in place, so new seeds stayed put during the next storm.
3	How do First , Next , and Finally help organize the information about the garden?	They show the order of events: planning and measuring came first, preparing the soil came next, and harvesting happened later.
4	Name the two different bold transitions that add information. What new details do they introduce?	Also adds the garden's use for science classes. In addition adds the rain barrel and, later, more benefits for investigations and pollinators.

PART 3 • YOUR TURN (SAMPLE ANSWER)

First, students could place paper-only bins beside classroom trash cans. However, bins will not help if people mix food scraps with paper. As a result, classes could appoint weekly monitors to check the bins. In addition, teachers could print double-sided handouts.

Accept correct relationship explanations that use evidence from the passage. For Your Turn, accept any exactly four-sentence response that clearly uses and underlines order, contrast, result, and addition transitions.