

Ending Strongly

Plan, draft and revise a conclusion that fits.

5.W.2.A.iv "Engage in writing as a process to compose well-developed paragraphs. This includes: Providing a concluding statement or section."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read these fictional garden paragraphs. Underline the FINAL sentence in each. Put a star beside one ending that brings earlier details together, and be ready to explain why it works.

Read and Use the Texts

A. A useful space

Neighbors turned an empty lot beside the library into a community garden. They cleared litter, built planting beds and set out rows of seedlings. Families carried home baskets of vegetables at harvest time. By summer, the neglected lot had become a useful place for the neighborhood.

B. A place to learn

The garden gave children ways to investigate plants. Students measured bean stems each week and recorded changes in notebooks. They sketched leaves and compared the shapes. These small investigations turned the garden into an outdoor classroom.

C. Shared responsibility

Caring for the garden depended on teamwork. One group watered plants, another pulled weeds, and a third kept the paths clear. Neighbors checked a schedule so each group knew its job. Their shared effort kept the garden ready for everyone to use.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How does A's final sentence bring its earlier details together? Mention one detail it connects to.

- 2** Why is B's final sentence a conclusion rather than just another example?

- 3** Suppose C ended instead with "One watering can was blue." Why would that be weaker as a conclusion?

3 YOUR TURN _____ Your own words

Write a paragraph through planning, drafting and revision.

Plan

Choose a real or imagined group project. Note its main idea and at least two supporting details. Decide what result or significance your conclusion should bring together.

Draft

Use your plan to write a developed paragraph. End with a statement that connects the details to the main idea. You do not need a fixed number of sentences.

Review and revise

Read your paragraph to a partner. Ask whether the ending connects to the main idea or merely adds a detail. Write a revised ending and explain why it fits better. If the original works, try an alternative and explain which you prefer.

PART 1 • READ AND MARK

Read these fictional garden paragraphs. Underline the FINAL sentence in each. Put a star beside one ending that brings earlier details together, and be ready to explain why it works. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does A's final sentence bring its earlier details together? Mention one detail it connects to.	It summarizes the change from an empty lot to a useful neighborhood place. Growing vegetables that families take home is one example of that usefulness.
2	Why is B's final sentence a conclusion rather than just another example?	It gathers measuring, recording and sketching under the larger idea that the garden became an outdoor classroom.
3	Suppose C ended instead with "One watering can was blue." Why would that be weaker as a conclusion?	It adds a small new detail without bringing together the shared jobs or explaining the result of teamwork.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible plan**

Main idea: our class made a quiet reading corner. Details: sorted books and arranged cushions.
Significance: gave readers a welcoming place.

Possible draft

Our class worked together to make a quiet reading corner. We sorted books into baskets and arranged cushions beside the shelves. Classmates tried the space and suggested moving a basket closer to the seats. Everyone helped.

Possible revision and explanation

Revised ending: By sharing the work and listening to suggestions, our class created a welcoming place to read. This is more specific than Everyone helped because it connects cooperation and feedback with the result.

TEACHER ASSESSMENT NOTES

All paragraphs and models are original classroom fiction. The marking task explicitly identifies final sentences, so students are not asked to guess which of two broad statements the author intended to score. Analysis asks how those sentences conclude the idea, not whether every last sentence is automatically a good conclusion. A conclusion can be a sentence or section and may summarize, explain significance or reflect on an idea; it need not repeat the topic sentence word for word. Accept varied endings supported by the student's actual paragraph. Require the plan, draft and review/revision stages, including a reasoned comparison if the original ending is already effective. Avoid grading by sentence count.