

Ending With Purpose

Write a conclusion that grows from the paragraph's details.

4.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 paragraphs 1 and 2. Underline each concluding sentence. Paragraph 3 needs a conclusion; think about how its details connect.

Read and Use the Texts

Paragraph 1: Food across the seasons

A pollinator garden can provide food at different times of year. Gardeners choose native flowers suited to their area. They include plants that bloom in spring, summer and fall, so flowers are available across the growing season. Together, these choices help visiting pollinators find food over many months.

Paragraph 2: More than flowers

A garden can offer insects more than flowers. A shallow water dish with stones gives insects places to land while drinking. An undisturbed patch of bare ground can provide nesting space for some bees. Leaving some dry stems can also offer nesting places. Water and varied nesting spaces can make the garden useful in several ways.

Paragraph 3: Help readers care for the space

Our class made signs for its garden. One sign explains why we leave some dry stems. Another points out a bare patch where we avoid stepping. A label by the shallow water dish asks helpers to check it.

Source note: outside paragraph 3

Garden facts adapted from the U.S. Fish & Wildlife Service, "Backyard Insects and Pollinators." The classroom example in paragraph 3 is invented.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Copy paragraph 1's conclusion. Explain how it brings together two earlier details.

- 2** List ALL THREE features before paragraph 2's conclusion. How does the conclusion group them?

- 3** Write a concluding sentence for paragraph 3. Link it to the signs' purpose.

3 YOUR TURN

Your own words

Write an informative paragraph about a place that helps living things. It may be real or imagined. End with a conclusion that connects your details.

Draft a complete paragraph

Introduce the place, explain at least two ways it helps living things, and write a concluding sentence. Underline your conclusion. You may use a garden, pond or another place you know.

Check the ending

Name two details your conclusion brings together. Explain how it closes your paragraph. Revise the conclusion here if needed.

PART 1 • READ AND MARK

Read paragraphs 1 and 2. Underline each concluding sentence. Paragraph 3 needs a conclusion; think about how its details connect. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Copy paragraph 1's conclusion. Explain how it brings together two earlier details.	"Together, these choices help visiting pollinators find food over many months." It connects native flowers with plants blooming in spring, summer and fall to explain the garden's lasting food supply.
2	List ALL THREE features before paragraph 2's conclusion. How does the conclusion group them?	A shallow water dish with stones; an undisturbed bare-ground patch; and dry stems. The conclusion groups these as water and varied nesting spaces, showing several ways the garden helps insects.
3	Write a concluding sentence for paragraph 3. Link it to the signs' purpose.	Possible conclusion: "By explaining these garden features, our signs can help visitors respect and care for the space." Accept a supported conclusion about helping visitors understand or protect the garden; it must not introduce an unrelated new topic.

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

Our school garden gives insects places to drink and nest. Stones in a shallow water dish provide landing spots for thirsty insects. We leave a bare patch of soil undisturbed for bees that nest in the ground. Some dry stems remain for insects that use those spaces. With water and different nesting places, this garden can meet several needs of its small visitors.

Possible check

The ending connects the water dish with the bare soil and dry stems. It closes the paragraph by explaining how these features meet different needs, instead of starting a new topic.

TEACHER ASSESSMENT NOTES

Assess a focused paragraph with accurate connected details and a concluding statement or section, without an exact sentence count. Question 2 requires all three supplied features; flowers are background, not one of that paragraph's three listed features. For question 3, accept varied conclusions grounded in the signs' purpose; do not require the model wording. Student topics can include places that support people or other living things. Adapted garden facts checked against <https://www.fws.gov/story/2021-09/backyard-insects-and-pollinators>. Student prose should make qualified claims such as can provide nesting space, not promise every insect will nest there.