

Rain Garden Plans

Notice how a model piece begins, connects ideas, and ends clearly.

5.11.B.i “organizing with purposeful structure, including an introduction, transitions, and a conclusion; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that introduces the topic, circle each transition word in paragraph 2, and draw a box around the conclusion sentence in paragraph 3. These parts help the writing stay organized from beginning to end.

A Garden That Catches Rain (Fictional School Project)

- ① Last spring, our school planted a small rain garden beside the parking lot. A rain garden is a shallow area filled with plants that can handle wet soil. It gives storm water a place to soak into the ground instead of rushing across pavement. Building one took planning, teamwork, and careful choices about where to put it.
- ② First, volunteers measured the space and marked a curved outline with string. Next, a crew removed some soil, making the center lower than the edges. Then, students added plants native to their region and suited to the site. These plants have roots that help hold soil in place. Mulch around the plants slowed water and helped keep the ground moist.
- ③ After several rainy days, the garden held puddles for a short time, and then the water sank away. Teachers used the site for science observations, while bees and butterflies visited the flowers. In the end, the rain garden showed how one planned space can help a school yard manage water, support living things, and become a place for learning.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What job does paragraph 1 do in this piece? Use two details from the paragraph.

2 Which three transition words show the order of the work in paragraph 2?

3 How does paragraph 2 organize the information about building the rain garden?

4 What sentence concludes the piece, and what main idea does it leave the reader with?

3 YOUR TURN _____ Your own words

Draft a three-paragraph explanation of a real or imagined helpful school or community project. Organize it for a reader who does not know the project. Use the three spaces below, then reread and revise any confusing order or connection.

Introduction

Introduce the project and its purpose in a short paragraph.

Actions in order

Explain the main actions in a paragraph. Use at least two transitions that show their order and connect the ideas.

Conclusion

Write a short final paragraph explaining why the project matters. Reread all three paragraphs and improve a transition or unclear connection if needed.

PART 1 • READ AND MARK

Underline the sentence that introduces the topic, circle each transition word in paragraph 2, and draw a box around the conclusion sentence in paragraph 3. These parts help the writing stay organized from beginning to end. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does paragraph 1 do in this piece? Use two details from the paragraph.	It introduces the rain garden and explains its purpose. It also previews that building it required planning, teamwork, and choosing a location.
2	Which three transition words show the order of the work in paragraph 2?	First, Next, Then.
3	How does paragraph 2 organize the information about building the rain garden?	It gives the building steps in time order: measuring and marking, removing soil, adding plants, and spreading mulch.
4	What sentence concludes the piece, and what main idea does it leave the reader with?	"In the end, the rain garden showed how one planned space can help a school yard manage water, support living things, and become a place for learning." It shows that the garden has several useful benefits.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our class planned a book swap to help students find new stories without buying books. The goal was to collect gently used books and set up an easy way for students to trade them.

First, we placed collection boxes in the library and sorted books by reading level. Next, volunteers made signs for each section. Then, students brought one book to trade for another book they wanted to read.

In the end, the book swap gave old books new readers and helped our school share stories. A clear plan made the event simple for everyone.

TEACHER ASSESSMENT NOTES

Assess a focused introduction, ordered actions with transitions, and a connected conclusion after rereading. Accept varied projects. Both models are fictional. Rain-garden background: US EPA, <https://www.epa.gov/soakuptherain/soak-rain-rain-gardens>.