

# Garden Ideas Grow

See how related ideas move in a clear order.

**5.T.SS.1.d** "Craft related ideas into coherent paragraphs that follow a logical structure using transitions. (C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Transitions connect ideas by showing time, order, cause, contrast, or addition. Underline any four transition words or phrases in this passage. Beside each paragraph, write its job: problem, actions, or results.

### A Rain Garden at School

- ① Last spring, the fifth-grade class noticed that rainwater rushed off the blacktop beside their school. The water carried soil into a storm drain and left a muddy puddle near the door. To solve this problem, students planned a small rain garden. Its plants would slow the water and help it soak into the ground there.
- ② First, the class chose a low spot near the drain and drew a plan. Next, adults helped remove a shallow layer of soil. Then students added compost and planted native flowers and grasses. These plants have deep roots, so they can hold soil in place. During dry weeks, the class watered the new garden and pulled weeds so the young plants could grow.
- ③ By autumn, the rain garden had changed the area beside the school. After heavy rain, less water flowed across the blacktop, and the puddle shrank faster. In addition, bees and butterflies visited the flowers. The project began with a drainage problem, continued with careful planting, and ended with a space that helped both the school and local wildlife.

## 2 ANSWER WITH EVIDENCE \_\_\_\_\_ Use the passage

- 1 What problem does paragraph 1 introduce, and how does it prepare you for paragraph 2?

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**2** What are the first three transition words in paragraph 2? What do they show?

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**3** Which paragraph gives the most details about the class's actions? Explain why.

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**4** How does paragraph 3 provide a logical ending for the passage?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Write three short paragraphs explaining a plan for a class book swap. Keep related ideas together. Paragraph 1 states the goal; paragraph 2 explains steps in order with at least two transitions; paragraph 3 explains the expected results.

**Paragraph 1: Goal**

Explain the need for a book swap and what it should accomplish. Write two or three related sentences.

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**Paragraph 2: Actions**

Explain how classmates will organize the swap. Write three or four sentences using transitions that show the order.

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**Paragraph 3: Expected results**

Write two or three sentences connecting likely results to your goal. Then reread all three paragraphs and improve a transition if needed.

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**PART 1 • READ AND MARK**

Transitions connect ideas by showing time, order, cause, contrast, or addition. Underline any four transition words or phrases in this passage. Beside each paragraph, write its job: problem, actions, or results. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                              | ANSWER                                                                                                                                      |
|---|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What problem does paragraph 1 introduce, and how does it prepare you for paragraph 2? | <b>It introduces rainwater causing muddy runoff and a puddle. It prepares the reader for the steps the class took to solve the problem.</b> |
| 2 | What are the first three transition words in paragraph 2? What do they show?          | <b>First, Next, and Then. They show the planting steps in order.</b>                                                                        |
| 3 | Which paragraph gives the most details about the class's actions? Explain why.        | <b>Paragraph 2. It explains the plan, soil removal, planting, watering, and weeding.</b>                                                    |
| 4 | How does paragraph 3 provide a logical ending for the passage?                        | <b>It describes the results of the rain garden and connects those results to the problem and planting work in the earlier paragraphs.</b>   |

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

Some students finish their books quickly while other books sit unused. Our class could plan a book swap to help books find new readers.

First, we would collect gently used books and sort them by topic. Next, we would label the groups and set up tables in the library. Then, students could choose a book from the shared collection.

As a result, more students would have something new to read. The swap could also help our class share resources instead of leaving finished books on shelves.

**TEACHER ASSESSMENT NOTES**

Accept four supported transitions, including Last spring, To solve this problem, First, Next, Then, so (cause), During dry weeks, By autumn, After heavy rain, and In addition. Paragraph jobs are problem, actions, results. Accept alternative book-swap details if the response has three visibly distinct, focused paragraphs, logical order and at least two appropriate transitions in paragraph 2. The teacher model preserves all three paragraph breaks.