Bridge Builder Transitions

Notice how conjunctive adverbs link complete ideas.

5.11.D.v "conjunctive adverbs;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each conjunctive adverb in the passage. Circle the comma after each one, and circle any semicolon placed right before one, to see how these words connect ideas clearly.

A Bridge for Toy Trucks

1. At the Riverside Makers Club, students planned a small bridge for a model stream. Maya wanted a wooden deck because it was easy to cut. Jordan worried that thin wood might bend under toy trucks; therefore, the group tested several strips first. Their strongest strip held six trucks. However, it was too wide for the stream, so they trimmed it carefully.

2. The students sketched triangle supports beneath the deck. Triangles spread weight along their sides; consequently, the bridge stayed steadier during tests. The group did not use every design idea. A rope railing looked attractive; nevertheless, it blocked the toy trucks from crossing. Instead, they glued short craft sticks along each edge. The railing kept trucks on the bridge and left the road clear.

3. Meanwhile, two students painted blue paper beneath the bridge to look like water. They added paper fish, but the fish curled when glue dried. The students could have removed them; instead, they pressed each fish under a book overnight. Finally, the club placed the finished bridge on display. Visitors could roll toy trucks across it, and they could see the careful supports below.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two conjunctive adverbs appear in the first paragraph?

2. In the sentence about the rope railing, what punctuation mark comes before “nevertheless,” and what punctuation mark comes after it?

3. Which conjunctive adverb signals the students’ alternative solution after the paper fish curled?

4. What contrast does “However” show in the first paragraph?

3 YOUR TURN

Your own words

Write two sentences about making or testing an object. In one sentence, use a conjunctive adverb between two complete ideas, with a semicolon before it and a comma after it. Then check your draft’s conjunctive-adverb connection: are both joined ideas complete, does the adverb express the intended relationship, and are the semicolon and comma correct? Keep or correct it as needed and explain one decision. Write your checking note after the draft.

ANSWER KEY

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GRADE 5 · TEKS 5.11.D.v

PART 1 · READ AND MARK

Underline each conjunctive adverb in the passage. Circle the comma after each one, and circle any semicolon placed right before one, to see how these words connect ideas clearly. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two conjunctive adverbs appear in the first paragraph?	**therefore; however**
2	In the sentence about the rope railing, what punctuation mark comes before "nevertheless," and what punctuation mark comes after it?	**A semicolon comes before "nevertheless," and a comma comes after it.**
3	Which conjunctive adverb signals the students' alternative solution after the paper fish curled?	**instead**
4	What contrast does "However" show in the first paragraph?	**The strongest strip held six trucks, but it was too wide for the stream.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our paper tower leaned to one side; therefore, we added a wider base. The tower stood up during the next test.

Draft check: Keep therefore because the wider base is a response to the leaning tower. Both joined clauses are complete; the semicolon before therefore and comma after it are correct.

Accept underlined conjunctive adverbs such as therefore, however, consequently, nevertheless, instead, meanwhile, and finally. For the writing task, accept any appropriate conjunctive adverb used to connect two complete ideas with correct semicolon and comma punctuation. Assess the actual draft check separately from the original sentence-count requirement. Accept a supported keep decision or a needed correction, with a reason tied to the convention; do not require an error or full rewrite. Provide support after the learner attempts the check.