Planting Connections

Read a model and track how dependent ideas join main ideas.

5.11.D.viii "subordinating conjunctions to form complex sentences;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each subordinating conjunction. Underline the dependent clause that begins with it.

Restoring Maple Creek Park

1. Before volunteers arrived at Maple Creek Park, the field was covered with tall weeds and litter. The group brought gloves, trash bags, and native seed packets. Because native plants have deep roots, they can help hold soil in place. The volunteers worked carefully while a park ranger explained the best planting spots beside the winding creek.

2. After the litter was gone, volunteers loosened the ground with hand tools. They planted milkweed, coneflowers, and little bluestem because these species are native to many prairie areas. Although the afternoon grew warm, the group kept working. A student carried water for the new plants so that their roots would not dry out during the first days.

3. When the workday ended, the field looked cleaner and more open. The ranger asked volunteers to return in spring, since new plants need time and care. If the seeds sprout, butterflies and bees will find food there. The group began a habitat project at Maple Creek Park through planning, work, and regular care by people working together.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy the dependent clause that begins with Before in paragraph 1.

2. Which subordinating conjunction introduces the reason native plants can help hold soil in place?

3. What two ideas does so that connect in paragraph 2?

4. Copy the dependent clause that begins with If in paragraph 3.

3 YOUR TURN

Your own words

Write three connected complex sentences about making a school space better. Use a different subordinating conjunction in each sentence from this list: before, because, although, if, when. Circle each conjunction and underline its dependent clause. Then check each complex sentence in your draft: does it include a dependent clause joined to a complete main clause, with a comma after an opening dependent clause? Keep or correct it as needed and explain one decision. Write your checking note after the draft.

ANSWER KEY

Planting Connections

GRADE 5 · TEKS 5.11.D.viii

PART 1 · READ AND MARK

Circle each subordinating conjunction. Underline the dependent clause that begins with it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy the dependent clause that begins with Before in paragraph 1.	**Before volunteers arrived at Maple Creek Park**
2	Which subordinating conjunction introduces the reason native plants can help hold soil in place?	**Because**
3	What two ideas does so that connect in paragraph 2?	**A student carried water for the new plants, and their roots would not dry out during the first days.**
4	Copy the dependent clause that begins with If in paragraph 3.	**If the seeds sprout**

PART 3 · YOUR TURN (SAMPLE ANSWER)

(Before) the garden club met, we gathered gloves and seed trays. (Although) the ground was hard, we dug small holes for seedlings. (If) the plants get water each week, they will grow beside the walkway.

Draft check: Keep the comma after Before the garden club met because that opening dependent clause is followed by the complete main clause we gathered gloves and seed trays. The other two opening dependent clauses also correctly precede complete main clauses.

Accept dependent clauses that include the subordinating conjunction, subject, and verb. In the sample, underlining marks dependent clauses and parentheses identify conjunctions to circle; accept any three complete complex sentences with different listed conjunctions and accurate markings. 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.