# Weather Data Links

Notice how conjunctive adverbs connect related ideas in a model draft.

**7.10.D.iii** "conjunctive adverbs;"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Circle each conjunctive adverb. Underline the semicolon or period before it and the comma after it to see how it connects complete ideas.

### A School Weather Study

1 At Harbor Middle School, the science club wanted to learn how temperature changes above the ground. They built a small weather station with a thermometer, a wind sensor, and a data logger. The team could not send equipment into the sky; instead, they placed identical sensors at different heights on the stadium bleachers. The plan seemed simple; however, the students had to protect the sensors from direct sunlight. Otherwise, the sunlight could warm the devices and distort the readings.

2 On a clear October afternoon, students recorded temperatures every ten minutes. The lowest sensor stayed in the shade of the bleachers, so its results differed from the higher sensors. The group expected the upper sensors to be warmer; nevertheless, a steady breeze cooled them. The students checked the wind data before making a claim. Consequently, they explained that sunlight, shade, and moving air all affected the numbers. Their careful notes helped them compare conditions rather than jump to a quick conclusion.

3 After class, the club made a display for the school hallway. One chart showed each sensor's temperature, and a second chart showed wind speed. The labels had to be easy to read; therefore, the students used large print and clear units. They also included a short explanation of their method. The display did not prove that one factor always controls temperature; instead, it showed how several conditions can work together. Visitors could examine the evidence and decide whether the club's explanation was reasonable.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which conjunctive adverb in paragraph 1 signals a contrast? What two ideas does it connect?

2. In paragraph 2, copy the conjunctive adverb that contrasts the expected warmer sensors with the actual cooling. What punctuation appears right before and right after it?

3. Which conjunctive adverb in paragraph 2 signals a conclusion based on the data? What conclusion follows it?

4. In paragraph 3, what relationship does instead show between the display's purpose and what it did not prove?

## 3 YOUR TURN

Your own words

Write a three-sentence mini-draft about planning a class activity. Use two different conjunctive adverbs to show clear relationships, and use a semicolon before one conjunctive adverb and a comma after it. Then check each conjunctive adverb in your draft for a logical relationship and correct clause-joining punctuation. Keep correct usage or correct it as needed; explain one retain/correct decision in a separate checking note.

**ANSWER KEY**

# Weather Data Links

**GRADE 7 · TEKS 7.10.D.iii**

## PART 1 · READ AND MARK

Circle each conjunctive adverb. Underline the semicolon or period before it and the comma after it to see how it connects complete ideas. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which conjunctive adverb in paragraph 1 signals a contrast? What two ideas does it connect? | **however; it connects the simple-looking plan with the need to protect the sensors from sunlight.** |
| 2 | In paragraph 2, copy the conjunctive adverb that contrasts the expected warmer sensors with the actual cooling. What punctuation appears right before and right after it? | **nevertheless; a semicolon comes before it, and a comma comes after it.** |
| 3 | Which conjunctive adverb in paragraph 2 signals a conclusion based on the data? What conclusion follows it? | **Consequently; sunlight, shade, and moving air all affected the numbers.** |
| 4 | In paragraph 3, what relationship does instead show between the display's purpose and what it did not prove? | **It shows replacement or contrast: the display did not prove one factor always controls temperature, but it showed several conditions working together.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class planned a seedling sale for spring. The garden needed more tools; therefore, we chose to raise money. The forecast predicted rain; however, we reserved the library lobby as a backup location.

Draft check: Keep therefore because needing tools is a reason to raise money; the semicolon joins complete clauses and the comma follows the adverb. Keep however because the rain contrasts with the plan, and its semicolon/comma punctuation is correct.

Accept correct identification of the conjunctive adverbs and their relationships, including contrast, result, and replacement. In the student draft, check for two different conjunctive adverbs used to connect complete ideas and correct semicolon-comma punctuation for at least one. Require an actual learner draft check with a convention-based retain/correct reason. Accept correct usage without forced changes; assess the separate checking note outside the original three-sentence composition requirement.