Ideas Inside Sentences

Notice how added details and varied openings build a clear model text.

8.W.2.A.vi "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Expanding and embedding ideas to create sentence variety."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three phrases or clauses that add information within a sentence. In paragraph 3, circle the first word of each sentence to notice how varied beginnings help the ideas flow.

A Garden for Rainy Days

1 Last spring, students at Harbor Middle School noticed an unused strip of land beside the bus loop. The ground, packed hard by years of footsteps, held only weeds and puddles. During a science club meeting, Maya proposed a rain garden, a planted area that slows and filters stormwater. Her idea grew when classmates added sketches, soil tests, and a list of native plants. Because the site flooded after heavy rain, the group chose species that could handle wet roots. They presented a clear plan to the principal.

2 First, the group measured the space and drew a map of where water collected. A map, which showed the deepest puddle near a storm drain, helped them place the garden. Then they revised their plan. Instead of filling every open spot, they left a narrow path so classes could observe insects without stepping on young plants. The students also changed their plant list after a local gardener explained that native species support nearby food webs. With those changes in place, their proposal connected a problem, evidence, and a practical solution.

3 By June, volunteers had removed trash, shaped the soil, and planted sedges, asters, and swamp milkweed. The new garden, still small but already busy with bees, changed the edge of the bus loop. When a summer storm arrived, water spread into the planted hollow instead of rushing across the pavement. Students recorded what they saw in a shared notebook, and their notes guided later revisions. The project succeeded because the writers had developed each idea with precise details, tucked useful information into sentences, and varied the ways those sentences began.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy the words between commas that explain what a rain garden is in paragraph 1.

2. Paragraph 1 begins one sentence with a reason. Copy that opening phrase.

3. What information does the clause “which showed the deepest puddle near a storm drain” add to the map sentence in paragraph 2?

4. Which sentence in paragraph 3 begins with a time clause, and what event does that clause introduce?

3 YOUR TURN

Your own words

Make a quick plan for a school improvement by naming a problem, one piece of evidence, and a solution. Then write a 110 to 140 word, three-paragraph proposal that includes at least one embedded detail in each paragraph and varies sentence beginnings; revise it for clear wording and correct conventions. Use extra paper for your plan or revision if needed.

ANSWER KEY

Ideas Inside Sentences

GRADE 8 · 8.W.2.A.vi

PART 1 · READ AND MARK

Underline three phrases or clauses that add information within a sentence. In paragraph 3, circle the first word of each sentence to notice how varied beginnings help the ideas flow. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy the words between commas that explain what a rain garden is in paragraph 1.	**a planted area that slows and filters stormwater**
2	Paragraph 1 begins one sentence with a reason. Copy that opening phrase.	**Because the site flooded after heavy rain**
3	What information does the clause "which showed the deepest puddle near a storm drain" add to the map sentence in paragraph 2?	**It tells where the deepest puddle was, near a storm drain.**
4	Which sentence in paragraph 3 begins with a time clause, and what event does that clause introduce?	**"When a summer storm arrived, water spread into the planted hollow instead of rushing across the pavement." The clause introduces the arrival of a summer storm.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Problem: crowded cafeteria line. Evidence: students have only 25 minutes. Solution: add a second serving station.

At lunch, students often spend much of their break waiting for food. The cafeteria line, which stretches past the water fountain on busy days, moves slowly because one station serves everyone. Some students rush through meals, while others arrive late to class.

A second serving station could reduce that delay. Placed near the side entrance, the station could offer sandwiches, fruit, and salads. Because these foods need little preparation at the counter, workers could serve students quickly.

The school should test the station for two weeks and collect timing data. After the trial, students and staff could report what worked and what needs revision. This practical change would give students more time to eat, talk, and prepare for their next class.

For the proposal, accept varied school topics if the response has a clear three-paragraph organization, a usable plan, embedded details, varied openings, and edited conventions.