

Build the Flow

Trace how a model piece moves from a problem to a conclusion.

6.10.B.i “organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that introduces the main problem, circle each transition word or phrase, and box the final sentence that states the takeaway. These marks show how the writer organizes ideas from beginning to end.

A Garden for Rainy Days

- ① Last spring, students at Cedar Grove Middle School noticed that rainwater rushed from the parking lot into a storm drain. The water carried soil and litter with it. To slow the runoff, the science club proposed a rain garden beside the lot. A rain garden is a shallow planted area that collects water for a short time. The project would help the campus look better while protecting the nearby creek. This plan gave students a clear reason to act.
- ② First, club members measured the space and chose native plants, such as switchgrass and black-eyed Susans. Native plants usually need less watering after they are established, and their roots help hold soil in place. Next, volunteers dug a shallow basin and mixed compost into the soil. They placed plants around the basin, then covered bare ground with mulch. When rain falls, water can soak into the garden instead of racing across pavement toward the storm drain.
- ③ By autumn, the new garden had become a small outdoor classroom. Teachers brought classes there to observe insects, measure plant growth, and discuss where rainwater goes. As a result, students could see how their work connected to a larger watershed. The garden will not stop every puddle, but it gives water a safer path and reduces erosion. Cedar Grove's project shows that a careful plan, completed step by step, can improve a shared space for everyone who uses it.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What problem does the first paragraph introduce?

2 What solution does the introduction preview for the problem?

3 How does the word “Next” help organize the second paragraph?

4 How does the final paragraph connect back to the introduction? Use one detail from each paragraph.

3 YOUR TURN _____ Your own words

Write 100 to 130 words in exactly three paragraphs about a school improvement idea. In paragraph 1, introduce a problem or goal, in paragraph 2, explain steps using at least two transition words, and in paragraph 3, conclude by connecting the result back to the problem or goal.

PART 1 • READ AND MARK

Underline the sentence that introduces the main problem, circle each transition word or phrase, and box the final sentence that states the takeaway. These marks show how the writer organizes ideas from beginning to end. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem does the first paragraph introduce?	Rainwater rushes from the parking lot into a storm drain, carrying soil and litter.
2	What solution does the introduction preview for the problem?	The science club proposes building a rain garden beside the parking lot.
3	How does the word "Next" help organize the second paragraph?	It signals the next step in building the rain garden after students choose the plants.
4	How does the final paragraph connect back to the introduction? Use one detail from each paragraph.	The introduction presents runoff as a problem, and the conclusion explains that the garden gives water a safer path and reduces erosion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school library has a bin of damaged paperback books that cannot return to the shelves. Instead of throwing the books away, the library could hold a monthly book-repair table. This plan would give students a useful way to care for shared materials. First, the librarian could sort books with loose pages or torn covers. Next, volunteers could use book tape and clear labels to fix the books safely. Then, students could record each repaired title before it returns to a shelf. As a result, more books would be available for readers, and fewer materials would be wasted. A book-repair table would not save every damaged book, but it would turn a small problem into a regular service for the school.

Accept equivalent descriptions of the passage structure when students support their answers with accurate details. For the writing task, check for exactly three paragraphs, a clear introduction, logical transitions and details in the middle paragraph, and a conclusion that connects to the opening idea.