Garden Writing Paths

Notice how purpose shapes a paragraph.

3.W "The student will compose various works for diverse audiences and purposes, linked to grade three content and texts. Modes and Purposes for Writing Recognize different forms of writing (narrative, expository…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the opening sentence of each paragraph, circle words that show time or order, and number the details that support each paragraph's purpose.

A Garden in Three Ways

1. On Monday, Maya carried a small bean seed to the class garden. First, she pressed it into soft soil and covered it gently. Two weeks later, a green shoot pushed through the ground. Maya measured the shoot every Friday. By the end of May, the plant climbed a stick beside the fence, and Maya picked three long bean pods.

2. Bean plants change as they grow. A seed uses food stored inside it until roots and a shoot begin to form. Roots take in water from the soil. Leaves use sunlight, water, and air to help make food for the plant. Later, flowers can grow into bean pods. Each pod holds seeds that may grow into new plants.

3. Our class should grow bean plants again next spring. The garden gives us a place to watch a living thing change over time. It also can provide beans for a class snack, if an adult says the beans are safe to eat. Finally, caring for plants teaches us to share jobs, such as watering and pulling weeds. For these reasons, the garden is worth our work.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which paragraph is a narrative? Write two phrases that show the events happen in order.

2. What is the topic sentence in paragraph 2? Give two facts that develop the topic.

3. What opinion does paragraph 3 state? Give two reasons that support it.

4. What sentence concludes paragraph 3? How does it connect to the writer's opinion?

3 YOUR TURN

Your own words

Write a five-sentence opinion paragraph about whether your school should grow a vegetable garden or a flower garden. State your opinion, give at least two reasons or details, use at least two transition words, and end with a concluding statement.

ANSWER KEY # Garden Writing Paths

PART 1 · READ AND MARK

Underline the opening sentence of each paragraph, circle words that show time or order, and number the details that support each paragraph's purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which paragraph is a narrative? Write two phrases that show the events happen in order.	**Paragraph 1. Answers may include "On Monday," "First," "Two weeks later," or "By the end of May."**
2	What is the topic sentence in paragraph 2? Give two facts that develop the topic.	**Topic sentence: "Bean plants change as they grow." Facts may include that roots take in water, leaves help make food, flowers can grow into pods, or pods hold seeds.**
3	What opinion does paragraph 3 state? Give two reasons that support it.	**The class should grow bean plants again next spring. Reasons include watching a living thing change, possibly providing beans for a snack, and learning to share garden jobs.**
4	What sentence concludes paragraph 3? How does it connect to the writer's opinion?	**"For these reasons, the garden is worth our work." It restates that growing bean plants is a good idea.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should grow a flower garden near the playground. First, colorful flowers can make the area pleasant for students and visitors. Also, flowers can provide nectar for bees and butterflies. Students could take turns watering the plants and watching the insects. For these reasons, a flower garden would be a useful addition to our school.

Accept accurate descriptions of the paragraphs' purposes and supporting details. For the writing task, accept varied opinions if the paragraph has a clear topic sentence, relevant reasons, transition words, and a concluding statement.