Garden Clue Trail

Trace text structures and transitions in an informational article.

4.RI.2.A "Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader's understanding of the text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every transition word or phrase. In the margin, write Compare/Contrast, Problem/Solution, or Cause/Effect beside each paragraph to show its organizational pattern.

Native Flowers at School

1. Native plants and nonnative plants can both grow in a school garden, but they do not help wildlife in the same ways. Native plants have grown in an area for a long time. Therefore, local insects often use them for food or shelter. In contrast, some nonnative plants may offer less useful food to local insects. A garden with native plants can support more kinds of nearby creatures.

2. Sometimes, however, a garden has few native flowers, so pollinators cannot find enough food through the season. This is a problem for bees, butterflies, and plants that need pollinators. To solve it, students can add several kinds of native flowers that bloom at different times. For example, early spring flowers and late summer flowers provide food during more months. As a result, pollinators can visit the garden longer.

3. Native flowers also affect the garden after insects arrive. Because bees carry pollen from flower to flower, many plants can make seeds. Consequently, the garden may produce seeds for next year's plants. Birds may eat some seeds, and they can spread others to new places. Thus, choosing native flowers can start a chain of changes that helps the garden and the animals around it.

2 ANSWER WITH EVIDENCE

Use the passage

1. What organizational pattern does the author use in paragraph 1? Name two transition words or phrases that help show this pattern.

2. Why did the author choose a problem/solution pattern for paragraph 2?

3. What organizational pattern does the author use in paragraph 3? How do "Because" and "Consequently" help readers understand it?

4. How do the three organizational patterns help the author's purpose of explaining why native flowers are useful?

3 YOUR TURN

Your own words

Write a three-sentence informational paragraph about a way to save water at home. Choose cause/effect, comparison/contrast, or problem/solution, use at least two transition words or phrases, underline the transitions, and name your pattern.

ANSWER KEY

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GRADE 4 · 4.RI.2.A

PART 1 · READ AND MARK

Underline every transition word or phrase. In the margin, write Compare/Contrast, Problem/Solution, or Cause/Effect beside each paragraph to show its organizational pattern. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What organizational pattern does the author use in paragraph 1? Name two transition words or phrases that help show this pattern.	**Comparison/contrast. "but" and "In contrast" help show the pattern.**
2	Why did the author choose a problem/solution pattern for paragraph 2?	**The author explains that pollinators may not have enough food, then gives the solution of planting several native flowers that bloom at different times.**
3	What organizational pattern does the author use in paragraph 3? How do "Because" and "Consequently" help readers understand it?	**Cause/effect. "Because" introduces a cause, and "Consequently" signals an effect of bees carrying pollen.**
4	How do the three organizational patterns help the author's purpose of explaining why native flowers are useful?	**The patterns show how native plants differ from nonnative plants, how to solve a food shortage for pollinators, and what effects native flowers can have on the garden.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A leaky faucet wastes water _because_ drops fall all day. _As a result_, a family may use more water than it needs. Fixing the leak can save water and lower the water bill. Pattern: Cause/Effect

Accept accurate pattern names and transition evidence from the passage. For Part 3, accept any clear three-sentence paragraph with one stated organizational pattern and at least two transitions that support that pattern.