

Transitions at Work

Read a model text to see how transitions connect ideas across paragraphs.

6.W.2.A.iv "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Using transitions to show relationships between ideas..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline six transition words or phrases in the passage. Label each one with the relationship it shows, such as time or order, contrast or shift, example, cause and effect, or condition.

From Scraps to Soil

- ① When our school cafeteria began sorting food scraps, some students wondered whether the effort mattered. At first, the bins filled slowly because many people forgot which items could be composted. For example, banana peels and leftover salad went into the green bin, while plastic forks went into the trash. However, student volunteers made clear signs and stood near the bins during lunch. Soon, sorting became quicker, and less food waste was sent to the landfill.
- ② Next, the science club measured the compost each week. Their chart showed an important change: after the signs appeared, the amount collected rose. Meanwhile, the custodians used less time picking through mixed trash. The project also taught students that compost needs care. If the pile became too dry, volunteers added water. If it smelled bad, they mixed in dry leaves. Thus, the data helped the club improve its daily routine over time instead of guessing each day.
- ③ Finally, the club shared its results at an assembly. The speakers did not claim that composting solved every waste problem. Instead, they explained that the school could build on one useful habit. Therefore, they asked classes to keep sorting scraps and to bring reusable utensils when possible. The next goal was to donate finished compost to a nearby community garden. By connecting the first small step to a larger plan, the speakers showed why the project should continue.

2 ANSWER WITH EVIDENCE Use the passage

1 In paragraph 1, what change in ideas does the word “However” signal?

2 How does the word “Meanwhile” in paragraph 2 make the sentence clearer?

3 What is the effect of beginning paragraph 2 with “Next” and paragraph 3 with “Finally”?

4 In paragraph 3, what action follows “Therefore,” and what relationship does that transition show?

3 YOUR TURN Your own words

Write three paragraphs, 120 to 150 words, explaining one improvement you would make at school. Begin each paragraph with a transition that shows order, and use at least four transitions total, including one that shows contrast or a shift and one that shows cause and effect.

PART 1 • READ AND MARK

Underline six transition words or phrases in the passage. Label each one with the relationship it shows, such as time or order, contrast or shift, example, cause and effect, or condition. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what change in ideas does the word “However” signal?	It shifts from the early problem of slow, confusing sorting to the volunteers' actions to improve sorting.
2	How does the word “Meanwhile” in paragraph 2 make the sentence clearer?	It shows that custodians were saving time during the same period that the science club was measuring compost.
3	What is the effect of beginning paragraph 2 with “Next” and paragraph 3 with “Finally”?	The words organize the text in order, moving from the start of the project to evidence and then to its conclusion and future plan.
4	In paragraph 3, what action follows “Therefore,” and what relationship does that transition show?	The speakers ask classes to keep sorting scraps and bring reusable utensils. “Therefore” shows that this action follows from the idea of building on a useful habit.

PART 3 • YOUR TURN (SAMPLE ANSWER)

First, I would create a reading corner outside the library for quiet study. The corner would have two benches, a small shade cover, and a book-return box. Because the space would be near the library, students could choose a book without walking across campus. However, the area should not become a place for loud conversations. Therefore, students would use quiet voices, and a teacher could post rules. In addition, the book-return box would keep books from being left on benches. These details would protect the space and make it useful for readers. Finally, the student council could ask classmates to vote on the bench color and book genres. As a result, students would help shape a space they are more likely to respect. After the corner opens, librarians could count visitors and collect suggestions. Then, the school could adjust the area if students need more seats or different books.

Accept equivalent explanations of each transition's relationship, as long as they match the surrounding ideas. For the writing task, accept varied school improvements when the response has three paragraphs, meets the word range, and uses transitions correctly.