Lesson 18 **Describing Connections Between** Sentences and Paragraphs



When you describe how ideas in sentences or paragraphs are connected, you will better understand what the author is trying to explain.

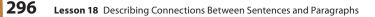
Read You know that a paragraph is a group of sentences. Paragraphs and sentences both contain ideas that connect to each other in some way. Sometimes the **connection** is a cause-andeffect relationship. A cause is the reason something happens. An **effect** is what happens as a result. Words such as *because*, so, as *a result*, and *since* often signal this kind of connection.

Authors also connect sentences and paragraphs by showing that things happen in a **sequence**, or order. Look for signal words such as first, then, and finally in sentences to see how ideas and events in a sequence are connected.

Read this cartoon. How are the ideas connected?

Cook! Make me I'm hungry! something I can But I'm too busy eat in a hurry! for a meal. Yum!

The Invention of the Sandwich



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Think Finish the charts to show two different ways the ideas in the cartoon are connected. Use the first chart to show a cause-andeffect connection. Use the second to show a sequence.

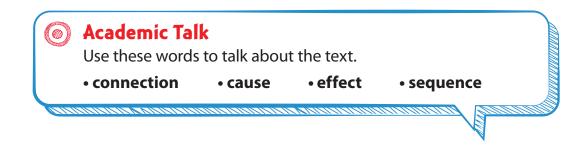
Cause and Effect

Why It Happened (Cause)	What Happened (Effect)
One day, the Earl of Sandwich was too busy	
to eat.	

Sequence

1	2	3
l		

Talk Retell the story of the invention of the sandwich. Use signal words to show cause and effect or sequence.







by Claire Daniels

- 1 Astronaut food has changed over the years. In the early days of space exploration, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.
- 2 As a result, astronauts in space ate freeze-dried foods. Freeze-dried foods don't spoil. They don't weigh much, and they don't take up much space. Add water and you have "fresh" peas, mashed potatoes, steak, or macaroni and cheese. There is even freeze-dried ice cream!
- 3 Foods are freeze-dried in a food plant. First, vegetables and fruits are washed and cut up. Foods like meats and pasta are cooked. Second, the food is frozen to -40 degrees Fahrenheit. Then workers grind the food

into smaller pieces or into a powder. Finally, the foods are dried to remove 98 percent of the water.

4 Today, astronauts travel with freezers and ovens, so they don't depend on freeze-dried foods. Still, many people who go on backpacking and boat trips often use them.

Close Reader Habits

Circle words in paragraph 2 that signal cause and effect. **Underline** words in paragraph 3 that show sequence.



How are sentences and paragraphs connected in "Space Food"?

Think

Finish the cause-and-effect chart with details from the first two paragraphs of "Space Food."

Look for what happened and why it happened to understand the events.

Cause and Effect

Why It Happened (Cause)	What Happened (Effect)										

Talk

2 Talk with your partner about what it must be like to eat in space. What were some of the benefits of freeze-dried foods for the astronauts?

Write

3 Short Response In your own words, explain how freeze-dried foods are made. Use signal words correctly to show the sequence of the steps. Use the space provided on page 302 to write your answer.

HINT Words such as *first, then,* and *finally* can signal sequence.

Read

From

Eat This Spoon!

by Elizabeth Preston

- 1 Imagine you're at a picnic, enjoying some ice cream and fruit salad. Then you top off your meal by eating your spoon.
- 2 That's the vision of a company in India. They want to replace plastic forks and spoons with edible ones made out of food. This could cut down on how much plastic people use and throw away.
- 3 The company uses a simple recipe to create its spoons. It starts with flour made from a grain called sorghum, with wheat and rice flours mixed in. Workers knead the flour with water to make a dough. Then they shape it into spoons. They bake the spoons until they're hard.
- An edible spoon is sturdy enough to handle cold ice cream or hot soup. You can also munch on one as a snack. The spoons are meant to be used only one time. They are not washed and reused. But if you're too full to eat your spoon after your meal, you can put it in a compost pile, or just throw it in the dirt. It should decompose in a week—unless bugs or animals eat it first!



Close Reader Habits

How are the ideas in paragraph 2 connected? **Circle** any signal words you see.

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Think

1 Reread paragraph 3 from "Eat This Spoon."

The company uses a simple recipe to create its spoons. It starts with flour made from a grain called sorghum, with wheat and rice flours mixed in. Workers knead the flour with water to make a dough. Then they shape it into spoons. They bake the spoons until they're hard.

Which words in the paragraph signal a sequence?

- A uses, made from, make
- **B** starts, then, until
- **C** with, in, into
- D knead, shape, bake

Talk

2 Where did the writer show a cause-and-effect connection in paragraph 4? What is the cause and what is the effect? Hint: What happens if you throw an edible spoon in the dirt?

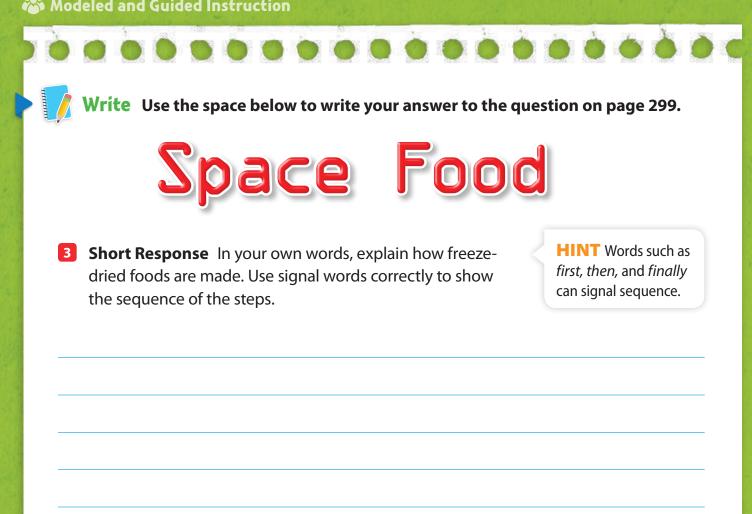
Write

3 Short Response Describe how the author uses a cause-and-effect connection in paragraph 4 to support her point that edible spoons are better than plastic spoons. Use the space provided on page 303 to write your response.

HINT Reread paragraphs 2 and 4 to find ways that edible spoons are different from plastic ones.



Look for words that help you understand the order of events.





Don't forget to check your writing.



Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Genre: Magazine Article

Independent Practice



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

1

3

- centuries
- ingredients
- vendors
- pizzeria

Patriotic Pizza

by Karin Gaspartich, Highlights

Two thousand years ago, Greeks baked flat disks of bread and used the bread like a plate. They would first eat the food on top of the bread. Then they would eat the bread "plate."

2 People started to put toppings on the flat bread before it went into the oven. This was an early form of today's pizza.

In Italy, many centuries later, people also ate a form of pizza. It was considered food for the poor. Most people had flour, water, oil, and spices. They could use these ingredients to make a simple pizza.

4 Working-class people of Naples had short breaks for meals. They needed cheap food that could be eaten quickly. Pizza made by local vendors was a perfect solution. It could even be eaten without plates and forks.

A Queen's Favorite Pizza



In 1889, Queen Margherita and King Umberto I of Italy took a vacation in the seaside town of Naples, Italy. The queen saw people strolling outside eating pizza. She wanted to try some pizza for herself.

Raffaele Esposito was a popular pizza maker in town. He was chosen to make a pizza for the queen. Esposito wanted his pizza to be extra special. So he made a pizza using the colors of the Italian flag: red, green, and white. Red tomatoes, green basil (an herb), and white mozzarella cheese went on his patriotic pizza.

Esposito baked his creation, and it was delivered to the queen. She loved it. She sent a note of praise and thanks. Raffaele named it Pizza Margherita in honor of the queen. Soon everyone wanted to try it.

Around that time, workers began leaving Italy to live in America. Pizza bakers brought their talent and recipes with them. Gennaro Lombardi opened the first pizzeria in New York City in 1895. Early pizzerias had no chairs. People just went in, ordered their pizza, and left with it.

- 9 Pizza became popular with American workers, too. It was tasty and easy to eat on the go. Before long, pizza was one of the most popular foods in the United States.
- 10 Perhaps you could invent your very own pizza. Have fun . . . And finish your plate!

Make a mini Margherita pizza!

Ask an adult to help you with this recipe. You will need:

- 3 English muffins
- 1 tomato, sliced
- 10 fresh basil leaves, cut in half
- 3/4 cup of shredded mozzarella cheese
- toaster oven (or conventional oven)
- 1. With an adult's help, preheat the oven to 350 degrees Fahrenheit.
- 2. Split the English muffins with a fork. On each half, put some mozzarella cheese, a slice of tomato, and a few pieces of basil.
- 3. Place the mini pizzas on a tray, and ask an adult to put them in the oven. Cook the pizzas for 10 minutes or until the cheese is melted.
- 4. Ask an adult to take your mini pizzas out of the oven. Share them.



Think Use what you learned from reading the selection to respond to these questions.



1 This question has two parts. First, answer Part A. Then answer Part B.

Read these two sentences from paragraph 6.

Esposito wanted his pizza to be extra special. So he made a pizza using the colors of the Italian flag: red, green, and white.

Part A

Which of the following describes the relationship between these two sentences?

- **A** The first sentence explains the reason for what is described in the second sentence.
- The sentences compare the shape of the pizza to the Italian flag. В
- The second sentence gives the cause of what is described in С the first sentence.
- **D** The sentences describe the steps to make a Margherita pizza.

Part B

Why did Esposito make this special pizza? Write your response.

- 2 Number these sentences to show the correct sequence of events in the history of the pizza.
 - People began to put food on flat bread before it went into the oven, making the first pizza.
 - ____ In 1889, Queen Margherita made pizzas popular in all of Italy.
 - American workers made pizza one of the most popular foods in the United States.
 - Centuries later, a type of simple pizza was made as a food for the poor.
 - In 1895, Gennaro Lombardi opened the first pizzeria in New York.
 - The Greeks put food on baked bread that they used like plates.
- Paragraphs 8 and 9 describe the arrival of pizza in America. Which sentence **best** describes the connection between the two paragraphs?
 - **A** It is a sequence that describes how the first pizzerias were built in America and how they changed over time.
 - **B** It is a cause-and-effect connection showing how pizzas came to America and why they became popular with American workers.
 - **C** It is a sequence explaining how Gennaro Lombardi became a well-known pizza maker in New York City.
 - **D** It is a cause-and-effect connection explaining why workers left Italy and came to the United States.

- 4 How did the writer organize the details in the recipe?
 - **A** She used signal words to show sequence.
 - **B** She showed the ingredients first to signal cause and effect.
 - **C** She numbered the steps to show sequence.
 - **D** She used cause and effect to show the results of using the oven.
- **5** Read these sentences from paragraph 6.

Raffaele Esposito was a popular pizza maker in town. He was chosen to make a pizza for the queen.

What is the meaning of *popular* in this context?

- A rich
- **B** new
- **C** in demand
- **D** unknown
- 6 Which detail tells why pizza became popular with workers in America?
 - A "Around that time, workers began leaving Italy to live in America."
 - B "Pizza bakers brought their talent and recipes with them."
 - **C** "Gennaro Lombardi opened the first pizzeria in New York City in 1895."
 - **D** "It was tasty and easy to eat on the go."



Write

7 Short Response Explain how to make a mini Margherita pizza. Write your explanation as a paragraph and use signal words to make the order of steps clear. You do not need to list the ingredients.



Learning Target

Now that you understand different ways the ideas in sentences and paragraphs can be connected to each other, tell why identifying these connections is important.

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