

River Story Choices

Notice how word choice and selected details reveal a writer's purpose.

CCSS.ELA-Literacy.RH.6-8.6 "Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that show the writer's attitude toward dam removal. Number three facts that receive the most attention, then circle one topic that is mentioned only briefly.

A River Reopens

- ① For more than a century, two concrete dams blocked the Elwha River in Washington's Olympic National Park. Elwha Dam, completed in 1913, and Glines Canyon Dam, completed in 1927, changed the river's flow and kept salmon from reaching upstream habitat. In 2011, crews began taking the dams apart. The work continued until 2014. During that time, managers watched the river carry stored sediment downstream and monitored fish, water, and nearby land. The dams had produced electricity for nearby communities.
- ② The removal project offered the river a long-delayed chance to run freely again. As channels shifted, gravel spread across former reservoirs, creating new places for plants to grow. Biologists reported salmon moving into stretches of river that had been blocked for decades. Local tribes, whose cultures include strong connections to salmon, took part in monitoring and restoration. These changes showed that careful action could begin repairing a damaged river system for people, fish, and other wildlife.
- ③ Project planners had to manage sediment released from the former reservoirs, protect roads and water systems, and adjust work as the landscape changed. The project also changed places where people had boated or fished. Scientists continued to measure water quality, river channels, and fish populations after removal. Reports from the project describe both construction challenges and ecological changes. Local communities experienced the work in different ways, depending on their connection to the river and its changing shoreline.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Which phrase best shows that the writer views dam removal positively? Explain what the phrase suggests.

- 2** What kinds of changes receive the most detail in paragraph 2? What does this emphasis suggest about the writer's purpose?

- 3** How does the information about local tribes shape the writer's point of view or purpose?

- 4** What topic is mentioned in paragraph 3 but receives much less detail than salmon and habitat recovery? Why might a reader want another source about that topic?

3 YOUR TURN _____ Your own words

Write a four-sentence announcement about a proposed school garden that supports or opposes the idea. Use one loaded word and choose details that support your purpose, then name one relevant detail you chose not to include in the fourth sentence.

PART 1 • READ AND MARK

Underline words or phrases that show the writer's attitude toward dam removal. Number three facts that receive the most attention, then circle one topic that is mentioned only briefly. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which phrase best shows that the writer views dam removal positively? Explain what the phrase suggests.	"A long-delayed chance to run freely again" suggests that the river had been held back for too long and that removal was a positive change.
2	What kinds of changes receive the most detail in paragraph 2? What does this emphasis suggest about the writer's purpose?	The paragraph gives most detail to river habitat, plant growth, salmon, and restoration. This emphasis suggests the writer wants to highlight ecological recovery.
3	How does the information about local tribes shape the writer's point of view or purpose?	It shows that restoration connects to people and cultures as well as to the river and fish, making the project seem important to more than scientists.
4	What topic is mentioned in paragraph 3 but receives much less detail than salmon and habitat recovery? Why might a reader want another source about that topic?	Changes to boating and fishing areas receive little detail. A reader might want another source to learn how the project affected people who used those recreation areas.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should build a vibrant garden beside the cafeteria. Students could grow vegetables for science lessons, and the garden would turn an unused patch of grass into a useful outdoor classroom. Volunteers could help water it after school. I left out the cost of tools and soil, which might concern some families.

Accept answers that connect specific language or the amount of detail given to a reasonable inference about the writer's positive view of restoration. For the open task, accept either position if the student uses loaded language, selects supporting details, and identifies a relevant omitted detail.