

Stream Shapers

See how a model report guides its reader.

CCSS.ELA-Literacy.WHST.6-8.2a “Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables)...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentences in the first paragraph that preview what the report will cover. Circle each heading and draw a box around the table to mark the features that organize information.

How Beavers Change a Stream

- ① Beavers are often called nature’s engineers because their work can reshape a stream. This report explains three connected results of a beaver dam: slower water, safer homes for some animals, and changes that people can observe nearby. First, the section “Water Changes” describes how a dam affects the stream. Next, a table compares stream conditions. The final section explains how ponds created by dams can support other living things. Together, these categories show why one animal can influence an entire habitat.
- ② **Water Changes** A beaver dam is a barrier made from branches, mud, and stones. Water moves more slowly behind the barrier, so a pond may form. During heavy rain, a series of ponds can hold some water and spread its flow across a floodplain. The table shows a simple comparison. |
Stream area | Water movement | | Above a dam | Faster | | Behind a dam | Slower | The dam does not stop every flood, but it can change where water collects and how quickly it travels.
- ③ **Wildlife Benefits** The pond and wet ground around a dam can create places for many species. Frogs may lay eggs in calmer water than a fast stream provides. Ducks and herons can feed near shallow edges, while fish may use deeper pools. Dead trees that remain in flooded areas can become nesting sites for birds. People studying a beaver pond might record animal tracks, water depth, and plant growth. These observations belong in the wildlife category because they describe how the changed water creates or alters places where organisms live.

2 ANSWER WITH EVIDENCE Use the passage

1 What topic does the introduction name, and what three results does it preview?

2 How do the headings organize the report into broader categories?

3 What comparison does the table make easier for the reader to understand?

4 Give one detail from each section, "Water Changes" and "Wildlife Benefits." Then explain why the details belong in different sections.

3 YOUR TURN Your own words

Write a 90-120 word mini-report about how a school garden can help the school. Use a title, an opening sentence that names the topic and previews two categories, two labeled headings, and a two-row table that helps the reader compare information.

PART 1 • READ AND MARK

Underline the sentences in the first paragraph that preview what the report will cover. Circle each heading and draw a box around the table to mark the features that organize information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What topic does the introduction name, and what three results does it preview?	The topic is how beaver dams reshape streams. It previews slower water, safer homes for some animals, and changes people can observe nearby.
2	How do the headings organize the report into broader categories?	“Water Changes” groups information about stream flow, ponds, and flooding. “Wildlife Benefits” groups information about animals and places where organisms live.
3	What comparison does the table make easier for the reader to understand?	It quickly compares water movement above a dam, where water is faster, with water behind a dam, where water is slower.
4	Give one detail from each section, “Water Changes” and “Wildlife Benefits.” Then explain why the details belong in different sections.	Water Changes: a pond may form behind a dam. Wildlife Benefits: frogs may lay eggs in calmer water. The first detail is about how water moves, while the second is about how animals use the changed habitat.

PART 3 • YOUR TURN (SAMPLE ANSWER)

School Gardens at Work A school garden can improve learning and school grounds by supporting science learning and habitat for small animals. These two areas show how one space can serve several needs. Science Learning Students can measure plant height, record rainfall, and compare which seeds sprout. They can also graph weekly totals to see patterns. Habitat Flowers can provide nectar for bees, and leafy plants can give insects shelter. Several plant types can offer food in different seasons. The table compares two garden visitors. | Visitor | What it may find | | Bee | Nectar | | Ladybug | Small insects to eat |

Accept equivalent descriptions of the introduction, categories, and table comparison when they match the passage. For the open response, check for the required length, clear preview, two useful headings, and a table with two data rows that supports the report.