Creek Clues

Use marks and evidence to build meaning from an informational text.

6.P.EICC.3 "Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the restoration plan's main goal, circle three details that explain how the plan could help, and number the three major stages of the project in order. Your marks should help you track the problem, the actions, and the evidence.

Restoring Mill Creek

1 On a Saturday morning, volunteers gathered beside Mill Creek, a stream that runs through the center of Riverton. For years, rain washed oil, litter, and loose soil from streets into the creek. The water became cloudy, and fewer insects lived along its banks. City engineers proposed a restoration plan. Instead of building higher concrete walls, they suggested adding native plants, gentle slopes, and small pools. The plan aimed to slow stormwater before it reached the creek and create shelter for wildlife.

2 First, crews removed trash and opened places where water had been trapped behind broken pipes. Next, they planted willows, sedges, and other species that grow naturally near local streams. Plant roots hold soil in place, so less dirt enters the water during heavy rain. The plants also shade the creek, which can help keep water cooler in summer. Workers placed rocks and fallen logs in selected spots. These features give fish and insects places to rest or hide, but they are not meant to stop all flooding.

3 By the following spring, residents noticed clearer water in some sections of Mill Creek, although the project was not finished. A science class compared insect samples from restored and unrestored banks. The students found more kinds of insects near several planted areas. Their teacher cautioned that one season of observations cannot prove that every change came from the project. Rainfall, temperature, and other conditions also affect stream life. Still, the class planned to collect data each season. Long-term records could show whether the restoration continues to improve the creek.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem does the first paragraph establish? Use one detail from the passage in your answer.

2. Which sentence states the main goal of the restoration plan? Copy the sentence exactly.

3. How do the native plants support the plan? Give two ways from the passage.

4. Why does the teacher say that one season of observations cannot prove the project caused every change?

3 YOUR TURN

Your own words

After rereading, write a three-sentence annotation note about the passage. State the main idea, use two details from different paragraphs as evidence, and explain one reason a careful reader should wait for more information before deciding the project succeeded.

ANSWER KEY

Creek Clues

GRADE 6 · 6.P.EICC.3

PART 1 · READ AND MARK

Underline the sentence that states the restoration plan's main goal, circle three details that explain how the plan could help, and number the three major stages of the project in order. Your marks should help you track the problem, the actions, and the evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem does the first paragraph establish? Use one detail from the passage in your answer.	**Rain carried oil, litter, and loose soil from streets into Mill Creek, making the water cloudy and leaving fewer insects along its banks.**
2	Which sentence states the main goal of the restoration plan? Copy the sentence exactly.	**The plan aimed to slow stormwater before it reached the creek and create shelter for wildlife.**
3	How do the native plants support the plan? Give two ways from the passage.	**Their roots hold soil in place so less dirt enters the water, and they shade the creek to help keep the water cooler.**
4	Why does the teacher say that one season of observations cannot prove the project caused every change?	**Rainfall, temperature, and other conditions can also affect stream life, so the class needs data over many seasons.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Mill Creek's restoration uses natural features to reduce pollution and support wildlife, but its long-term effects still need study. The plan adds native plants and pools to slow stormwater and provide shelter, and the science class found more kinds of insects near several planted areas. A careful reader should wait because one season cannot separate the project's effects from changes caused by rainfall, temperature, or other conditions.

Accept equivalent wording that identifies the stream problem, the plan's goal and methods, and the need for long-term evidence. For the open response, look for exactly three sentences with a main idea, evidence from two different paragraphs, and a valid reason for caution.