

Built to Flow

Trace how a model text introduces, develops, and concludes one focused idea.

7.T.SS.1.d "Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence in paragraph 1 that guides the passage's focus. Number three supporting details in paragraphs 2 and 3, then circle the final sentence that concludes the passage.

A Garden That Works

- ① Behind Lincoln Middle School, a shallow rain garden now collects water that once rushed across the parking lot. The garden does more than make the campus greener. By slowing storm water, filtering pollution, and creating habitat, it solves several problems at once. Students helped plan the project after puddles often covered the walkway near the buses during heavy storms. Their work shows how one small landscape change can protect both people and a nearby creek.
- ② First, the garden receives runoff from a downspout and from a section of pavement. Instead of flowing quickly into a drain, the water spreads through a planted dip in the ground. Layers of soil and plant roots trap some sediment and absorb part of the water. Native plants, such as black-eyed Susans and switchgrass, have deep roots that help hold the soil in place. These plants also offer nectar and shelter to insects, including pollinators.
- ③ Rain gardens need care, so students and staff pull weeds, replace mulch, and check that water can enter the planted area. The work takes time, but it can prevent problems caused by fast-moving runoff. The garden has become an outdoor classroom, where science classes observe insects and measure how quickly water soaks into soil. Most importantly, the project proves that practical choices can improve a shared space. A well-planned rain garden helps the school today while supporting a healthier creek tomorrow.

2 ANSWER WITH EVIDENCE Use the passage

1 Which sentence in paragraph 1 most clearly guides the focus of the whole passage?

2 Give two details from paragraph 2 that support the idea that the rain garden solves problems.

3 How does paragraph 2 develop the focus introduced in paragraph 1?

4 Which sentence is the conclusion, and what larger message does it leave the reader with?

3 YOUR TURN Your own words

Write a three-paragraph informational text of 120 to 160 words about one practical change your school could make. In paragraph 1, introduce and guide your focus. In paragraph 2, develop it with at least two specific reasons, facts, or details. In paragraph 3, write a conclusion that shows why the change matters.

PART 1 • READ AND MARK

Underline the sentence in paragraph 1 that guides the passage's focus. Number three supporting details in paragraphs 2 and 3, then circle the final sentence that concludes the passage. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 1 most clearly guides the focus of the whole passage?	"By slowing storm water, filtering pollution, and creating habitat, it solves several problems at once."
2	Give two details from paragraph 2 that support the idea that the rain garden solves problems.	Plant roots trap sediment and absorb water. Native plants help hold soil in place and provide nectar and shelter for insects.
3	How does paragraph 2 develop the focus introduced in paragraph 1?	It explains specific ways the garden slows and filters runoff, prevents soil erosion, and creates habitat for insects.
4	Which sentence is the conclusion, and what larger message does it leave the reader with?	"A well-planned rain garden helps the school today while supporting a healthier creek tomorrow." It shows that a practical school project can bring both immediate and future benefits.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add a water bottle refill station near the gym. Many students exercise there, but the closest fountain is across the hall. A refill station would give students a quick place to fill reusable bottles before and after practice. This change would make water easier to reach. First, a station near the gym would reduce crowding at the hallway fountain when classes change. Students carrying bottles could refill them without waiting behind classmates who need a sip. Convenient water may also lead students to refill bottles instead of buying drinks in disposable containers. The school would need a location with a water line and regular cleaning. Installing a refill station would not solve every waste problem at school. Still, it would remove one obstacle to using reusable bottles. Its gym location, help during crowded passing times, and possible effect on disposable containers make it a sensible improvement. Planning for plumbing and cleaning could keep the station useful for years.

Accept equivalent descriptions of the passage's focus, supporting details, and concluding message when they are supported by the text. For Part 3, look for three clear paragraphs, a focused introduction, specific development, and a conclusion that connects back to the main idea.