

Falcon Comeback Map

Trace how an author arranges information to build an idea.

7.T.SS.1 "Organization: Analyze and use organizational structures to craft meaning."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In the margin, write a brief note naming the job of each paragraph. Draw arrows between paragraphs and label each arrow with how one paragraph leads to the next, so you can track the article's organization.

The Return of Peregrine Falcons

- ① By the 1960s, peregrine falcons had nearly vanished from much of the United States east of the Rocky Mountains. The birds ate prey that had absorbed DDT, a pesticide used on crops. DDT built up in the falcons' bodies and caused them to lay eggs with thin shells. Many eggs broke before chicks could hatch. Because peregrines usually nest on high cliffs or tall buildings, people often noticed empty nest sites rather than the chemical cause. In 1970, the species was listed as endangered in the United States.
- ② Scientists and wildlife workers began raising peregrine chicks in protected places. When the young birds were old enough to fly, workers released them near suitable nesting areas. Meanwhile, the United States banned most uses of DDT in 1972, reducing the pesticide in the food chain. Researchers tracked released falcons, checked nests, and protected some breeding sites from disturbance. These connected efforts gave more chicks a chance to survive. Over time, wild pairs returned to places where peregrines had not nested for decades.
- ③ In 1999, the peregrine falcon was removed from the U.S. endangered species list. Today, peregrines nest in many cities as well as on cliffs. Ledges on bridges and skyscrapers can resemble the high rock ledges the birds use in nature. Wildlife groups still watch some nests and band chicks to learn where they travel. The recovery does not mean every threat is gone. Collisions with buildings, loss of habitat, and harmful chemicals can still affect falcons, so continued observation helps people notice new changes.

2 ANSWER WITH EVIDENCE Use the passage

1 What job does paragraph 1 do in the article? Explain using two connected details from the paragraph.

2 How does paragraph 2 connect to paragraph 1? Name one action from paragraph 2 and explain what it addressed.

3 What does the word "Meanwhile" show about the way paragraph 2 is organized?

4 Why does paragraph 3 begin with evidence of recovery and end with current threats? Explain how this arrangement shapes the article's meaning.

3 YOUR TURN Your own words

Write a three-paragraph article about a change at school or in your community. In paragraph 1, describe a need or challenge, in paragraph 2 explain actions taken, and in paragraph 3 show what happened afterward or what still needs attention. Write 3 to 4 sentences per paragraph.

PART 1 • READ AND MARK

In the margin, write a brief note naming the job of each paragraph. Draw arrows between paragraphs and label each arrow with how one paragraph leads to the next, so you can track the article's organization. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does paragraph 1 do in the article? Explain using two connected details from the paragraph.	It explains the falcons' decline. DDT moved from prey into falcons and led to thin-shelled eggs that broke before chicks hatched.
2	How does paragraph 2 connect to paragraph 1? Name one action from paragraph 2 and explain what it addressed.	Paragraph 2 presents actions taken after the decline. For example, banning most uses of DDT reduced the pesticide in the food chain.
3	What does the word "Meanwhile" show about the way paragraph 2 is organized?	It shows that the DDT ban happened alongside other recovery actions, such as raising and releasing chicks.
4	Why does paragraph 3 begin with evidence of recovery and end with current threats? Explain how this arrangement shapes the article's meaning.	The arrangement shows that recovery was real, but it is not complete or permanent because falcons still face threats and need monitoring.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school courtyard had only two benches, so students often sat on the ground during lunch. Rain left the grass muddy, and some students stayed inside. The student council collected ideas about how the space could be used. First, council members asked the principal for permission to improve the courtyard. They held a used-book sale and used the money to buy four weatherproof benches. Families helped install the benches on a Saturday. Now, more students eat and read outside when the weather is warm. The courtyard still needs a covered area for rainy days. The council plans to collect ideas for that project next.

Accept answers that identify the paragraph roles and explain connections with accurate passage evidence. For Part 3, accept a clear three-paragraph progression from a need or challenge, to actions, to an outcome or remaining concern.