Reefs With a Purpose

Track how a writer builds a problem, response, and results.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Write P next to paragraph 1, S next to paragraph 2, and R next to paragraph 3, then circle *First*, *Next*, *As*, *However*, and *By* to track the problem-solution-results structure.

Building Living Shorelines

1 Along parts of the Gulf Coast, waves and storms have worn away marsh edges that shelter young fish and birds. When the marsh edge disappears, nearby homes and roads can face stronger flooding. In Alabama, scientists noticed that some damaged shorelines had also lost their oyster reefs. These reefs once slowed waves and gave oysters a hard surface on which to grow. The linked losses created a problem: the coast needed protection, but concrete walls could harm the shallow-water habitat.

2 To address both needs, restoration teams built low reefs from recycled oyster shells held in mesh bags. First, workers placed the bags in rows just offshore, where waves could reach them. Next, oyster larvae drifting in the water attached to the shells and began forming a living reef. The teams also planted marsh grass behind the new reef. As the reef reduced wave energy, the grass had a better chance to take root. This solution copied natural coastal features instead of replacing them with a solid wall.

3 Within a few years, the rebuilt reefs supported more oysters, crabs, and small fish. The growing marsh also trapped sediment, which helped widen the shoreline in some places. Researchers measured wave height and counted animals to check whether the project was working. However, the work did not end with the first construction season. Storm damage, water quality, and oyster disease can still affect a reef. By monitoring these challenges, teams can repair weak spots and use later results to improve future projects.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the organizational role of each paragraph in the passage?

2. Which sentence in paragraph 1 explains why concrete walls are not a complete solution? How does that sentence sharpen the problem?

3. How do *First* and *Next* help organize paragraph 2?

4. What job does *However* do in paragraph 3?

3 YOUR TURN

Your own words

Write a three-sentence mini-passage about a different community or environmental problem. Label the sentences Problem, Solution, and Results, and use at least one transition word to show how the ideas connect.

ANSWER KEY # Reefs With a Purpose

PART 1 · READ AND MARK

Write P next to paragraph 1, S next to paragraph 2, and R next to paragraph 3, then circle *First*, *Next*, *As*, *However*, and *By* to track the problem-solution-results structure. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the organizational role of each paragraph in the passage?	**Paragraph 1 presents the coastal problem. Paragraph 2 explains the solution. Paragraph 3 gives results and continuing challenges.**
2	Which sentence in paragraph 1 explains why concrete walls are not a complete solution? How does that sentence sharpen the problem?	**"The linked losses created a problem: the coast needed protection, but concrete walls could harm the shallow-water habitat." It shows that the solution must protect the coast without damaging habitat.**
3	How do *First* and *Next* help organize paragraph 2?	**They put the restoration steps in order. Workers place shell bags first, and oyster larvae attach to the shells next.**
4	What job does *However* do in paragraph 3?	**It shifts from the project's successful results to the challenges that still threaten the reefs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Problem: Our school courtyard floods after heavy rain because water rushes off the pavement. Solution: Students and staff could plant a rain garden, then direct a downspout toward it. Results: The garden could soak up water, but volunteers would need to remove trash so the drain stays clear.

For the marking job, accept P, S, and R only beside paragraphs 1, 2, and 3, plus circles around First, Next, As, However, and By. For the open response, accept another logical problem-solution-results sequence with clear labels and a transition word.