Roots and Responses

Compare how two structures shape ideas about protecting coasts.

8R5 "In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the three stage labels in Text A. In Text B, underline the sentence that states the problem and the sentence that gives a response, so you can compare the two structures.

Mangroves: Two Ways to Explain Restoration

1. Text A: Rebuilding a Mangrove Shore. Stage 1, volunteers survey a damaged shoreline and choose native mangrove species that match its salt level and tides. They collect mature propagules only from healthy nearby trees. Stage 2, the group raises the propagules in a nursery during the first growing season until each young tree has roots strong enough for shallow water before moving them. This preparation lowers the chance that waves will wash the plants away.

2. Stage 3, workers plant the young mangroves in spaced rows during a calm, low tide. For several months, they check survival, remove trash, and replace plants that fail. As roots spread, they hold sediment in place and create shelter for fish and crabs. The sequence shows that restoring a coast is not a single planting day. It depends on careful choices at the restoration site before and after the trees enter the water.

3. Text B: A Natural Barrier at Risk. Along many tropical coasts, cutting mangroves for building space leaves villages more exposed to storm waves. Without the trees' tangled roots, soil can erode, and young fish lose protected feeding areas. One response is to protect existing forests while restoring bare shorelines with native seedlings. This solution cannot stop every storm, but it can reduce erosion and rebuild habitat. By presenting a danger and then a response, the text argues that conserving mangroves protects both people and coastal ecosystems.

2 ANSWER WITH EVIDENCE

Use the passage

1. What structure does Text A use? Name its three main stages in order.

2. What structure does Text B use? Identify the problem and the response.

3. Compare the order of ideas in the two texts. What does Text A begin with, and what does Text B begin with?

4. How does each text's structure support its main idea? Use evidence from both texts.

3 YOUR TURN

Your own words

Write two two-sentence mini-texts about a school garden that share the central idea that caring for it takes planning. Organize the first in time order and the second as a problem and solution. Use clear signal words.

ANSWER KEY

Roots and Responses

GRADE 8 · 8R5

PART 1 · READ AND MARK

Circle the three stage labels in Text A. In Text B, underline the sentence that states the problem and the sentence that gives a response, so you can compare the two structures. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What structure does Text A use? Name its three main stages in order.	**Text A uses chronological, step-by-step order: survey and collect propagules, raise them in a nursery, then plant and monitor the young mangroves.**
2	What structure does Text B use? Identify the problem and the response.	**Text B uses problem and solution. The problem is that cutting mangroves exposes villages to waves, causes erosion, and removes fish habitat. The response is protecting forests and restoring bare shorelines with native seedlings.**
3	Compare the order of ideas in the two texts. What does Text A begin with, and what does Text B begin with?	**Text A begins with the first action in a restoration process, surveying the shoreline and choosing species. Text B begins with the danger caused by cutting mangroves.**
4	How does each text's structure support its main idea? Use evidence from both texts.	**Text A's sequence shows that restoration requires careful planning and continued care, not one planting day. Text B's problem-and-solution structure emphasizes the risks of losing mangroves and argues for conserving and restoring them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Time order: First, students test the soil and add compost before planting seeds. Next, they water the beds each week; by harvest time, their planning has helped the garden grow. Problem and solution: The garden's dry soil caused many new plants to wilt. To solve this problem, students set up a watering schedule, showing that regular care helps a garden thrive.

Accept equivalent descriptions of chronological sequence and problem-solution structure when supported by passage details. In Part 3, both mini-texts should have exactly two sentences, share a central idea, and use the requested structures.