

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 Read this fictional school example. Underline the sentence in paragraph 1 that previews three ways the garden helps. Number any three supporting details in paragraphs 2-3, then circle the final sentence. Trace how the text introduces, develops and concludes its focus.

A Garden That Works

- ① Behind fictional Lincoln Middle School, a shallow rain garden collects water that once rushed across part of the parking lot. The garden does more than make the campus greener. By slowing runoff, helping filter pollutants, and creating habitat, it can address several problems at once. Students helped plan the project after puddles covered a walkway during storms. The example shows how one landscape change can connect school needs with care for a nearby creek.
- ② First, the garden receives runoff from a downspout and a section of pavement. Water spreads into a planted dip and filters through the ground rather than immediately rushing into a drain. Soil and planting material can trap some sediment, and some water soaks into the surrounding soil. Plants chosen for local conditions can also provide food and shelter for wildlife. These details develop the passage's three-part focus: water movement, filtering and habitat.
- ③ The fictional school also plans regular care: checking the inlet, removing weeds and maintaining the planted area. Science classes use the garden to observe insects and compare how quickly water soaks into different soils. The benefits depend on suitable design, local conditions and upkeep; one garden does not remove all runoff or pollution. A well-planned rain garden can help the school while contributing to a healthier creek.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which sentence in paragraph 1 previews the three ways the garden can help?

2 Give two details from paragraph 2 that develop the passage's focus.

3 How does paragraph 2 connect to the focus introduced in paragraph 1?

4 What does the conclusion connect, and what limit should readers remember?

3 YOUR TURN

Your own words

Write a three-paragraph informational text of 120-160 words explaining one practical change your school could make. Introduce a clear focus, develop it with at least two specific reasons, facts or details, and conclude by showing why the change matters. Explain how it would work; use checked facts or label an imagined scenario.

Write an organized explanation

Write three separated paragraphs: introduction, development and conclusion. Keep the complete text within 120-160 words, excluding a scenario label. Explain the proposed change clearly for classmates; distinguish possible benefits from results already measured. Check that each paragraph contributes to your focus.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this fictional school example. Underline the sentence in paragraph 1 that previews three ways the garden helps. Number any three supporting details in paragraphs 2-3, then circle the final sentence. Trace how the text introduces, develops and concludes its focus. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 1 previews the three ways the garden can help?	By slowing runoff, helping filter pollutants, and creating habitat, it can address several problems at once.
2	Give two details from paragraph 2 that develop the passage's focus.	For example, water spreads into a planted dip; some sediment can be trapped; water soaks into soil; or locally suitable plants provide food and shelter.
3	How does paragraph 2 connect to the focus introduced in paragraph 1?	It explains water movement, filtering and habitat with specific details about the garden's parts and functions.
4	What does the conclusion connect, and what limit should readers remember?	It connects school benefits with care for a creek. Benefits depend on design, local conditions and upkeep; one garden does not remove all runoff or pollution.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Informational text: A water-bottle refill station near the gym could make reusable bottles easier to use. In this imagined school, the nearest refill point is across the building. A new station would offer another place to fill bottles before or after practice. Its location and upkeep would be the main parts of the change.

The facilities team would first check the plumbing and choose an accessible position. A station beside the gym entrance could reduce trips across the building for students carrying bottles. Clear directions would help users find it, while regular cleaning and maintenance would keep it usable. Staff could record problems and ask students whether the location was convenient.

The station would not solve every problem with disposable containers. It would provide one practical way to support refilling. Planning its location, care and evaluation together could make the change useful over time.

TEACHER ASSESSMENT NOTES

Require three visible paragraphs with a clear focus, specific development and a connected conclusion. The model explains an explicitly imagined scenario; its possible benefits are not measured results. Count only the informational text. General rain-garden background checked against U.S. EPA, Types of Green Infrastructure (Bioretention): <https://www.epa.gov/green-infrastructure/types-green-infrastructure> and Soak Up the Rain: Rain Gardens: <https://www.epa.gov/soakuptherain/soak-rain-rain-gardens>. These explain general functions, not this fictional school's outcomes or installation specifications.