

Mangrove Coastline Clues

Track how an author connects facts with clear text structures.

6.W.1.B "Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main idea in each paragraph. Circle transition words, then write D, C, or CE beside each paragraph to show whether it mainly uses description, comparison, or cause and effect.

Mangroves: Nature's Coastal Helpers

- ① Along warm coastlines, mangrove forests grow where land meets salty water. Some species have tangled prop roots that rise above the mud like arches. These roots slow waves, trap soil, and create sheltered spaces for young fish, crabs, and birds. Some mangroves release extra salt through their leaves, while others block much of it at their roots. Because the trees can live in changing tides, they form a thick green border between the sea and nearby shorelines.
- ② Unlike a seawall made of concrete, a mangrove forest is alive and can grow taller over time. Both a seawall and mangroves can reduce the force of waves before they reach homes. However, seawalls form a hard barrier against waves, whereas mangroves also provide food and hiding places for animals. A wall may need costly repairs after a storm. In contrast, healthy mangroves can replace lost leaves and extend new roots, although storms can also damage them, and recovery takes time.
- ③ When people cut mangroves for buildings or firewood, the coastline can lose its natural shield. Without the roots to hold mud in place, rain and waves carry more soil into the water. As a result, the water may become cloudy, and nearby seagrass can receive less sunlight. Fewer healthy plants can mean fewer places for sea animals to feed or hide. Protecting mangroves can reverse some of these effects. For example, communities that limit clearing and restore suitable growing conditions can help roots return, which can steady the shore and rebuild habitat.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the main idea of paragraph 1? Give two details that develop this idea.

2 How does paragraph 2 organize its information? State one similarity and one difference between seawalls and mangroves from the paragraph.

3 What action starts the cause-and-effect chain in paragraph 3? Name two effects that can follow.

4 How do the transition words "However," "In contrast," and "As a result" help create cohesion in the passage?

3 YOUR TURN

Your own words

Write a 120 to 150 word expository text about a familiar topic, such as a park, club, tool, or place. Use three paragraphs: describe the topic in paragraph 1, compare it with something related in paragraph 2, and explain a cause-and-effect relationship in paragraph 3. Include transition words that connect your ideas.

Your writing

Leave a clear break between paragraphs. Check every requirement in the assignment above.

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

Underline the main idea in each paragraph. Circle transition words, then write D, C, or CE beside each paragraph to show whether it mainly uses description, comparison, or cause and effect. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main idea of paragraph 1? Give two details that develop this idea.	Mangroves are specially adapted coastal trees that help form a border between sea and shore. Details include their roots rising above mud, slowing waves, trapping soil, and creating sheltered spaces for animals.
2	How does paragraph 2 organize its information? State one similarity and one difference between seawalls and mangroves from the paragraph.	It uses comparison. Both can reduce wave force before waves reach homes. Seawalls form a hard barrier, while mangroves also provide food and hiding places for animals.
3	What action starts the cause-and-effect chain in paragraph 3? Name two effects that can follow.	Cutting mangroves starts the chain. Soil can wash into the water, the water can become cloudy, seagrass can receive less sunlight, and sea animals can lose places to feed or hide.
4	How do the transition words "However," "In contrast," and "As a result" help create cohesion in the passage?	"However" and "In contrast" signal differences in the comparison of seawalls and mangroves. "As a result" signals that cloudy water follows from soil washing into the water.

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school garden is a small outdoor space where students grow vegetables, herbs, or flowers. Raised beds hold the soil, and labels identify each plant. A water barrel and a compost bin can help the garden use resources wisely.

Like a grocery store, a garden provides food, but it does not offer every item in one place. Grocery stores sell produce all year, whereas a school garden changes with the seasons. Still, both can help people choose fresh foods.

When students care for a garden, they notice how water, sunlight, and soil affect plants. Because they measure growth and pull weeds, they learn through direct observation. As a result, the garden can become both a source of vegetables and an outdoor classroom.

Accept equivalent main ideas, accurate details, and explanations of how comparison and cause-effect structures organize information. For Part 3, accept varied topics if the response has three paragraphs, uses all three required structures, includes logical transitions, and stays within 120 to 150 words. Species differ in their root and salt adaptations; forests can also suffer storm damage. Restoration depends on suitable conditions. Sources: NOAA, What is a mangrove forest?

(oceanservice.noaa.gov/facts/mangroves.html); Florida Museum, Mangrove Adaptations (floridamuseum.ufl.edu/southflorida/habitats/mangroves/adaptations/). The school garden sample is a general illustrative example, not a measured program result.