Beaver Builder Clues

Notice how different text patterns help readers learn.

3.RI.2.A "Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that signal how each paragraph is organized. In the margin, label each paragraph with its pattern, such as description, cause/effect, or sequence, to show how the writer helps you understand beaver dams.

How Beavers Build

1. Beavers are large rodents that live near ponds, streams, and rivers. Their broad, flat tails help them swim and balance on land. Thick brown fur keeps their bodies warm in cold water. Beavers have strong front teeth that keep growing. With these teeth, they cut branches for food and for building homes called lodges near the water.

2. Beavers build dams from sticks, mud, and stones. A dam slows the flow of water. As a result, a deeper pond can form behind the dam. Because this pond is deeper, the entrance to a lodge can stay underwater. An underwater entrance makes it harder for some predators to reach the beavers inside. This chain of causes and effects helps explain why the pond can protect a lodge.

3. To make a dam, a beaver first carries branches to a shallow place in the stream. Next, it pushes the branches into the streambed. Then it packs mud and small stones between the branches. After that, the beaver adds more materials where water slips through. Over time, the dam becomes stronger and the pond behind it grows.

2 ANSWER WITH EVIDENCE

Use the passage

1. What organizational pattern does paragraph 1 use? How does this pattern help you understand beavers?

2. What organizational pattern does paragraph 2 use? Give one cause and its effect from the paragraph.

3. How is the structure of paragraph 2 different from the structure of paragraph 3? How does each structure help the reader?

4. Which paragraph would best help a reader learn how a beaver makes a dam? Use two signal words from that paragraph to explain your choice.

3 YOUR TURN

Your own words

Choose an animal or plant. Write two sentences in cause/effect order about it. Then write two sentences in sequence order about it. Add one sentence telling how the two patterns help readers in different ways.

ANSWER KEY

Beaver Builder Clues

GRADE 3 · 3.RI.2.A

PART 1 · READ AND MARK

Underline the words that signal how each paragraph is organized. In the margin, label each paragraph with its pattern, such as description, cause/effect, or sequence, to show how the writer helps you understand beaver dams. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What organizational pattern does paragraph 1 use? How does this pattern help you understand beavers?	**Description. It gives details about beavers' bodies, teeth, homes, and what these features help them do.**
2	What organizational pattern does paragraph 2 use? Give one cause and its effect from the paragraph.	**Cause/effect. A dam slows flowing water, so a deeper pond can form. Deeper water can keep the lodge entrance underwater, making it harder for some predators to reach the beavers.**
3	How is the structure of paragraph 2 different from the structure of paragraph 3? How does each structure help the reader?	**Paragraph 2 connects causes and results, while paragraph 3 gives steps in order. Cause/effect explains why dams are useful, and sequence explains how a dam is built.**
4	Which paragraph would best help a reader learn how a beaver makes a dam? Use two signal words from that paragraph to explain your choice.	**Paragraph 3. Signal words such as "first," "next," "then," and "after that" show the building steps in order.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Because a bean seed gets water, its seed coat softens. As a result, a tiny root can grow out. First, a bean seed takes in water. Next, a root grows downward, and later a shoot grows upward. Cause/effect helps readers understand why the seed changes, while sequence shows the order of the changes.

Accept pattern names or clear descriptions of the patterns. For the open task, accept accurate ideas with two cause/effect sentences, two sequence sentences, signal words, and a statement explaining the different support each pattern gives readers.