Reefs With Reach

Study how a model text expands ideas with varied sentence structures.

6.W.2.A.vi "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Expanding and embedding ideas to create sentence variety."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that adds extra information between commas. Circle the added words to see how they expand the main idea.

Building Bay Reefs

1. Along the coast of Maryland, students and scientists are helping rebuild oyster reefs in Chesapeake Bay. Oysters, small shellfish that live in clusters, once covered large areas of the bay floor. Each adult oyster can filter many gallons of water each day, removing tiny particles as it feeds. Years of heavy harvesting, disease, and polluted runoff reduced oyster numbers. To give young oysters a safe start, volunteers place recycled shells in protected underwater areas. The shells create a hard surface where oyster larvae can attach and grow.

2. First, workers collect used oyster shells from restaurants, rinse them, and let them dry. Then the shells are placed in mesh bags or stacked in low mounds. These structures, often called shell reefs, stay on the bay bottom instead of drifting away. Young oysters settle onto the shells, and their growing clusters form hiding places for fish and crabs. In addition, the reef slows waves near the shore. That protection can reduce erosion, a process that carries soil away.

3. Reef projects take careful planning because a reef must be built in a place with suitable water conditions. Before a project begins, teams test salinity, water depth, and the firmness of the bay bottom. They also choose sites away from busy boat channels, where propellers could damage new shells. After the reef is built, scientists count oysters and measure water clarity over time. The results help teams revise later projects. A strong reef, supported by steady monitoring, can improve habitat while also protecting a shoreline.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what extra information is embedded between commas after the word “Oysters”?

2. Copy the sentence in paragraph 2 that begins with a transition and adds another benefit of the reef.

3. Which two details in paragraph 2 build out the idea that a reef protects a shoreline?

4. What four stages does paragraph 3 use to organize the reef project? List them in order.

3 YOUR TURN

Your own words

Plan, draft, and revise a four-sentence paragraph explaining one change you would make at your school or in your neighborhood. Organize it as a problem, a plan, a benefit, and a closing, and include one sentence that begins with a transition or time phrase plus one sentence with extra information between commas.

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PART 1 · READ AND MARK

Underline one sentence in each paragraph that adds extra information between commas. Circle the added words to see how they expand the main idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what extra information is embedded between commas after the word “Oysters”?	**small shellfish that live in clusters**
2	Copy the sentence in paragraph 2 that begins with a transition and adds another benefit of the reef.	**In addition, the reef slows waves near the shore.**
3	Which two details in paragraph 2 build out the idea that a reef protects a shoreline?	**The reef slows waves near the shore, and that protection can reduce erosion.**
4	What four stages does paragraph 3 use to organize the reef project? List them in order.	**Test water and bay-bottom conditions, choose a safe site, build the reef, then monitor results and revise later projects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Near our school entrance, the bike rack is often too crowded after the final bell. First, the principal could add a second rack, a covered space beside the library, so more students could lock bicycles safely. This change would keep bikes from blocking the sidewalk and would make arrivals smoother. With a clear place for every bike, the entrance would be safer for everyone.

Accept equivalent quoted details for the passage questions when the student identifies the correct sentence or idea. For the paragraph, accept varied topics if the response has four organized sentences, a purposeful varied beginning, and an accurate embedded detail between commas.