# Follow the Rain

Read how headings and text structures explain a solution.

**4.LF.23** "Evaluate how text features and structures contribute to the meaning of an informational text. a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Circle the three bold headings, underline the school's problem and its solution, and number the three steps that show where runoff goes. Use your marks to see how the text is organized.

### A Garden for Rain

1. **Where the Rain Goes** After a hard rain, water races across a school parking lot toward a walkway. Pavement does not soak up much water, so puddles can form where students walk. Students must step around them. A lawn absorbs some rain, but a paved lot sends most of it downhill. The school needs a way to slow the water before it reaches the walkway.

2. **Building a Rain Garden** Workers make a shallow dip beside the parking lot, before the walkway. They fill it with soil and plants that can handle both wet and dry days. First, runoff flows from the pavement into the dip. Next, the water collects for a short time. Then it sinks into the soil. The plants take up some of that water through their roots.

3. **How the Garden Helps** A rain garden does not stop every puddle. During heavy rain, extra water may still flow to a drain. In smaller storms, though, the garden holds some runoff before it reaches the walkway. Because less water rushes across the pavement, fewer puddles may form where students walk. The garden also gives insects a place to visit when its flowers bloom.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How do the headings **Where the Rain Goes** and **Building a Rain Garden** help you follow the problem and its solution?

2. How does the text compare a lawn with a paved parking lot? Why does that difference matter?

3. Which words show that paragraph 2 gives a sequence? What happens after the water collects?

4. How does paragraph 3 use cause and effect to explain why fewer puddles may form?

## 3 YOUR TURN

Your own words

Write a heading and three sentences about how a classroom could reduce paper waste, using a problem and solution structure. Add one sentence that names the structure and explains how your heading helps readers.

ANSWER KEY

# Follow the Rain

GRADE 4 · 4.LF.23

## PART 1 · READ AND MARK

Circle the three bold headings, underline the school's problem and its solution, and number the three steps that show where runoff goes. Use your marks to see how the text is organized. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How do the headings **Where the Rain Goes** and **Building a Rain Garden** help you follow the problem and its solution? | **The first heading points to the rainwater problem. The second signals that the text will explain how a rain garden helps solve it.** |
| 2 | How does the text compare a lawn with a paved parking lot? Why does that difference matter? | **A lawn absorbs some rain, but pavement does not soak up much. Water runs off the pavement and can form puddles.** |
| 3 | Which words show that paragraph 2 gives a sequence? What happens after the water collects? | **First, next, and then show the sequence. After the water collects, it sinks into the soil.** |
| 4 | How does paragraph 3 use cause and effect to explain why fewer puddles may form? | **The garden holds some runoff, so less water rushes across the pavement and fewer puddles may form.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

A Second Use for Paper

Paper with a blank side sometimes gets thrown away. Our class can put a reuse tray near the printer. Students can use the blank sides for notes. This is a problem and solution structure, and the heading tells readers the paragraph will explain how to use paper again.

Accept other accurate descriptions of the headings and structures that use evidence from the passage. For Part 3, look for a clear paper-waste problem, a workable solution, and an explanation of how the heading supports the text.