Coastline Word Paths

Practice smooth, accurate reading with an unfamiliar informational text.

4.F.F.1.b "Read a variety of unfamiliar grade-level texts with increasing automaticity."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each comma and question mark. Then number three sentences you will reread aloud, using the punctuation to pause, stop, or raise your voice.

Roots at the Water's Edge

1. Along warm coastlines, mangrove trees grow where land meets salty water. Their tangled roots rise above the mud like a wooden maze. At high tide, fish swim among the roots. At low tide, small crabs hurry across the wet ground. Mangroves can live in salty water that would harm many other kinds of trees in the same area.

2. These forests are busy shelters. How can so many animals live in one forest? Young fish, shrimp, and sea turtles can hide between the roots, where larger animals have trouble following. Birds perch in the branches and search for food. When fallen leaves break down, they become tiny bits that feed many water creatures. Because so many animals use this habitat, scientists sometimes call mangroves a coastal nursery.

3. Mangroves also help people who live near the coast. During strong storms, their roots and trunks can slow moving water and reduce some wave energy. The trees hold soil in place, which can limit erosion. However, mangroves need room and healthy water to grow. Protecting them helps keep shorelines and the animals that depend on them healthier.

2 ANSWER WITH EVIDENCE

Use the passage

1. In the first sentence of paragraph 1, what two word groups should you read on either side of the comma?

2. In paragraph 2, which three animals should you read as a list, with a small pause after each of the first two?

3. Which sentence in paragraph 2 should you end with a rising voice, and what mark gives that clue?

4. The word “shorelines” in the last sentence has two familiar word parts. What are they?

3 YOUR TURN

Your own words

Choose one sentence from the passage that has 12 to 18 words. Copy it with slash marks to show smooth phrase groups, then name one punctuation mark or word part that helped you read it.

ANSWER KEY

Coastline Word Paths

GRADE 4 · 4.F.F.1.b

PART 1 · READ AND MARK

Circle each comma and question mark. Then number three sentences you will reread aloud, using the punctuation to pause, stop, or raise your voice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In the first sentence of paragraph 1, what two word groups should you read on either side of the comma?	**“Along warm coastlines” and “mangrove trees grow where land meets salty water.”**
2	In paragraph 2, which three animals should you read as a list, with a small pause after each of the first two?	**Young fish, shrimp, and sea turtles.**
3	Which sentence in paragraph 2 should you end with a rising voice, and what mark gives that clue?	**“How can so many animals live in one forest?” The question mark gives the clue.**
4	The word “shorelines” in the last sentence has two familiar word parts. What are they?	**shore and lines**

PART 3 · YOUR TURN (SAMPLE ANSWER)

During strong storms, / their roots and trunks / can slow moving water / and reduce some wave energy. The comma helped me pause after the opening words.

Accept reasonable phrase groups that keep words with their meanings and use punctuation correctly. For the open task, accept any passage sentence with 12 to 18 words, clear slash marks, and an accurate explanation of a punctuation mark or word part.