Stream Clue Trail

Read for structure, purpose, and helpful tools.

4.RI.2 "Craft and Style Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader's understanding of the text..."

NAME _____ DATE _____

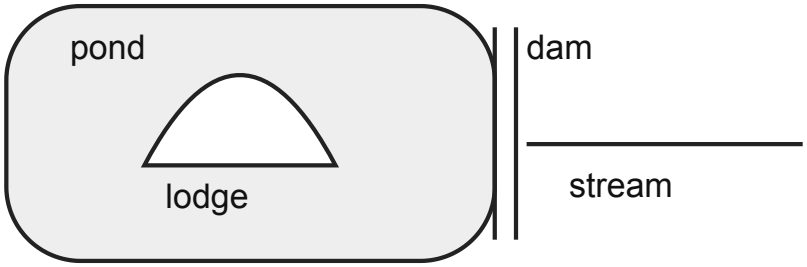
1 READ AND MARK

Read it twice

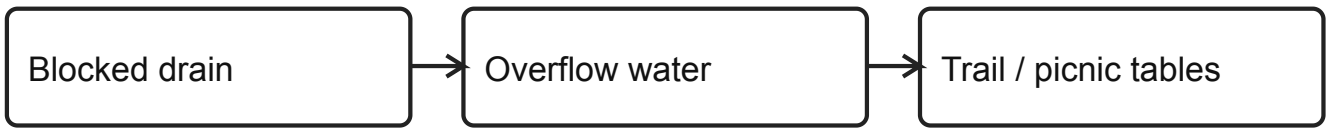
YOUR JOB Underline the transitions. Use the actual schematics and paper keyword index to find and connect evidence.

Beavers and the Trail

Fictional park case study. 1. Beavers built a dam, slowing a stream and creating a pond. Their lodge stood in the pond. The schematic shows how these features fit together.



2. However, debris blocked a road drain after heavy rain. As a result, water spread onto the nearby trail by the picnic tables. The route below shows the problem; it is not a scale map.



3. Therefore, workers installed a protected drainage pipe to carry water under the road. In this simplified example the pipe kept the trail usable while preserving the pond.

Paper keyword index

drain → paragraph 2; pipe → paragraph 3; trail → paragraphs 2 and 3. Use the numbered paragraphs to retrieve the problem and solution.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which organizational pattern does the guide use across the three paragraphs? Use one detail from paragraph 2 and one detail from paragraph 3 to support your answer.

2. How do the phrases “However,” “As a result,” and “Therefore” help readers follow the guide's ideas?

3. What is the guide's purpose? Explain how the two schematics help the guide reach that purpose.

4. Use the keyword index to find the drain problem and pipe solution. Name each paragraph and give the relevant fact.

3 YOUR TURN

Your own words

Write 3 or 4 sentences about a problem at a park or school and a solution. Use at least two transition words or phrases that show how the ideas connect, and name one text feature or digital search tool that would help readers locate or understand the information.

ANSWER KEY

Stream Clue Trail

GRADE 4 · 4.RI.2

PART 1 · READ AND MARK

Underline the transitions. Use the actual schematics and paper keyword index to find and connect evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which organizational pattern does the guide use across the three paragraphs? Use one detail from paragraph 2 and one detail from paragraph 3 to support your answer.	**The guide uses a problem-and-solution pattern. Paragraph 2 describes a blocked drain and a wet trail, and paragraph 3 explains that workers placed a protected drainage pipe under the road.**
2	How do the phrases “However,” “As a result,” and “Therefore” help readers follow the guide's ideas?	**“However” introduces a problem, “As a result” shows what happened because of the problem, and “Therefore” introduces the solution.**
3	What is the guide's purpose? Explain how the two schematics help the guide reach that purpose.	**To explain the beaver pond, the trail flooding problem and its solution. The first schematic locates pond, lodge and dam; the second shows the route from a blocked drain to the trail.**
4	Use the keyword index to find the drain problem and pipe solution. Name each paragraph and give the relevant fact.	**Paragraph 2: debris blocked the drain and water spread onto the trail. Paragraph 3: workers installed a protected pipe to carry water under the road.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school garden hose leaked, so water pooled beside the path. Therefore, the caretaker replaced the hose and added a drain cover. A labeled diagram could show where the water pooled and where the new hose goes.

Accept responses that clearly organize a problem and solution, use at least two connecting transitions, and name a useful text feature or search tool. Transitions and tools may differ from the sample if they fit the student's ideas. Evaluate actual retrieval from the paper index and diagrams. This lesson practices a print source; digital search and comparison across multiple sources remain separate lessons.