Follow the Puddle

Use section headings and details to trace water's path.

4.RI.10.a "Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., book conventions: title page, table of contents, index; layout, text structure, language features, and knowledge demands)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three section headings and number them in order. In each section, circle a word or phrase that tells what happens to the water.

Where Does a Puddle Go?

1. **Two Ground Routes** After a rainstorm, a puddle sits on a school sidewalk. The water does not have just one way to leave. Some flows downhill into a storm drain, which carries it through a pipe away from the sidewalk. Some slips into narrow cracks and soaks into the soil below. On a smooth, flat spot, water may stay longer because it cannot run off as quickly.

2. **An Invisible Route** Even when the sidewalk has no cracks, a puddle can shrink. Some water evaporates: it turns into an invisible gas called water vapor. Heat from the sun speeds this change, but evaporation can happen on a cool day, too. Moving air carries water vapor away from the puddle's surface. That is why a breezy day may help a shallow puddle disappear faster.

3. **A Cloud Connection** The puddle's water has not vanished from Earth. Water vapor can travel upward with the air. High above the ground, cooler air may cause the vapor to change back into tiny drops of liquid water. Many such drops can gather in a cloud. If drops grow heavy enough, they fall as rain. Some of that rain may reach another sidewalk, starting the trip again.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the heading “Two Ground Routes” help you find information? Name both routes described in that section.

2. In “An Invisible Route,” what does “evaporates” mean? Which words in the section help you tell?

3. Which headed section would you reread to find out why a puddle can shrink on a cool day? Give one supporting detail.

4. Why does “A Cloud Connection” come after “An Invisible Route”? Use one detail from each section.

3 YOUR TURN

Your own words

Write three new section headings for a younger reader, one for each paragraph in the same order. Then write one sentence explaining how your headings help the reader follow the water's trip. Do not copy the passage headings.

ANSWER KEY # Follow the Puddle

PART 1 · READ AND MARK

Underline the three section headings and number them in order. In each section, circle a word or phrase that tells what happens to the water. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the heading "Two Ground Routes" help you find information? Name both routes described in that section.	**It points to two ways water leaves the sidewalk: flowing into a storm drain and soaking through cracks into the soil.**
2	In "An Invisible Route," what does "evaporates" mean? Which words in the section help you tell?	**It means water turns into water vapor. The words "turns into an invisible gas called water vapor" explain it.**
3	Which headed section would you reread to find out why a puddle can shrink on a cool day? Give one supporting detail.	**"An Invisible Route." It says evaporation can happen on a cool day and that moving air carries water vapor away.**
4	Why does "A Cloud Connection" come after "An Invisible Route"? Use one detail from each section.	**The second section explains how puddle water becomes water vapor. The third explains how that vapor can become drops in a cloud.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. Down the Drain or Into Soil
2. Water You Cannot See
3. From Vapor to Rain

These headings help a reader follow the water from the sidewalk into the air and back to the ground.

Accept new headings that match each paragraph's main idea and stay in passage order. The explanation should connect the headings to the water's path.