Marsh Clues

Read three related texts to build wetland knowledge.

4.DSR.D "Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each text that explains how wetlands affect water or soil, and circle each word that is defined. These marks will help you connect ideas across the texts.

How a Marsh Helps

1. Text 1, Ranger's Note: At Cedar Marsh, tall grasses bend when wind moves across the water. Their roots hold muddy soil in place. After a rainy day, the marsh stores extra water instead of letting it rush toward nearby streets. Frogs, herons, and insects use the shallow water and plants for food or shelter. A marsh is a wetland, land that stays wet for much of the year.

2. Text 2, Field Study Report: Scientists compared two sections of the same shoreline after heavy rain. One section had marsh plants, while the other had bare soil. Less soil washed away from the planted section. The plants slowed moving water, and their thick root systems trapped sediment, small pieces of sand, soil, and rock. This evidence shows why wetlands can reduce erosion, the wearing away of land by water or wind.

3. Text 3, Town Planning Brief: Cedar Marsh once covered a larger area, but a road and parking lot were built beside it. Now the town plans to restore a strip of wetland along the shore. Workers will plant native grasses and leave room for floodwater. The project will not stop every flood. However, it may protect soil, provide habitat, and reduce the amount of water flowing quickly into drains.

2 ANSWER WITH EVIDENCE

Use the passage

1. What shared idea about water appears in Texts 1 and 2? Use one detail from each text.

2. In Text 2, what does sediment mean?

3. How does the information about roots in Text 1 help explain the field-study result in Text 2?

4. How do Texts 1 and 2 support the town's restoration plan in Text 3?

3 YOUR TURN

Your own words

A school wants to build a small rain garden near its playground. Write exactly three sentences that use information from at least two texts to explain whether the garden could help. Include the word erosion and use it correctly.

ANSWER KEY

Marsh Clues

GRADE 4 · 4.DSR.D

PART 1 · READ AND MARK

Underline one detail in each text that explains how wetlands affect water or soil, and circle each word that is defined. These marks will help you connect ideas across the texts. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What shared idea about water appears in Texts 1 and 2? Use one detail from each text.	**Wetlands help slow or hold water. Text 1 says the marsh stores extra water, and Text 2 says plants slow moving water.**
2	In Text 2, what does sediment mean?	**Sediment means small pieces of sand, soil, and rock.**
3	How does the information about roots in Text 1 help explain the field-study result in Text 2?	**Text 1 says roots hold soil in place. This explains why less soil washed away from the planted section in Text 2.**
4	How do Texts 1 and 2 support the town's restoration plan in Text 3?	**Text 1 shows that wetlands store extra water and provide shelter. Text 2 shows that marsh plants help keep soil from washing away, so planting grasses could help the restored area.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A rain garden could slow extra water after storms, like the marsh in Text 1. Its plant roots could help hold soil, so less erosion may happen, as in Text 2. The garden could also give insects a place to find food or shelter.

Accept equivalent answers that connect evidence from the named texts, not isolated facts. For the open task, accept exactly three sentences that use at least two text-based ideas, use erosion correctly, and make a reasonable claim about the rain garden.