Storm Garden Rescue

Notice how story choices move events forward.

4.RL.2.A "Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the dialogue, circle sensory words or phrases, and number three details about characters or setting that move the story forward. Your marks will show how the author builds the plot.

Before the Rain

1. Dark clouds rolled over the community garden as Nia carried a basket of tomatoes to the tool shed. Rain tapped the broad leaves, and the air smelled sharp and green. “We need to cover the seedlings,” Nia said. Her grandfather pointed to the loose gate. “Y'all fetch the rope first,” he told Nia and her cousin Leo.

2. Leo stared at the swinging gate. He hated climbing the tall supply shelf, but the rope was stored there. “I can reach it,” he whispered, although his knees felt wobbly. Grandpa held the shed door open while Nia gathered old blankets. Outside, wind whooshed through sunflower stalks, bending their yellow heads toward the muddy path. A tin can clattered across the stones.

3. Leo climbed carefully and pulled down the rope. “That's it!” Nia cried. Together, they tied the gate to a post, then spread blankets over the seedlings. When the rain began to pour, the gate stayed shut. Leo grinned at his muddy shoes. Grandpa nodded and said, “Y'all saved this garden before the storm did its worst.”

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the sensory language about the rain, wind, and muddy path help make the problem feel urgent?

2. What job does Grandpa give Nia and Leo through his dialogue, and how does that job move the plot forward?

3. How does Leo change from the middle of the story to the end? Use his words or actions to explain how his change helps solve the problem.

4. What does Grandpa's use of “Y'all” show about how he speaks, and whom is he talking to?

3 YOUR TURN

Your own words

Write three sentences that continue the story. Include dialogue, one sensory detail, and a dialect word or phrase, and show a character taking an action that moves the plot forward.

ANSWER KEY

Storm Garden Rescue

GRADE 4 · 4.RL.2.A

PART 1 · READ AND MARK

Underline the dialogue, circle sensory words or phrases, and number three details about characters or setting that move the story forward. Your marks will show how the author builds the plot. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the sensory language about the rain, wind, and muddy path help make the problem feel urgent?	**It creates a wet, windy storm setting that makes the reader understand why the children must protect the garden quickly.**
2	What job does Grandpa give Nia and Leo through his dialogue, and how does that job move the plot forward?	**He tells them to get the rope. The rope is needed to tie the loose gate to a post so it stays shut.**
3	How does Leo change from the middle of the story to the end? Use his words or actions to explain how his change helps solve the problem.	**Leo first feels nervous about climbing the shelf because his knees feel wobbly. He climbs anyway and gets the rope, helping secure the gate.**
4	What does Grandpa's use of "Y'all" show about how he speaks, and whom is he talking to?	**"Y'all" is a regional dialect word meaning "you all." Grandpa is speaking to both Nia and Leo.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Rain drummed on the shed roof as Leo spotted water pooling beside the blankets. "Y'all hold this side," he called, and Nia grabbed the rope. They pulled the blankets tighter, so the seedlings stayed dry.

Accept answers that connect dialogue, sensory language, dialect, character actions, or setting details to a later event in the plot. For the writing task, accept varied dialect words or phrases if the response has three sentences and includes all required elements.