Across the Puddle

Use facts from a text to draw conclusions.

5.LF.27 "Review the key ideas expressed in a text and draw conclusions, using facts to support them."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one fact about the original problem, circle one fact about the walkway's design, and put a star next to one fact about the results. Use these facts to support your answers.

A New Way to the Bike Racks

1. Each rainy morning, a wide puddle covered the dirt path from Maple School's gate to the bike racks. Students stepped into mud or squeezed onto a narrow strip of grass. The student council counted 38 people using the path before school one Tuesday. They wanted a better way through, but the groundskeeper asked them to leave room for a nearby tree's roots.

2. First, the council suggested paving the whole area. The groundskeeper explained that digging deep near the tree could hurt its roots. Instead, the group chose a raised walkway made of wooden boards. Workers placed its supports away from the trunk and left gaps between the boards so rain could fall through. The walkway crossed the muddy area without covering all the soil.

3. After the walkway opened, the council watched the path on three rainy mornings. Students reached the bike racks without stepping into the puddle, and the grass beside the path no longer had fresh footprints. The council still checked the boards each month for loose parts. Their notes helped the school decide whether the walkway needed repairs, even when the path looked fine.

2 ANSWER WITH EVIDENCE

Use the passage

1. What facts show that the puddle was a problem for more than a few students?

2. Why was the raised walkway a better choice than paving the whole area? Support your conclusion with facts from the text.

3. What do the council's observations suggest about how well the walkway worked? Give two details.

4. Why did the council keep checking the walkway after it opened? Use a fact from the text.

3 YOUR TURN

Your own words

Write three sentences explaining how the council used evidence at two stages of the project. Include one fact from before the walkway opened and one fact from after it opened.

ANSWER KEY

Across the Puddle

PART 1 · READ AND MARK

Underline one fact about the original problem, circle one fact about the walkway's design, and put a star next to one fact about the results. Use these facts to support your answers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What facts show that the puddle was a problem for more than a few students?	**The council counted 38 people using the path before school one Tuesday, and students had to step into mud or squeeze onto a narrow strip of grass.**
2	Why was the raised walkway a better choice than paving the whole area? Support your conclusion with facts from the text.	**Digging deep to pave the area could hurt the tree's roots. Workers placed the walkway's supports away from the trunk and did not cover all the soil.**
3	What do the council's observations suggest about how well the walkway worked? Give two details.	**The walkway helped students cross the muddy area. On three rainy mornings, they reached the bike racks without stepping into the puddle, and the grass had no fresh footprints.**
4	Why did the council keep checking the walkway after it opened? Use a fact from the text.	**The council needed to spot loose boards so the school could decide whether the walkway needed repairs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The council used observations to make decisions before and after the walkway opened. Before building, members counted 38 people using the muddy path on one Tuesday morning. After it opened, they saw on three rainy mornings that students reached the bike racks without stepping into the puddle.

Accept conclusions supported by accurate passage facts. Do not accept claims that the tree's roots were unharmed or that the walkway never needed repairs, since the passage does not establish either point.