The Muddy Corner

Use causes, solutions, and evidence to draw conclusions.

6.CL.2 "Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that explains why water collected in the corner, number the two proposed solutions, and circle one detail showing what happened after the garden was planted. Use your marks to connect the problem, the solutions, and the results.

What Happened to the Puddle?

1 After a hard rain, a corner of Maple School's playground stayed muddy for days. Students avoided the corner, and wet shoes tracked dirt into classrooms. The corner sat lower than the nearby sidewalk, so water flowed toward it and collected there. A group of students suggested covering the mud with gravel. Their science teacher suggested a rain garden instead. Before choosing, the group watched the corner during two storms. They noticed that water from a roof downspout also ran across the sidewalk toward the same low spot.

2 Gravel would give students a firmer surface to walk on, but it would not stop the flow of water from the roof. A rain garden works differently. It is a shallow area planted with species that can handle both wet and dry soil. Water collects there, then slowly soaks into the ground. The group first checked that the low spot was far from the building and that the soil could absorb water. With help from the caretaker, they shaped the area and planted native flowers and grasses.

3 During the next storm, water still reached the corner, but it spread through the planted area instead of forming one deep puddle. Two days later, the path beside the garden was dry enough for students to use. The group could not claim that the garden would work in every storm. A much heavier rain might fill it faster than water could soak away. Still, their observations supported a careful conclusion: the garden helped manage ordinary rain while turning an unused muddy corner into a place for plants.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did water keep collecting in this corner? Use two details from the passage.

2. Why would gravel not solve the whole problem, even if it made the ground easier to walk on?

3. Why did the group check the soil before planting the rain garden?

4. Why is the group's conclusion about ordinary rain more reasonable than a claim that the garden will work in every storm?

3 YOUR TURN

Your own words

Write four sentences proposing a way to protect the new garden from being stepped on. Explain how damage could happen, describe your solution, and predict its effect using one detail from the passage as evidence.

ANSWER KEY

The Muddy Corner

GRADE 6 · 6.CL.2

PART 1 · READ AND MARK

Underline the sentence that explains why water collected in the corner, number the two proposed solutions, and circle one detail showing what happened after the garden was planted. Use your marks to connect the problem, the solutions, and the results. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did water keep collecting in this corner? Use two details from the passage.	**The corner was lower than the sidewalk, and water from a roof downspout flowed toward it.**
2	Why would gravel not solve the whole problem, even if it made the ground easier to walk on?	**Gravel could provide a firmer surface, but water from the roof would still flow into the low corner.**
3	Why did the group check the soil before planting the rain garden?	**The soil needed to absorb water so the rain garden could drain instead of holding a puddle.**
4	Why is the group's conclusion about ordinary rain more reasonable than a claim that the garden will work in every storm?	**They observed the garden during one storm after planting. A much heavier storm might bring water faster than it could soak into the ground.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

If students start crossing the corner after it dries, they could step on the new plants. A short border around the planted area could guide them onto the path beside it. The passage says that path was dry enough to use two days after a storm. Keeping feet on the path would likely protect the flowers and grasses while water could still enter the garden.

Accept other reasonable inferences supported by passage details. For Part 3, look for four sentences that explain a possible cause of damage, propose a solution, and use a passage detail to support a predicted effect.