Drops With Meaning

Track literal details, implied ideas, and a larger message.

10.P.EICC.3.f "Make, track, and support inferences about different levels of meaning within the text. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that reveal Maya's choices, circle two details that show other students' responses, and number three words or images that help you infer the passage's larger message.

The Rain Barrel

1. On the morning the city announced water restrictions, Maya arrived at the community garden before school. A paper notice hung on the gate: NO HOSES UNTIL FURTHER NOTICE. She read it twice, then filled two small buckets from the rain barrel beside the shed. Instead of watering every bed, she carried water to the youngest tomato plants, whose leaves sagged like folded paper. Mr. Alvarez, the garden coordinator, watched from the path but did not stop her. “Save some for tomorrow,” he said. Maya nodded and set one bucket in the shade.

2. At lunch, Maya returned with a notebook and found three classmates leaning over the dry rain barrel. They had planned to use the garden’s water for a science demonstration, but the barrel held only a shallow silver puddle. Maya opened her notebook and showed them a sketch of the beds, marked with tiny droplets. “The peppers can wait,” she said, pointing to their thick leaves. “The seedlings cannot.” Jonah frowned at the canceled plan, then picked up a rake. Without being asked, the others spread straw around the seedlings to keep the soil cool.

3. Two weeks later, a light rain tapped on the shed roof during the garden club meeting. The restrictions were still in place, yet the beds looked greener than Maya remembered. Straw covered the soil, weeds had been pulled, and a new sign listed each plant’s water needs. Mr. Alvarez handed Maya a ripe tomato from the first surviving vine. She did not take it immediately. Instead, she sliced it into six pieces and passed them around the circle. As the students tasted it, Maya looked at the rain barrel, now catching every drop, and added another careful line to her notebook.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Maya's decision to set one bucket in the shade reveal about her thinking? Use one passage detail in your answer.

2. What can you infer about Jonah from his actions after the science demonstration is canceled? Explain with evidence.

3. How does the rain barrel's condition change from the second paragraph to the third paragraph, and what does that change suggest?

4. State one theme of the passage. Support it with two details from the text.

3 YOUR TURN

Your own words

Write exactly three sentences about Maya's notebook. Explain its literal purpose, what it suggests about Maya, and how it connects to the passage's larger message. Include at least one clearly named passage detail.

ANSWER KEY

Drops With Meaning

GRADE 10 · 10.P.EICC.3.f

PART 1 · READ AND MARK

Underline two details that reveal Maya's choices, circle two details that show other students' responses, and number three words or images that help you infer the passage's larger message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Maya's decision to set one bucket in the shade reveal about her thinking? Use one passage detail in your answer.	**Maya is planning carefully for the future and conserving water. Mr. Alvarez tells her to save some for tomorrow, and she sets a bucket aside.**
2	What can you infer about Jonah from his actions after the science demonstration is canceled? Explain with evidence.	**Jonah moves from disappointment to cooperation. Although he frowns at first, he picks up a rake and helps protect the seedlings.**
3	How does the rain barrel's condition change from the second paragraph to the third paragraph, and what does that change suggest?	**It changes from holding only a shallow puddle to catching every drop of rain. The change suggests that the group has learned to value and manage a limited shared resource.**
4	State one theme of the passage. Support it with two details from the text.	**One theme is that communities can meet a challenge when people put shared needs before individual wants. The students protect the seedlings with straw, and Maya shares the first ripe tomato with everyone.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Literally, Maya uses her notebook to sketch the beds and record information about the garden. Her marked droplets and final careful line suggest that she is observant and committed to planning. The notebook supports the message that shared resources last longer when people pay close attention to what is needed.

Accept supported inferences that distinguish between what the text directly states and what the student concludes. Accept alternate themes when students explain them with two accurate details from the passage.