

Rainwater, Reframed

Track how a proposal moves from a problem to a realistic plan.

9.T.SS.1 "Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states each paragraph's main job, circle words or phrases that connect ideas, and write a two- to four-word label in the margin for each paragraph.

A Garden for the Bus Lane

- ① After heavy rain, water rushes across the blacktop behind Lincoln High School and pools near the bus lane. The pavement cannot absorb much water, so runoff carries grit, oil, and litter toward a storm drain. During one September storm, custodians placed cones around a deep puddle, and buses had to unload farther away. This recurring problem affects safety, but it also wastes a chance to use rain where it falls. The school's environmental club began by mapping where water traveled and measuring the largest puddles after storms.
- ② To address the runoff, the club proposed a rain garden beside the bus lane. A rain garden is a shallow planted area designed to collect water temporarily and let it soak into the soil. First, workers would remove a strip of pavement and shape a gently sloped basin. Next, they would add compost-rich soil and native plants with deep roots. Because the garden would sit between the blacktop and the drain, it could slow water before it reached the street. The plan also includes a curb opening that directs runoff into the basin, rather than across the sidewalk.
- ③ The proposal ends with expected results and a practical limit. If the garden holds water during ordinary storms, the bus lane should flood less often, and the plants can trap some sediment before it enters the drain. Students could record rainfall, photograph puddles, and compare the site before and after installation. However, a rain garden is not a cure for every storm. In a major downpour, excess water may still flow to the drain, so the school would need to keep existing drains clear. By ending with both benefits and limits, the proposal presents the garden as a useful, testable step instead of a perfect fix.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What job does each paragraph do in the proposal? Name the job of each paragraph and cite one detail from it.

2 How does the phrase “To address the runoff” help organize the passage?

3 Why does the writer give expected results before explaining the rain garden’s limitation?

4 How do the cautious words “should,” “could,” and “may” shape the style of the proposal?

3 YOUR TURN _____ Your own words

Write a 120- to 150-word, three-paragraph proposal for improving one problem at your school or in your community. Use paragraph 1 to establish the problem with a concrete detail, paragraph 2 to explain a plan, and paragraph 3 to give a benefit and a limitation. Include at least three transition words or phrases.

PART 1 • READ AND MARK

Underline the sentence that states each paragraph's main job, circle words or phrases that connect ideas, and write a two- to four-word label in the margin for each paragraph. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does each paragraph do in the proposal? Name the job of each paragraph and cite one detail from it.	Paragraph 1 establishes the runoff problem, including flooding near the bus lane. Paragraph 2 presents the rain garden plan and its steps. Paragraph 3 explains expected results while adding a limit for major storms.
2	How does the phrase "To address the runoff" help organize the passage?	It links paragraph 2 to the problem in paragraph 1 and signals that the writer is moving from the problem to a solution.
3	Why does the writer give expected results before explaining the rain garden's limitation?	The order first shows why the plan is worthwhile, then adds a realistic qualification. This makes the proposal more credible.
4	How do the cautious words "should," "could," and "may" shape the style of the proposal?	They show that the results are reasonable predictions, not guarantees, giving the proposal a careful and realistic tone.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At lunch, the cafeteria sends many untouched napkins, plastic forks, and food scraps into one trash bin. On Tuesday, a student council team counted 18 full bags after the final lunch period. This mixed waste is hard to sort later, and the overflowing bin slows cleanup near the exit. To reduce the problem, the school should place clearly marked stations beside the tray return. First, students would pour leftover drinks into a sink. Next, they would place food scraps in a compost bin and recyclables in a separate container. Color signs with photos could help students choose quickly. As a result, fewer reusable materials would enter the trash, and custodians could move bags more easily. However, the stations will work only if students use them correctly. The council could check contamination each Friday and revise the signs when needed.

Accept equivalent descriptions of the passage's problem-solution-results-and-limitation structure when students support their ideas with passage details. For the writing task, look for a purposeful three-paragraph sequence, clear transitions, specific details, and a realistic limitation.