Beyond the Puddle

Trace how a proposed solution develops and changes.

9-10.RC.5 "Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the main ideas in the order they appear. Underline a phrase that connects each new idea to the one before it, and circle a limitation that changes the proposed solution.

Where the Rain Goes

1 After a hard rain, students at Westview High step around puddles beside the parking lot. The water did not fall only on that spot. Rain struck the broad asphalt surface, then ran downhill toward the narrow strip of grass near the entrance. Unlike soil, asphalt does not absorb much water, so a heavy shower sends a rush toward the same low area. As the water moves, it can carry bits of litter and other debris with it. The puddles are visible, but they point to a larger question: where can rainwater go before it reaches the entrance?

2 One response is to replace part of the asphalt edge with a rain garden, a shallow planted area that collects runoff. The garden would sit uphill from the entrance, where water could reach it before pooling by the doors. Its loose soil would absorb some of that water, while plant roots would help keep the soil open. The planting could also trap some debris that runoff picks up on its way across the lot. In this plan, the garden does more than hide an ugly puddle. It changes the route the water takes and slows its trip across the school grounds.

3 Yet a rain garden is not a bottomless drain. During a long storm, its soil may become saturated, leaving more water than the garden can hold. Leaves and litter can also build up and block the path into it. For those reasons, the school would need a safe overflow route away from the doors and a plan to remove debris after storms. The proposal has shifted from adding plants to managing a whole path for water. The original puddle matters because it reveals that a useful solution must account for both ordinary rain and the moments when a single garden reaches its limit.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does paragraph 1 move from the puddles students see to a broader problem? Trace the steps in the explanation.

2. Why does the explanation of asphalt come before the rain-garden proposal? Use a detail from each paragraph to explain the connection.

3. How does paragraph 3 complicate the claim that a rain garden could change the water's route?

4. Why does the author return to the puddle in the final sentence instead of ending with the maintenance tasks?

3 YOUR TURN

Your own words

Describe a different school problem in five or six sentences. Move from a visible sign to its cause, propose a response, then show a limit and revise the response; include at least two clear cause-and-effect connections.

ANSWER KEY

Beyond the Puddle

HIGH SCHOOL · 9-10.RC.5

PART 1 · READ AND MARK

Number the main ideas in the order they appear. Underline a phrase that connects each new idea to the one before it, and circle a limitation that changes the proposed solution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 1 move from the puddles students see to a broader problem? Trace the steps in the explanation.	**Rain runs off the asphalt toward a low area, carrying debris and forming puddles. This leads to the broader question of where the water can go before it reaches the entrance.**
2	Why does the explanation of asphalt come before the rain-garden proposal? Use a detail from each paragraph to explain the connection.	**Paragraph 1 explains that asphalt absorbs little water, causing runoff. Paragraph 2 proposes a planted area with loose soil that could absorb some runoff before it pools by the doors.**
3	How does paragraph 3 complicate the claim that a rain garden could change the water's route?	**The garden may fill during a long storm, and debris may block its entrance. Changing the water's route also requires an overflow route and debris removal.**
4	Why does the author return to the puddle in the final sentence instead of ending with the maintenance tasks?	**Returning to the opening puddle connects the visible problem to the final idea: a solution must handle both ordinary runoff and times when the garden reaches its limit.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students crowd the library doorway between classes because the returns cart sits beside the entrance. Moving the cart to the back wall could clear a path, so students could enter without squeezing past one another. However, returned books would then be farther from the checkout desk, which could slow sorting. A small returns bin near the desk and a rolling cart in the back would separate drop-off from sorting. This revision addresses the crowded doorway without making every returned book harder to process.

Accept different wording when students accurately trace how each idea leads to or changes the next. For Part 3, look for a new problem, a cause, a proposed response, a meaningful limit, and a revision connected by cause and effect.