Where Rain Goes

Use a test table and a text to plan for rain.

RI.6.7 "Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details in the text about where runoff goes or how the yard is used. Circle two values in the table that could help you plan a yard with less runoff.

A Schoolyard in the Rain

1 During a hard rain, water rushes across the paved yard at Cedar School. A drain carries the water into a nearby creek, along with bits of litter. The school wants less water reaching the drain at once. Students suggest keeping the paved path for wheelchairs and deliveries, but changing some ground beside it. Could plants help?

2 To test three surfaces, students poured 10 liters of water onto equal-sized, sloped models of pavement, grass, and a rain garden. They measured how much water ran off each model in five minutes. A rain garden is a shallow planted area with loose soil. The table shows the water collected below each model.

RUNOFF COLLECTED AFTER FIVE MINUTES

Surface	Water poured (liters)	Runoff collected (liters)
Pavement	10	9
Grass	10	5
Rain garden	10	2

3 The school could plant a rain garden beside the drain, where runoff from the path already flows. Grass could cover part of the open play area, while the paved path stays in place. In a long storm, soil may fill with water and let more runoff pass. The test shows only the first five minutes, not what happens all day.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the table support using grass in part of the play area instead of paving it?

2. Why might a rain garden beside the drain help protect the creek during a short storm? Use the text and table.

3. A student says the rain garden will always produce only 2 liters of runoff when 10 liters fall on it. What supports the claim, and what makes it uncertain?

4. The table shows less runoff from a rain garden than from pavement. Why does the text suggest planting beside the path instead of replacing the path?

3 YOUR TURN

Your own words

Write a four- to five-sentence plan for the schoolyard that uses two different surfaces from the table. Give two runoff numbers as evidence, explain how your plan keeps the yard useful for people, and name one limit of the test.

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PART 1 · READ AND MARK

Underline two details in the text about where runoff goes or how the yard is used. Circle two values in the table that could help you plan a yard with less runoff. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the table support using grass in part of the play area instead of paving it?	**Grass produced 5 liters of runoff, compared with 9 liters from pavement, and the text says grass could cover part of the play area.**
2	Why might a rain garden beside the drain help protect the creek during a short storm? Use the text and table.	**Runoff from the path flows toward the drain and then the creek. The rain garden model produced only 2 liters of runoff in five minutes, compared with 9 liters from pavement.**
3	A student says the rain garden will always produce only 2 liters of runoff when 10 liters fall on it. What supports the claim, and what makes it uncertain?	**The table shows 2 liters of runoff from the rain garden after 10 liters were poured. The test lasted only five minutes, and the text says soil may fill with water during a long storm.**
4	The table shows less runoff from a rain garden than from pavement. Why does the text suggest planting beside the path instead of replacing the path?	**The paved path is needed for wheelchairs and deliveries. Planting beside it could reduce runoff while keeping the path open.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would put a rain garden beside the paved path and keep grass in the play area. In the test, the rain garden produced 2 liters of runoff, while grass produced 5 liters. The path would stay open for wheelchairs and deliveries, and students could still play on the grass. Since the test lasted only five minutes, the surfaces might produce more runoff during a long storm.

Accept plans that accurately combine two table values with details from the text. Students should recognize that results from a five-minute model test may not hold during a long storm.