Where Rain Goes

Trace how transitions connect a problem, a response, and its limits.

W.11-12.2.c "Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the transition that opens each of paragraphs 2 and 3. Circle two other transition phrases that show different relationships between ideas.

A Garden After the Storm

1 During a heavy summer storm, a city block can behave like a funnel. Rain strikes roofs and pavement, then races into storm drains instead of soaking into soil. If those drains fill faster than water can leave, streets may flood even when a nearby river stays within its banks. In one neighborhood, residents might notice puddles gathering at the same intersection after every downpour. The problem is not simply how much rain falls. It is also how quickly hard surfaces deliver that rain to a few narrow openings, where leaves or litter can slow its escape.

2 For that reason, some cities replace small stretches of pavement with rain gardens, shallow planted areas designed to collect runoff. Water from a sidewalk or parking lot flows into the garden, where soil absorbs some of it and plants take up some over time. Unlike a storm drain, which sends water away through a pipe, a rain garden can hold part of a downpour near where it lands. As a result, less water may reach a crowded drain at once. One garden will not protect an entire neighborhood, but several placed near recurring puddles can reduce pressure on local drains.

3 Even so, a rain garden is not a hole that can be dug and forgotten. Its soil must drain well enough to empty between storms, and workers must clear trash from its inlet so water can enter. In addition, an unusually intense storm may overwhelm the garden and still send runoff into the street. These limits do not erase its value; instead, they show why placement and upkeep matter as much as planting. Therefore, a city deciding where to build rain gardens should study where water gathers, plan for overflow, and budget for maintenance rather than count gardens alone.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does “For that reason” connect the problem in paragraph 1 to the response in paragraph 2?

2. What contrast does “Unlike a storm drain” make clear?

3. How does “Even so” change the direction of the discussion at the start of paragraph 3?

4. What relationship does “Therefore” signal between the limits described in paragraph 3 and the city's decision?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 100 words proposing a change to your school lunch system. Explain a problem, describe a response, and address one limitation; use at least three varied transitions to connect those ideas.

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PART 1 · READ AND MARK

Underline the transition that opens each of paragraphs 2 and 3. Circle two other transition phrases that show different relationships between ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does "For that reason" connect the problem in paragraph 1 to the response in paragraph 2?	**It presents rain gardens as a response to runoff from hard surfaces reaching crowded storm drains too quickly.**
2	What contrast does "Unlike a storm drain" make clear?	**A storm drain sends water away through a pipe, while a rain garden can hold some water near where it falls.**
3	How does "Even so" change the direction of the discussion at the start of paragraph 3?	**It shifts from the benefits of rain gardens to their limits and maintenance needs without dismissing their value.**
4	What relationship does "Therefore" signal between the limits described in paragraph 3 and the city's decision?	**It signals a conclusion: because rain gardens have limits, the city should plan their placement, overflow, and maintenance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At lunch, some students throw away unopened packaged snacks they do not want. To address this waste, the cafeteria could set up a labeled share shelf for unopened, shelf-stable items, following school food safety rules. Students who want an extra item could take one. Consequently, fewer packaged foods might end up in the trash. Nevertheless, the shelf would need a staff member to check what belongs there and remove items at the end of lunch. With that safeguard in place, a small change could reduce waste without requiring students to eat more.

Accept other accurate descriptions of the relationships signaled by the named transitions. In Part 3, look for transitions that clearly connect the problem, proposed response, expected effect, and limitation.