# Where Rain Could Go

Read a proposal and judge how well it persuades.

**5.3.R.1** "Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the change the writer wants, circle two reasons for it, and number the worry 1 and the writer's answer 2 so you can judge how well the writer makes a case.

### A Garden Beside the Path

1. After every hard rain, a puddle covers the path beside our playground. Students step into the grass to get around it, and the ground turns muddy. Our school should build a small rain garden beside that path. A rain garden is a shallow planted area that collects some rainwater from nearby ground. Instead of rushing away, the water can soak into the soil.

2. A rain garden would do more than help with puddles. Its flowers could give bees and butterflies a place to find food. Science classes could watch which plants grow best in wet soil. We would need plants that fit our area, not just any pretty flowers. A local garden group might help us choose them, so our first step could be asking for advice.

3. Some people may worry that a garden will take too much work. That is a fair question: plants need care, especially when they are new. We could begin with a small plot and make a care plan before anyone digs. The path is used every day, so a dry place to walk matters. Let's ask the principal to consider a rain garden this spring.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Is the writer's main purpose to entertain, inform, or persuade? Which words in the passage reveal that purpose?

2. Which detail in the first paragraph supports the writer's purpose? Explain why it might persuade someone who uses the path.

3. What worry does the writer bring up? How does the writer's plan help answer it?

4. Did the writer persuade you that the school should consider a rain garden? Use details from two different paragraphs to explain your conclusion.

## 3 YOUR TURN

Your own words

Write a three-sentence ending addressed to the school custodian that uses a detail from the passage to persuade them to support the rain garden. Then write one sentence judging whether your ending would persuade the custodian and why.

ANSWER KEY

# Where Rain Could Go

GRADE 5 · 5.3.R.1

## PART 1 · READ AND MARK

Underline the change the writer wants, circle two reasons for it, and number the worry 1 and the writer's answer 2 so you can judge how well the writer makes a case. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Is the writer's main purpose to entertain, inform, or persuade? Which words in the passage reveal that purpose? | **Persuade. The writer says, "Our school should build a small rain garden beside that path."** |
| 2 | Which detail in the first paragraph supports the writer's purpose? Explain why it might persuade someone who uses the path. | **The puddle makes students step into the grass and mud. Someone who uses the path might want a way to keep it drier.** |
| 3 | What worry does the writer bring up? How does the writer's plan help answer it? | **Some people may worry that the garden will take too much work. Starting with a small plot and making a care plan could make the work seem manageable.** |
| 4 | Did the writer persuade you that the school should consider a rain garden? Use details from two different paragraphs to explain your conclusion. | **Yes. The muddy detour shows a problem, and the plan for a small plot and a care plan makes the solution seem manageable.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

A small rain garden could collect some water near the muddy path. We could make a care plan before digging so the garden would not become a surprise chore for you. Would you help us decide where the garden could go? This ending might persuade the custodian because it recognizes the extra work and offers a plan.

For question 4, accept either conclusion if the student explains it with details from two different paragraphs. For Your Turn, look for an ending addressed to the custodian, a passage detail, and a reasoned judgment about whether the ending would persuade that reader.