Where Rain Goes

Trace how text structures explain a rain garden

6.3.R.7 "Students will analyze how informational text structures support the author's purpose: • compare/contrast • cause/effect • problem/solution • description • sequential"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two sentences in paragraph 1 that explain the runoff problem, circle at least two contrast words in paragraph 2, and number the four stages of making a rain garden in paragraph 3.

A Garden Built for Rain

1 After a hard rain, water races across a school's parking lot. Pavement does not soak up water the way soil can, so the runoff flows toward storm drains. Along the way, it can carry bits of litter and oil from cars. Many storm drains send this water into nearby streams without cleaning it first. A rain garden offers one way to slow the rush. This shallow planted area collects water from a roof or paved surface, giving some of it time to soak into the ground.

2 A rain garden may look like a raised flower bed, but the two are built for different jobs. A raised bed sits above the nearby ground, which helps keep some plant roots from staying wet. A rain garden lies below the nearby ground, so water can flow into it and collect briefly. Both can hold flowering plants and attract insects such as bees. However, the rain garden's shape helps manage runoff, while the raised bed's shape helps water drain away from its plants. That difference matters when a school chooses where rainwater should go.

3 To make a rain garden, a school first chooses a spot where water already flows, but not beside a building's foundation. Next, workers test whether the soil drains well enough and plan a shallow basin with an overflow route for heavy storms. They loosen the soil, shape the basin, and add plants that can handle both wet and dry days. Finally, they cover bare soil with mulch and check for weeds as the plants grow. These steps help the garden collect runoff without leaving water against the building.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the cause-and-effect explanation in paragraph 1 help the author show why a rain garden might be useful?

2. Why does the author compare a rain garden with a raised flower bed in paragraph 2?

3. How does putting the actions in order in paragraph 3 help the author explain how a rain garden is made?

4. How does the order of the three paragraphs support the author's purpose of explaining rain gardens?

3 YOUR TURN

Your own words

Imagine you are writing an informational paragraph about a school problem other than rain runoff. In four sentences, name the problem, choose a text structure, describe two details you would include, and explain how that structure would help your readers understand your purpose.

ANSWER KEY

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GRADE 6 · 6.3.R.7

PART 1 · READ AND MARK

Underline two sentences in paragraph 1 that explain the runoff problem, circle at least two contrast words in paragraph 2, and number the four stages of making a rain garden in paragraph 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the cause-and-effect explanation in paragraph 1 help the author show why a rain garden might be useful?	**It shows that pavement sends runoff toward drains and that runoff can carry litter and oil into streams. This helps readers understand why slowing runoff matters.**
2	Why does the author compare a rain garden with a raised flower bed in paragraph 2?	**The comparison shows that both can grow flowers, but their different shapes serve different purposes. A rain garden collects runoff, while a raised bed helps water drain away from plants.**
3	How does putting the actions in order in paragraph 3 help the author explain how a rain garden is made?	**The order lets readers follow the work from choosing and testing a spot through shaping, planting, and caring for the garden.**
4	How does the order of the three paragraphs support the author's purpose of explaining rain gardens?	**The author first shows the runoff problem, then explains what makes a rain garden different from a raised bed, and finally describes how to make one. Readers learn why it is needed before learning how it works and how it is built.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school throws away many unopened milk cartons at lunch. I would use a problem/solution structure to show how students might reduce this waste. I would describe the discarded cartons and suggest a share table for unopened items if school rules allow it. Showing the problem before a possible solution would help readers understand why the idea matters.

Accept other accurate evidence from the passage when students explain how a structure serves the author's purpose. For Your Turn, look for a school problem, a named structure, two relevant details, and a clear explanation of why that structure fits.