Where Rain Goes

How text structure builds an explanation

7.3.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 Read the passage, then label each paragraph cause/effect, compare/contrast, or problem/solution and underline one detail in each paragraph that helps the author explain why rain gardens matter.

A Place for the Rain

1. During a heavy storm, rain hits the roofs and pavement around a school. These hard surfaces cannot absorb much water, so runoff moves quickly toward storm drains. If a drain fills or becomes blocked by leaves, water can spread across sidewalks and collect near doorways. Runoff can also carry bits of litter and soil into nearby streams. A single puddle may seem minor, but these effects can make walking difficult and move pollution from a schoolyard into the wider neighborhood.

2. A regular lawn and a rain garden may both look green, but they handle a downpour differently. A lawn on packed schoolyard soil often sheds water instead of soaking it up. A rain garden is a shallow planted area with soil that lets water sink in. Unlike a flat lawn, its low center holds runoff for a short time. Both spaces can grow native flowers, yet the rain garden is designed to collect water from nearby roofs or paths. That difference makes its shape useful, not just decorative.

3. Suppose the path outside a school library floods after every strong storm. Moving the puddle with a broom would not fix the runoff that keeps reaching that spot. Instead, the school could direct water from a nearby roof into a rain garden beside the path, if there is enough room and a safe place for overflow. Students could help choose plants that tolerate both wet and dry soil. This plan addresses the repeated flooding by giving rain a place to collect and soak in before it reaches the walkway.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how does the cause/effect structure help explain why runoff matters?

2. Why does the author compare a regular lawn with a rain garden in paragraph 2?

3. What problem and solution does paragraph 3 present, and how does that structure help the author's purpose?

4. How does the order of the three paragraph structures help the author explain why a school might use a rain garden?

3 YOUR TURN

Your own words

Imagine a community center where bicycles crowd the entrance. Write 4 to 5 sentences using a problem/solution structure to explain a realistic change, then explain how that structure helps you show why the change is useful.

ANSWER KEY

Where Rain Goes

GRADE 7 · 7.3.R.7

PART 1 · READ AND MARK

Read the passage, then label each paragraph cause/effect, compare/contrast, or problem/solution and underline one detail in each paragraph that helps the author explain why rain gardens matter. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, how does the cause/effect structure help explain why runoff matters?	**It connects hard surfaces and blocked drains to runoff, puddles, and pollution, showing why stormwater can be a problem at school.**
2	Why does the author compare a regular lawn with a rain garden in paragraph 2?	**The comparison shows that a rain garden's low center and absorbent soil help it collect runoff, unlike a lawn on packed soil.**
3	What problem and solution does paragraph 3 present, and how does that structure help the author's purpose?	**The library path repeatedly floods, and a rain garden could collect roof runoff before it reaches the path. The structure shows a practical use for a rain garden.**
4	How does the order of the three paragraph structures help the author explain why a school might use a rain garden?	**Cause/effect explains the harm runoff can cause. Compare/contrast shows what makes a rain garden useful, and problem/solution applies it to a flooded school path.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the community center, bikes pile up against the entrance because the rack has too few spaces. The center could add a second rack beside the existing one, leaving the doorway clear. Riders would have more places to lock their bikes, and visitors could enter without stepping around them. The problem/solution structure helps me show why another rack would be useful.

Accept different underlined details when they support the labeled structure and the author's purpose. For Your Turn, look for a specific problem, a workable solution, and an explanation of how the structure supports the writer's purpose.