

Rainwater, Reframed

Compare a proposal with a notice, then organize both for an audience.

9.T.SS.1 "Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional school proposal. Underline a useful sentence for each paragraph's job, circle transitions, and label the paragraph's role. Different well-supported choices can be valid.

A Garden for the Bus Lane

- ① After heavy rain, water rushes across the blacktop behind Lincoln High School and pools near the bus lane. The pavement cannot absorb much water, so runoff carries grit, oil, and litter toward a storm drain. During one September storm, custodians placed cones around a deep puddle, and buses had to unload farther away. This recurring problem affects safety, but it also wastes a chance to use rain where it falls. The school's environmental club began by mapping where water traveled and measuring the largest puddles after storms.
- ② To address the runoff, the club proposed a rain garden beside the bus lane. A rain garden is a shallow planted area designed to collect water temporarily and let it soak into the soil. First, workers would remove a strip of pavement and shape a gently sloped basin. Next, they would add compost-rich soil and native plants with deep roots. Because the garden would sit between the blacktop and the drain, it could slow water before it reached the street. The plan also includes a curb opening that directs runoff into the basin, rather than across the sidewalk.
- ③ The proposal ends with expected results and a practical limit. If the garden holds water during ordinary storms, the bus lane should flood less often, and the plants can trap some sediment before it enters the drain. Students could record rainfall, photograph puddles, and compare the site before and after installation. However, a rain garden is not a cure for every storm. In a major downpour, excess water may still flow to the drain, so the school would need to keep existing drains clear. By ending with both benefits and limits, the proposal presents the garden as a useful, testable step instead of a perfect fix.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What job does each paragraph do in the proposal? Name the job of each paragraph and cite one detail from it.

- 2** How does the phrase “To address the runoff” help organize the passage?

- 3** Why does the writer give expected results before explaining the rain garden’s limitation?

- 4** Compare this notice with the proposal: “Bus riders: use the marked path during garden work. Keep clear of the planting area.” Which organization and style better serves quick directions, and why?

3 YOUR TURN

Your own words

Write a 120- to 150-word, three-paragraph proposal for improving one problem at your school or in your community. Use paragraph 1 to establish the problem with a concrete detail, paragraph 2 to explain a plan, and paragraph 3 to give a benefit and a limitation. Include at least three transition words or phrases. Then adapt your plan into a two-sentence notice that gives students practical directions; explain one change in organization or style.

Develop the three-paragraph proposal

Write 120-150 words with paragraph breaks: concrete problem, practical plan, then benefit and limit. Include three transitions.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Adapt it for a notice

Write two sentences of practical directions for students. Then explain one change you made for this genre and audience.

PART 1 • READ AND MARK

Read this fictional school proposal. Underline a useful sentence for each paragraph's job, circle transitions, and label the paragraph's role. Different well-supported choices can be valid. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does each paragraph do in the proposal? Name the job of each paragraph and cite one detail from it.	Paragraph 1 establishes the runoff problem, including flooding near the bus lane. Paragraph 2 presents the rain garden plan and its steps. Paragraph 3 explains expected results while adding a limit for major storms.
2	How does the phrase "To address the runoff" help organize the passage?	It links paragraph 2 to the problem in paragraph 1 and signals that the writer is moving from the problem to a solution.
3	Why does the writer give expected results before explaining the rain garden's limitation?	The order first shows why the plan is worthwhile, then adds a realistic qualification. This makes the proposal more credible.
4	Compare this notice with the proposal: "Bus riders: use the marked path during garden work. Keep clear of the planting area." Which organization and style better serves quick directions, and why?	The notice leads with its audience and uses short commands to give immediate directions. The proposal develops a problem, plan, benefits and limits to explain and justify a decision. Each serves a different purpose; a detailed proposal would slow a reader seeking only directions.

PART 3 · YOUR TURN (SAMPLE ANSWER)

At lunch, the cafeteria sends many untouched napkins, plastic forks, and food scraps into one trash bin. On Tuesday, a student council team counted 18 full bags after the final lunch period. This mixed waste is hard to sort later, and the overflowing bin slows cleanup near the exit.

To reduce the problem, the school should place clearly marked stations beside the tray return. First, students would pour leftover drinks into a sink. Next, they would place food scraps in a compost bin and recyclables in a separate container. Color signs with photos could help students choose quickly.

As a result, less compostable and recyclable material would enter the trash, and custodians could move bags more easily. However, the stations will work only if students use them correctly. The council could check contamination each Friday and revise the signs when needed.

The school situation and sample numbers are fictional. Assess the proposal's 120-150 words, three paragraphs, concrete details, transitions, benefit and limitation. The notice should foreground action for its audience. Possible notice: "At the tray return, empty drinks into the sink. Put scraps and recyclables in the labeled bins." Possible explanation: "I replaced the proposal's reasons with direct instructions so students can act quickly." Accept other effective adaptations and supported comparisons.