Rain Garden Blueprint

Notice how an informational text introduces and groups ideas

5.W.2.a "Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the general observation about rainwater. Underline the sentence that names the topic and the sentence that states the focus, then number the two bold headings that group the details.

How a Rain Garden Works

1 After a heavy rain, water can race across a schoolyard and collect in puddles. A rain garden offers another path for some of that water. It is a shallow planted area that catches runoff from roofs or paved spaces. Its location and its layers of soil and plants help water soak into the ground instead of rushing into a storm drain.

2 **Choosing a spot.** A rain garden works best where runoff can flow toward it from a path or roof. It should sit away from building foundations, so water does not collect near walls. A shallow dip holds rain briefly while it soaks in. A small opening at the garden's edge can let extra water flow out during a storm.

3 **Working below the surface.** Roots leave spaces in soil for water and air. A layer of mulch helps protect soil from being washed away. Under the mulch, loose soil allows water to seep downward. Native plants that tolerate both wet and dry conditions often grow well here. These parts work together, but a rain garden is not a pond: most of the time, its surface is dry.

2 ANSWER WITH EVIDENCE

Use the passage

1. What general observation opens the passage, and how does it help introduce rain gardens?

2. What is the passage's focus, and how does the first bold section support it?

3. Why do the details about roots, mulch, and soil belong together under the second heading?

4. How do the two bold headings help a reader looking for information about where to put a rain garden and what is in it?

3 YOUR TURN

Your own words

Write one informational paragraph about how students use a school library. Begin with a general observation about finding books, name your topic and focus, then group details about finding and borrowing a book under two short bold headings.

ANSWER KEY

Rain Garden Blueprint

GRADE 5 · 5.W.2.a

PART 1 · READ AND MARK

Circle the general observation about rainwater. Underline the sentence that names the topic and the sentence that states the focus, then number the two bold headings that group the details. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What general observation opens the passage, and how does it help introduce rain gardens?	**Rainwater can race across a schoolyard and form puddles. This shows why another path for the water could be useful.**
2	What is the passage's focus, and how does the first bold section support it?	**The focus is how a rain garden's location, soil, and plants help water soak in. The first section explains where to place the garden and how its shape holds and releases water.**
3	Why do the details about roots, mulch, and soil belong together under the second heading?	**They describe parts of the garden that help water move into the soil, rather than where to place the garden.**
4	How do the two bold headings help a reader looking for information about where to put a rain garden and what is in it?	**The first heading points to location details. The second points to details about roots, mulch, soil, and plants.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Finding the right book is easier when books have a clear place and a way to check them out. A school library helps students find books they want and borrow them to read later. **Finding a book.** Shelves may group books by subject or author, and shelf labels can point readers toward a section. A student can also ask a librarian for help. **Borrowing a book.** Once a student chooses a book, they take it to the checkout desk. A library worker records the loan and tells the student when to return it.

Accept reasonable wording that identifies the opening observation, the focus, and the purpose of each heading. For Part 3, look for a clear introduction and two labeled groups of related details within one paragraph.