Where Rain Goes

Trace how each part of a text develops its main idea.

7.RI.5 "Analyze the structure an author uses to organize a text, including how the specific sentences and paragraphs, as well as larger components (e.g. section, chapter, or scene), contribute to the whole and to the development of the ideas."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the paragraphs 1 to 3. In each paragraph, underline one sentence that shows how the author moves from a problem to an explanation to a wider takeaway.

A Garden for Runoff

1 After a hard rain, water rushes off the roof of a school and across its parking lot. It carries bits of soil and litter toward a storm drain. The drain moves the water away quickly, but the runoff may eventually reach a creek. At one school, students noticed that the curb beside the lot stayed wet long after the rain stopped. Their question was practical: Could that water be slowed down before it left the school grounds? A small garden offered a possible answer.

2 A rain garden is a shallow dip in the ground planted with grasses, flowers, or shrubs. Instead of flowing straight to a drain, runoff enters the dip and spreads out. Some water soaks into the soil, while plant roots help keep the soil loose. As the water passes through soil, some pollutants can be trapped there. The garden must be placed where water can reach it, yet far enough from a building's foundation to avoid water damage. It also needs an outlet for storms that bring more water than it can hold.

3 The school added a rain garden near the parking lot, where a curb cut could guide runoff into it. During light rain, water collected among the plants instead of rushing straight to the drain. In a very heavy storm, extra water could still flow toward the drain. The garden did not erase flooding or clean every drop of runoff. It did show how changing one small part of the landscape could change the route water takes. Other schools facing similar puddles might study their own slopes before choosing where to plant.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the first two sentences set up the problem the rest of the passage addresses?

2. Why does paragraph 1 end by mentioning a garden without explaining how it works?

3. How does the last sentence of paragraph 2 prepare you for the heavy-storm detail in paragraph 3?

4. How does the final sentence change the focus from this school to a wider idea?

3 YOUR TURN

Your own words

Imagine adding a paragraph about students recording how long water stays in the rain garden after several storms. Would you place it before or after the current final paragraph? In 3 to 4 sentences, explain your choice and how the added paragraph would change the ending.

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PART 1 · READ AND MARK

Number the paragraphs 1 to 3. In each paragraph, underline one sentence that shows how the author moves from a problem to an explanation to a wider takeaway. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the first two sentences set up the problem the rest of the passage addresses?	**They show rainwater rushing across the school grounds and carrying soil and litter toward a drain, giving readers a reason to consider slowing it down.**
2	Why does paragraph 1 end by mentioning a garden without explaining how it works?	**The sentence introduces a possible answer to the students' question and leads into paragraph 2, which explains how a rain garden works.**
3	How does the last sentence of paragraph 2 prepare you for the heavy-storm detail in paragraph 3?	**It explains that a garden needs an outlet when it cannot hold all the water. Paragraph 3 then shows extra water flowing toward the drain.**
4	How does the final sentence change the focus from this school to a wider idea?	**It suggests that other schools could study where water flows before planting, extending the example beyond one school.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would place the new paragraph after the current final paragraph because students could record water only after the garden was built. The passage would end with the students testing how the garden works rather than with advice for other schools. That ending would make the garden seem like a project the school is still studying.

Accept either placement if the student explains how it fits the passage's sequence and changes the ending's effect. For the marking job, accept sentences that reasonably show the problem, the garden's function, and the broader takeaway.