Where Rain Goes

Trace how details build and refine a central idea.

8.RI.2.a "Analyze its development over the course of the text, including its relationship to supporting ideas."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that shows how the central idea develops, and circle one detail that supports it.

A Garden That Handles Rain

1 After a hard rain, water races across a parking lot and pools at the curb. Pavement gives water few places to soak into the ground, so storm drains must carry much of it away. When rain falls faster than the drains can handle, streets may flood. Some neighborhoods respond by replacing small patches of pavement with rain gardens, shallow planted areas that collect runoff. Their value is not that they make rain disappear. Instead, they give some water another path before it reaches a crowded drain.

2 A rain garden usually sits lower than the pavement around it, with an opening along the curb that lets runoff enter. Water collects briefly among grasses and flowers, then moves into the soil beneath them. Roots help keep that soil from packing tightly, which leaves spaces for water to pass through. The plants can also trap some sediment carried from the street. In this way, a narrow patch of green works as part of the drainage system, not just as decoration for a block.

3 But a rain garden cannot solve every flooding problem. If the ground is already soaked or a storm sends too much water at once, extra runoff still needs a safe route to a drain. The garden also needs care: leaves and litter can block its curb opening, and dead plants may need replacing. Neighbors who clear that opening and check the plants help the garden keep working. Managing rain, then, depends on both the garden's design and the people who maintain it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the description of pavement and storm drains in paragraph 1 set up the passage's central idea?

2. How do the curb opening and plant roots in paragraph 2 develop the idea introduced in paragraph 1?

3. How does paragraph 3 change the reader's understanding of the benefits described in paragraph 2? Use two details.

4. What does the detail about neighbors add to the central idea as it develops across the passage?

3 YOUR TURN

Your own words

Write a four-sentence ending set at a school that extends the passage's central idea. Suggest a place for a rain garden, use two different details from the passage to explain how it could help, and name one limit or care task.

ANSWER KEY

Where Rain Goes

GRADE 8 · 8.RI.2.a

PART 1 · READ AND MARK

Underline one sentence in each paragraph that shows how the central idea develops, and circle one detail that supports it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the description of pavement and storm drains in paragraph 1 set up the passage's central idea?	**It shows why runoff needs another path: pavement prevents water from soaking in, and drains can be overwhelmed. That problem introduces the purpose of rain gardens.**
2	How do the curb opening and plant roots in paragraph 2 develop the idea introduced in paragraph 1?	**They explain how a rain garden gives runoff another path. The opening lets water enter, and the roots help leave spaces in the soil for water to pass through.**
3	How does paragraph 3 change the reader's understanding of the benefits described in paragraph 2? Use two details.	**It shows that the benefits have limits. Soaked ground or a large storm can leave extra runoff, and leaves or litter can block the garden's opening.**
4	What does the detail about neighbors add to the central idea as it develops across the passage?	**It adds that a rain garden's design alone is not enough. People must maintain it so it can keep helping manage runoff.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school could put a rain garden beside a paved pickup area where runoff gathers. A curb opening could guide some of that water into the planted space instead of sending it all toward a drain. Roots could help leave spaces in the soil so water can soak in. Students would need to clear leaves from the opening so the garden could keep working.

Accept different sentence choices in Part 1 when each underlined sentence advances the central idea and its circled detail supports it. For Your Turn, accept a plausible school location, two accurate details from the passage, and a relevant limit or care task.