

Monarch Route Map

Trace how three paragraphs build one explanation.

CCSS.ELA-Literacy.CCRA.R.5 "Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one sentence in each paragraph that best states its main idea. In the margin, label each paragraph journey, generations, or protection, then draw arrows to show how the ideas connect.

One Migration, Many Monarchs

- ① Each fall, monarch butterflies in North America begin a remarkable trip. Many eastern monarchs fly south to mountain forests in central Mexico, while many western monarchs travel to coastal California. Some travel thousands of miles, using the sun and Earth's magnetic field to help guide them. The journey is not a vacation. At the winter sites, the butterflies cluster on trees, protected from freezing temperatures and harsh weather. Their arrival begins a quiet winter season.
- ② No single monarch makes the entire round trip. The butterflies that leave Mexico in spring lay eggs on milkweed in the southern United States and then die. Their offspring continue north, and later generations reach the northern United States and Canada. In late summer, a special generation lives much longer than the others. These monarchs fly south to the same winter regions their great-grandparents left. Together, the generations complete one yearly migration across the continent each year.
- ③ Monarchs need safe places at every stage of this shared journey. Caterpillars eat only milkweed, so fewer milkweed plants mean fewer places to grow. Adult butterflies also need nectar from flowers for energy. Logging in winter forests, severe weather, and habitat loss can make migration harder. People can plant native milkweed and nectar flowers, but they should choose species suited to their area. Protecting connected habitats supports the butterflies from one generation to the next on their route.

2 ANSWER WITH EVIDENCE Use the passage

1 What job does Paragraph 1 do in the whole passage?

2 How does Paragraph 2 build on the information in Paragraph 1?

3 Why does Paragraph 2 begin with the sentence, "No single monarch makes the entire round trip"?

4 Why is Paragraph 3 placed after the first two paragraphs?

3 YOUR TURN Your own words

Write a three-sentence concluding paragraph that could be added after Paragraph 3. Use one detail from Paragraph 1 or 2 and one detail from Paragraph 3 to explain why monarchs need protected habitats along their route.

PART 1 • READ AND MARK

Underline one sentence in each paragraph that best states its main idea. In the margin, label each paragraph journey, generations, or protection, then draw arrows to show how the ideas connect. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does Paragraph 1 do in the whole passage?	It introduces the monarchs' fall migration and describes where they travel and spend the winter.
2	How does Paragraph 2 build on the information in Paragraph 1?	It explains that different generations, not one butterfly, complete the migration described in Paragraph 1.
3	Why does Paragraph 2 begin with the sentence, "No single monarch makes the entire round trip"?	It corrects the possible idea that one monarch flies south and then returns north, preparing the reader for the explanation about generations.
4	Why is Paragraph 3 placed after the first two paragraphs?	After the passage explains the journey and the generations that make it, Paragraph 3 explains the habitats monarchs need and the problems that can threaten the migration.

PART 3 • YOUR TURN (SAMPLE ANSWER)

For this reason, monarch protection must cover the whole migration route, not only the winter forests. Different generations carry the migration north and south, and caterpillars need milkweed as those generations move. Native milkweed and nectar flowers can help connect the places monarchs need. Accept equivalent descriptions of each paragraph's role and connections, as long as students explain how the passage moves from the trip, to generations, to protection. For the open response, accept varied wording that accurately uses details from the passage and creates a logical ending.