Butterfly Stop Plan

Notice how a writer informs and persuades families.

3.P.AC.2.a "Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline facts that explain how a butterfly garden helps monarchs, circle words that help you picture the garden, and number the opinion or request that asks families to act. These choices show how the writer informs and persuades families.

Help Build a Butterfly Stop

1. Picture an orange and black monarch resting on a purple flower beside our playground. Its wings open like small stained-glass windows in the sun. Monarch butterflies need nectar from flowers for energy. Their caterpillars eat milkweed leaves. Our school garden has only two milkweed plants, so it may not offer enough food for the butterflies that pass through in spring and fall.

2. Adding native milkweed and nectar flowers can help monarchs. Native means plants that grow naturally in an area. These plants fit local soil and weather. A garden can also give students a place to watch caterpillars change into chrysalises. We can place signs near the garden so visitors know why the plants are there and can avoid picking the flowers.

3. Families, please help us grow a Butterfly Stop in the school garden. We believe this small garden is worth making because it can feed monarchs and let children study living things up close. On Saturday, bring one native plant or a bag of compost to the garden gate at 10:00. Together, we can make a safer resting place for traveling butterflies.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which phrase helps you picture the monarch butterfly?

2. Name two facts that explain what monarchs need.

3. Who is the message written for, and what does the writer ask those readers to do?

4. How does the writer use both a fact and an opinion to persuade families? Give one of each.

3 YOUR TURN

Your own words

Write a three-sentence note to families asking them to help with a different school project. Include one picture-making detail, one true fact, and your opinion or request.

ANSWER KEY

Butterfly Stop Plan

GRADE 3 · 3.P.AC.2.a

PART 1 · READ AND MARK

Underline facts that explain how a butterfly garden helps monarchs, circle words that help you picture the garden, and number the opinion or request that asks families to act. These choices show how the writer informs and persuades families. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which phrase helps you picture the monarch butterfly?	**"small stained-glass windows in the sun"**
2	Name two facts that explain what monarchs need.	**Monarchs need nectar from flowers for energy, and their caterpillars eat milkweed leaves.**
3	Who is the message written for, and what does the writer ask those readers to do?	**It is written for families. The writer asks them to bring one native plant or a bag of compost on Saturday.**
4	How does the writer use both a fact and an opinion to persuade families? Give one of each.	**Fact: Monarchs need nectar from flowers for energy. Opinion: "We believe this small garden is worth making."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Imagine a shelf with an empty space where a new adventure book could go. Our library uses books every day, and donated books can give students more choices to read. Families, please donate a gently used book because we think every reader deserves a story to enjoy.

Accept any accurate identification of the passage's image, facts, audience, opinion, and request. For the writing task, accept three sentences that include a clear image, a true fact, and an opinion or request aimed at families.