

Plan Power

Find the details that make a plan work.

3.P.EICC.4.d "Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that tell the goal, steps, or way to check the plan, circle details that do not support the plan, and number the paragraphs 1, 2, and 3 to show the plan's order.

A Garden for Pollinators

- ① Our class wants to help bees and butterflies near our school. Our plan begins with one clear goal: make a small pollinator garden by the sunny fence. Pollinators move pollen from flower to flower, helping many plants make seeds. A sunny spot matters because most flowering plants need several hours of sunlight each day. The fence area is open and easy to see.
- ② First, students will measure the space and draw a map with paths and plant spots. Next, families can bring native flowering plants chosen for our area. These plants give local pollinators food. Adults will help dig holes, and students will water the new plants. A bird feeder would look nice, but it is not needed for the garden plan.
- ③ Last, the class will check the garden each week. Students can count the kinds of bees and butterflies they see and write the totals on a chart. This information will show whether the garden is attracting pollinators. The garden may also give the school a place to learn about plants. The color of the chart paper will not change what the counts show.

2 ANSWER WITH EVIDENCE Use the passage

1 What job does each paragraph do in the garden plan?

2 Which detail is most useful for choosing the garden location? Why?

3 Which sentence in paragraph 2 does not support the garden plan?

4 Why are the weekly counts more useful than the color of the chart paper?

3 YOUR TURN Your own words

Choose a class project. Write a three-part plan with a goal, steps, and a way to check the results. Include only details that help the project work.

PART 1 • READ AND MARK

Underline details that tell the goal, steps, or way to check the plan, circle details that do not support the plan, and number the paragraphs 1, 2, and 3 to show the plan's order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What job does each paragraph do in the garden plan?	Paragraph 1 gives the goal and location. Paragraph 2 gives the steps. Paragraph 3 explains how the class will check the results.
2	Which detail is most useful for choosing the garden location? Why?	The sunny fence area is useful because flowering plants need several hours of sunlight each day.
3	Which sentence in paragraph 2 does not support the garden plan?	"A bird feeder would look nice, but it is not needed for the garden plan."
4	Why are the weekly counts more useful than the color of the chart paper?	The counts show whether the garden is attracting pollinators. The chart paper color does not change the counts.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. Goal: Our class will make a paper-recycling box near the door. 2. Steps: We will label the box and empty it into the school recycling bin every Friday. 3. Check: We will count the pages collected each week. The totals will show whether the box helps us recycle more paper.

Accept any clear three-part plan that has a goal, useful steps, and a way to check results. Details should connect to the project and should not be unrelated decorations or ideas.