

Garden Ideas Grow

See how specific details build a strong writing idea.

4.11.B.ii “developing an engaging idea with relevant details;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the one sentence that most clearly tells what the writer wants to do. Circle three details that explain why the idea would matter, then number them 1, 2, and 3 in the order they appear.

Bring Butterflies Back

- ① Our schoolyard has a wide patch of grass beside the soccer field, but it does little for butterflies. I think our class should turn part of that patch into a small pollinator garden. A garden with milkweed, purple coneflowers, and shallow water dishes could give insects food and a place to rest. It could also make recess walks more interesting.
- ② Monarch caterpillars eat milkweed leaves, so planting milkweed would help them find the food they need. Coneflowers bloom with nectar that bees and butterflies drink. We could place smooth stones in a low dish of water, allowing small insects to sip without falling in. These choices would create a useful habitat, not just a pretty row of flowers.
- ③ Students could help measure the garden beds, spread soil, and make plant labels. The science club could track which insects visit each week and share its findings during morning announcements. Families might donate seeds or help water the plants during dry weeks. By spring, the empty grass patch could become a living place for study, care, and discovery.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What change does the writer want the class to make?

2 Name two details that support the garden plan. Explain how each detail helps insects.

3 Copy the sentence that shows a job students could do to help create the garden.

4 Why is the detail about the science club relevant to the writer's plan?

3 YOUR TURN _____ Your own words

Choose one small change that would improve your school or neighborhood. Write a four-sentence proposal: state your idea in the first sentence, then develop it with three specific details that explain what people could do, use, or learn.

PART 1 • READ AND MARK

Underline the one sentence that most clearly tells what the writer wants to do. Circle three details that explain why the idea would matter, then number them 1, 2, and 3 in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What change does the writer want the class to make?	Turn part of the grassy patch beside the soccer field into a small pollinator garden.
2	Name two details that support the garden plan. Explain how each detail helps insects.	Milkweed gives monarch caterpillars food, and coneflowers provide nectar for bees and butterflies. Accept the water dish with smooth stones as another correct detail because it lets insects drink safely.
3	Copy the sentence that shows a job students could do to help create the garden.	Students could help measure the garden beds, spread soil, and make plant labels.
4	Why is the detail about the science club relevant to the writer's plan?	It shows that students could study and track the insects that visit the garden, making the garden useful for learning.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add a book-sharing box near the front entrance. A weatherproof box with two shelves would keep donated books dry and easy to sort. Student volunteers could check the box each Friday and place books for younger and older readers on separate shelves. Families could take a book, leave a book, and help more children find stories to read.

Accept answers that identify the proposed garden and connect details to food, water, shelter, student participation, or learning. For the writing task, accept any focused improvement idea supported by three specific, relevant details.