

Pollinator Power

Identify how an informational writer builds a clear central idea.

4.12.B "compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states the central idea. Number three details that explain ways people can help pollinators.

Helping Pollinators

- ① Pollinators help many flowering plants make seeds and fruit. As they move from flower to flower, bees, butterflies, bats, and some birds carry tiny grains of pollen. Pollen must reach another flower of the same kind for many plants to make seeds. Without pollinators, people would have fewer apples, pumpkins, and almonds to eat each year.
- ② A community garden can welcome pollinators by planting several kinds of flowers. Flowers with different shapes and bloom times offer food during more months of the year. Gardeners can also leave a small patch of bare soil for ground-nesting bees. They should avoid spraying pesticides when possible because these chemicals can harm helpful insects too.
- ③ Even a balcony pot can become a useful stop for a pollinator. A student might grow native flowers that suit the local climate, then watch which visitors arrive. Keeping a simple chart of flower colors and visiting animals can reveal patterns. By providing food and safe places to rest, people can help pollinators continue their important work.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the central idea of the passage?

2 Write two details from the passage that support the central idea.

3 How does the writer organize the information in the three paragraphs?

4 Why does the writer name apples, pumpkins, and almonds in the first paragraph?

3 YOUR TURN _____ Your own words

Write a three-paragraph informational text about an animal that changes its habitat. State a clear central idea, include at least three accurate facts, use precise words, and end by explaining why the animal's work matters.

PART 1 • READ AND MARK

Underline the sentence that states the central idea. Number three details that explain ways people can help pollinators. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the central idea of the passage?	Pollinators are important, and people can help them by providing food and safe places to live or rest.
2	Write two details from the passage that support the central idea.	Answers may include planting several kinds of flowers, choosing flowers with different bloom times, leaving bare soil for ground-nesting bees, avoiding pesticides, or growing native flowers.
3	How does the writer organize the information in the three paragraphs?	The first paragraph explains why pollinators matter, the second gives community garden actions, and the third gives a small-scale action and ending.
4	Why does the writer name apples, pumpkins, and almonds in the first paragraph?	The examples make the importance of pollinators clear and concrete by showing foods people might have less of.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Beavers can change a small stream by building dams from branches, mud, and stones. A dam slows moving water. The water can spread into a pond behind the dam. Beaver ponds can provide homes for fish, frogs, and water birds. The slower water may also soak into nearby soil. Plants can grow along the wet edges of the pond. People who see a beaver dam should give the animals space. Beavers are important engineers because their building changes the water and creates habitat for other living things.

Accept central ideas that include both pollinator importance and ways people can help. For the writing task, accept accurate animal facts organized around one clear idea, with details and an ending that explains importance.