

Monarch Messages

Compare how different sources present the same topic.

6.6.B “write responses that demonstrate understanding of texts, including comparing sources within and across genres;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail in each source that shows its main message, circle words that reveal the source's genre or purpose, and number matching or connected ideas across the sources.

Three Views of Monarchs

- ① Source A, a science-news article: Each fall, eastern monarch butterflies fly south to mountain forests in central Mexico. The same butterflies cannot make the full return trip in spring. Instead, they lay eggs along the route, and later generations continue north. Monarch caterpillars eat milkweed leaves, so planting native milkweed can provide needed food. Scientists track tagged monarchs to learn which routes the insects use and how weather affects their travel during their long migration.
- ② Source B, a journal entry: I spotted a monarch on the milkweed beside our apartment building today. Its orange and black wings opened and closed like tiny fans. I wondered where it would travel. Our class planted this patch in May, and now I want to protect it. I will ask the caretaker not to cut the stems until spring. When the wind lifted, it rose over the sidewalk, and I felt as if our small patch had become part of a much larger journey.
- ③ Source C, a community flyer: Help Monarchs at Home. Choose native milkweed and nectar flowers for a sunny spot. Do not spray insecticides on the plants, because they can harm caterpillars and other insects. Leave some fallen leaves in a corner of the yard, where many insects can shelter. This flyer does not describe one butterfly's trip. Instead, it gives steps families can take to make a safer habitat for monarchs and other pollinators near their homes.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Sources A and B both connect monarchs with milkweed? Use one detail from each source.

2 Compare the purposes of Sources B and C. What does each source want the reader to think, feel, or do?

3 Which source gives the clearest explanation of monarch migration? Explain why it is more useful than the other sources for that purpose.

4 How are Sources A and C alike and different in the way they present ways to help monarchs?

3 YOUR TURN _____ Your own words

Write a four-sentence response comparing how any two sources develop the topic of monarchs. Name the genres, include one accurate detail from each source, and explain which source would be more useful for a specific purpose.

PART 1 • READ AND MARK

Underline one detail in each source that shows its main message, circle words that reveal the source's genre or purpose, and number matching or connected ideas across the sources. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Sources A and B both connect monarchs with milkweed? Use one detail from each source.	Source A explains that monarch caterpillars eat milkweed leaves and that native milkweed provides food. Source B describes a monarch resting on milkweed in a patch the class planted.
2	Compare the purposes of Sources B and C. What does each source want the reader to think, feel, or do?	Source B shares a person's observation and feeling of connection to a monarch. Source C tells families actions they can take to help monarchs and other pollinators.
3	Which source gives the clearest explanation of monarch migration? Explain why it is more useful than the other sources for that purpose.	Source A is most useful because it explains that monarchs fly to central Mexico, lay eggs on the return route, and later generations continue north. The other sources focus on one observation or ways to help.
4	How are Sources A and C alike and different in the way they present ways to help monarchs?	Both connect native milkweed with helping monarchs. Source A explains why milkweed matters and includes scientific information, while Source C gives direct instructions for families.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Sources A and C both explain ways people can help monarchs. Source A uses a science-news style to explain that caterpillars eat milkweed and that scientists track monarch routes. Source C uses a flyer format to tell families to plant native milkweed, nectar flowers, and avoid insecticides. Source A is more useful for learning how migration works, while Source C is more useful for planning an action at home.

Accept equivalent comparisons supported by accurate details from the sources. For the open response, look for a clear comparison of two genres, one correct detail from each source, and a reasonable explanation of usefulness.