

Ideas Take Shape

Use writing and visuals to share a community idea.

3.15.E “create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the names of the materials Maya created, then circle one detail that tells what each material helps people understand.

Maya's Reading Spot

- ① At Oak Street School, Maya wanted the playground to have a quieter place for reading. She made a small flyer to share her idea. The flyer had the heading “Read in the Shade” and two short sentences. It told students that a bench under the big oak tree could be a reading spot. It also asked them to bring a book during recess.
- ② Next, Maya drew a simple map of the playground. She used a rectangle for the school building, a circle for the oak tree, and a small box for the bench. An arrow pointed from the building to the tree. Maya added labels so people could tell what each shape meant. Her map showed where the reading spot would be.
- ③ Finally, Maya made a three-part idea organizer. In the first part, she wrote “Problem” and explained that the sunny playground felt noisy. In the second part, “Plan,” she listed the bench, tree, and books. In the last part, “Help,” she wrote that students could donate books and ask the principal for a bench. These materials helped Maya explain her idea clearly.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which written material tells students what to do during recess? What does it ask them to do?

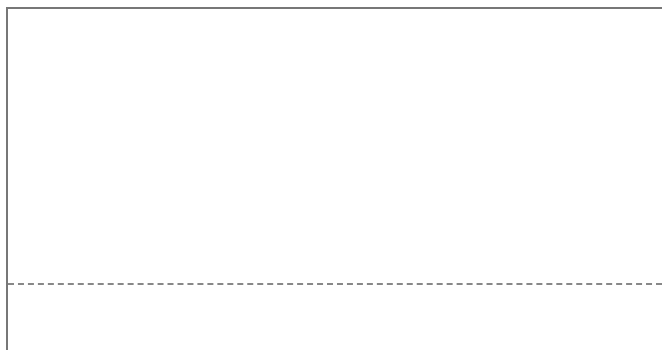
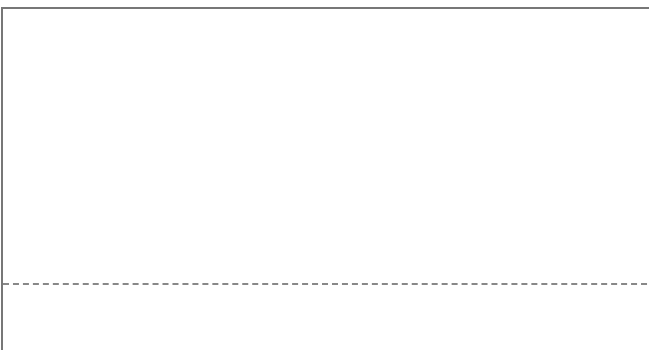
2 Name two features on Maya's map that help show where the bench should go.

3 Which part of the organizer gives ways that people can support Maya's idea? Write one way from that part.

4 How do the flyer, map, and organizer work together to explain Maya's idea?

3 YOUR TURN _____ Your own words

Create a two-panel proposal for one change that would make recess better. In Panel 1, draw a labeled sketch of your idea. In Panel 2, write two sentences that tell what the change is and how it would help students.

	
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PART 1 • READ AND MARK

Underline the names of the materials Maya created, then circle one detail that tells what each material helps people understand. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which written material tells students what to do during recess? What does it ask them to do?	The flyer. It asks students to bring a book during recess.
2	Name two features on Maya's map that help show where the bench should go.	The shapes for the school building, oak tree, and bench, the arrow from the building to the tree, and the labels are acceptable.
3	Which part of the organizer gives ways that people can support Maya's idea? Write one way from that part.	The "Help" part. Students could donate books or ask the principal for a bench.
4	How do the flyer, map, and organizer work together to explain Maya's idea?	The flyer shares the reading-spot idea and asks students to act. The map shows the location, and the organizer explains the problem, plan, and help needed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Sketch labels: Quiet corner, book bin, three cushions. Our quiet corner would have cushions and a book bin near the playground fence. It would give students a calm place to read during recess.

Accept reasonable underlining of flyer, map, and organizer, with circled details connected to each material's purpose. For the open task, accept any sensible labeled sketch and two sentences that name a recess change and explain a benefit.