Plan It Clearly

Organize details so an audience can follow your ideas.

5.R.1.E "Organize and share information orally, in writing, or through visual display."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the display's goal, circle its three section names, and draw a box around one detail that shows each way information is shared: speaking, writing, and visuals.

A Wetland Display

1 At Maple Grove School, fifth graders built a hallway display about local wetlands. Their goal was to help visitors understand why wetlands matter. First, the group chose three sections: animals, water, and protection. Each section answered one clear question. This plan kept facts from being scattered. It also helped students decide which facts belonged together before they wrote labels or made pictures.

2 For the animals section, Maya placed a large photo of a heron at the top. Under it, she added short captions about frogs, turtles, and insects. In the water section, Eli drew arrows to show how wetland plants slow moving water. A small chart compared the number of bird species seen in spring and winter. The visual choices made the information easier to notice quickly.

3 On opening day, students shared the display with younger classes. Jordan introduced the topic and explained the three sections. Then Maya and Eli each described the part they had created, using the display as a guide. At the end, visitors received a one-page handout with three ways to protect wetlands, such as keeping trash out of storm drains. Speaking, writing, and visuals gave visitors several ways to learn.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the students organize the facts in their display?

2. Which visual showed how wetland plants affect moving water?

3. How did the students move from a general introduction to specific details when they spoke to visitors?

4. What written item could visitors take with them, and what information did it give?

3 YOUR TURN

Your own words

Create a plan for a mini display that teaches classmates about a school topic, such as saving energy or playground safety. Write a title, three section headings with one detail under each, name one visual, and write two sentences you would say to introduce the display.

ANSWER KEY

Plan It Clearly

GRADE 5 · 5.R.1.E

PART 1 · READ AND MARK

Underline the display's goal, circle its three section names, and draw a box around one detail that shows each way information is shared: speaking, writing, and visuals. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the students organize the facts in their display?	**They grouped the facts into three sections: animals, water, and protection.**
2	Which visual showed how wetland plants affect moving water?	**Eli drew arrows to show that wetland plants slow moving water.**
3	How did the students move from a general introduction to specific details when they spoke to visitors?	**Jordan introduced the topic and the three sections first. Then Maya and Eli described the parts they created.**
4	What written item could visitors take with them, and what information did it give?	**Visitors received a one-page handout with three ways to protect wetlands.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Save Energy at School Lights: Turn off lights in empty rooms. Devices: Shut down classroom tablets when the day ends. Heating and Cooling: Keep doors closed when heating or air conditioning is on. Visual: A bar graph showing electricity use before and after a lights-off week. Our display shows simple ways our school can use less energy. We organized the ideas into lights, devices, and heating and cooling.

Accept any marking that follows this job and points at the right text. Accept answers that accurately describe the passage's organization and sharing methods, using different wording if needed. For the open task, accept any appropriate topic with a clear title, three organized sections, a fitting visual, and exactly two introductory sentences.