Garden Ideas Grow

Study how a model text builds one central idea with organized evidence.

6.W.2.A.ii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Establishing a central idea incorporating evidence and maintaining an organized structure to fit..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the central idea, circle three evidence details, and box the words First, Next, and Finally to see how the writer organizes the ideas.

Why a Schoolyard Needs Native Plants

(1) Adding native plants to a schoolyard can make the space more useful for people and wildlife. Native plants are species that grow naturally in a region. Because they are adapted to local conditions, they often need less extra water after their roots are established. A small native garden near a walkway could give students a place to observe living things while also improving the school grounds during science class or at recess.

(2) The garden could support many insects that pollinate flowering plants. Bees, butterflies, and other pollinators visit flowers for nectar, pollen, and shelter. Some insects also depend on particular native plants as places to lay eggs or as food for young. By choosing several plant species that bloom at different times, the school could offer food across more of the growing season. These details show why native plants can help local wildlife nearby each season.

(3) Native gardens can also help manage rainwater. When rain falls on bare soil or pavement, water can move quickly into drains. Plant roots hold soil in place, and the soil around them can absorb some water. First, the garden benefits students and the schoolyard. Next, it supports pollinators. Finally, it can improve the way the grounds handle rain. This order keeps the explanation focused on one central idea: native plants are a worthwhile addition to a schoolyard.

2 ANSWER WITH EVIDENCE

Use the passage

1. What central idea does the writer state about native plants in a schoolyard?

2. Write two details from paragraph 2 that support the idea that native plants help wildlife.

3. How does paragraph 3 add a new supporting reason while staying connected to the central idea?

4. What do the words First, Next, and Finally help the reader understand?

3 YOUR TURN

Your own words

Choose one improvement for your school that you know about. Plan a three-paragraph informational piece in the table: state a central idea in paragraph 1, then give a different supporting reason and accurate detail in paragraphs 2 and 3.

PARAGRAPH	MAIN POINT	SUPPORTING EVIDENCE OR DETAIL

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PART 1 · READ AND MARK

Underline the sentence that states the central idea, circle three evidence details, and box the words First, Next, and Finally to see how the writer organizes the ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What central idea does the writer state about native plants in a schoolyard?	**Native plants are a worthwhile addition to a schoolyard.**
2	Write two details from paragraph 2 that support the idea that native plants help wildlife.	**Pollinators visit flowers for nectar, pollen, and shelter. Some insects depend on particular native plants to lay eggs or to feed their young.**
3	How does paragraph 3 add a new supporting reason while staying connected to the central idea?	**It explains that native gardens can help manage rainwater, then shows how roots hold soil and surrounding soil absorbs some water. This is another benefit of adding native plants.**
4	What do the words First, Next, and Finally help the reader understand?	**They signal the order of the writer's three reasons: benefits for students and the schoolyard, support for pollinators, and help with rainwater.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

PARAGRAPH	MAIN POINT	SUPPORTING EVIDENCE OR DETAIL
Paragraph 1	The school should add more water refill stations.	Refill stations make it easier for students to refill reusable bottles.
Paragraph 2	Refill stations can reduce plastic waste.	A reusable bottle can be filled many times instead of using a new single-use bottle each time.
Paragraph 3	Refill stations can help students stay hydrated.	Students can get drinking water during the day without needing to buy a bottled drink.

Accept any logical three-paragraph plan with a clear central idea and two distinct supporting reasons. Supporting details should be accurate, specific, and connected to the stated school improvement.