# Buzzing With Evidence

Read a model report, then plan one of your own.

**4.LF.42** "Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the report's main idea, circle one detail from each of two different sources, and number the three main points in the order the speaker presents them.

### Why a Bee's Visit Matters

1. Have you ever watched a bee disappear inside a flower? Today I will explain why that tiny visit matters to a garden. First, a bee lands on a flower to gather nectar and pollen. According to the U.S. Department of Agriculture, bees carry pollen between flowers. This movement helps many plants make seeds and fruit. One small visitor can help a garden grow.

2. Next, I checked that information in our school garden. On Tuesday, I watched a fuzzy bee visit three purple flowers in less than a minute. Yellow pollen clung to its legs. Our gardener, Ms. Lee, told me she often sees bees on the squash blossoms in the morning. Her words and my notes add real garden examples to the facts from the department.

3. Finally, here is what these sources show together. The department explains how pollen moves, while my notes and Ms. Lee's words show bees visiting flowers nearby. I cannot tell whether one bee made a particular fruit, but I can see why its visits matter. When I share this report aloud, I will pause after each main point, speak loudly enough for the back row to hear, and say each word clearly.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker explain the department's fact before sharing garden notes?

2. What fact comes from the U.S. Department of Agriculture, and how does it support the report's main idea?

3. How do the speaker's notes and Ms. Lee's words work together to support the report?

4. Name two speaking choices the speaker plans to make. How could each choice help listeners?

## 3 YOUR TURN

Your own words

Write a five- or six-sentence mini-report about a place or activity you know well. State your main idea first, use details from two sources you can name, put your points in order, and end by telling how you will speak so listeners can follow.

ANSWER KEY

# Buzzing With Evidence

GRADE 4 · 4.LF.42

## PART 1 · READ AND MARK

Underline the report's main idea, circle one detail from each of two different sources, and number the three main points in the order the speaker presents them. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Why does the speaker explain the department's fact before sharing garden notes? | **The fact explains how bees help plants. The garden notes then give a nearby example of bees visiting flowers.** |
| 2 | What fact comes from the U.S. Department of Agriculture, and how does it support the report's main idea? | **Bees carry pollen between flowers. This helps many plants make seeds and fruit, showing why bee visits matter to a garden.** |
| 3 | How do the speaker's notes and Ms. Lee's words work together to support the report? | **The notes describe a bee visiting purple flowers, and Ms. Lee reports seeing bees on squash blossoms. Both give examples of bees visiting garden flowers.** |
| 4 | Name two speaking choices the speaker plans to make. How could each choice help listeners? | **Pausing after each main point helps listeners follow the order. Speaking loudly enough helps the back row hear.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class cares for its seedlings by checking the soil before watering. First, our science teacher, Mr. Chen, told us that roots need both water and air. Next, I felt the soil in our seedling cup on Monday, and it was still damp. I waited until it felt dry before adding water on Wednesday. Mr. Chen's advice and my observation explain why I did not water the seedlings every day. When I present this report, I will pause between points and say each word clearly.

Accept other details that accurately identify the report's sources and explain how each supports the main idea. In Part 3, look for an ordered report with details from two named sources and a specific plan for speaking clearly.