

One Garden, Three Voices

See how purpose changes the words a writer chooses.

CCSS.ELA-Literacy.CCRA.R.6 "Assess how point of view or purpose shapes the content and style of a text."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In each paragraph, circle one clue that shows who is speaking or why the text was written. Underline one word or phrase whose style fits that purpose.

The Library Pollinator Bed

- ① **Community Garden Flyer:** This Saturday, bring your family to plant flowers beside the library. Choose native plants, such as coneflowers and bee balm, which provide nectar and pollen for many insects. Bees move pollen between flowers, helping plants make seeds and fruit. Our new pollinator bed needs small hands, trowels, and watering cans. Meet at 10:00 a.m. near the south entrance. Together, we can turn an empty strip of grass into a busy, bright habitat.
- ② **Journal Entry:** I used to hurry past the bare patch by the library because it looked dull. Today, I helped dig holes for purple coneflowers. A fuzzy bumblebee landed so close that I stopped moving. I knew bees carried pollen, but I had never watched one work from flower to flower. When we finished, the garden was still small, yet it felt like a beginning. I hope people notice it and decide that even a tiny space can matter.
- ③ **Field Note:** At 10:15 a.m., a volunteer observed three bumblebees visiting the new flower bed during five minutes. The insects visited open coneflowers more often than unopened buds. This observation does not show whether the garden will increase the local bee population. However, flowers can supply food for pollinators, and repeated observations could show which plants bees use most. To collect stronger evidence, volunteers should record the date, weather, bee types, and number of visits each week.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Who is the flyer written for, and what does it want those readers to do? Name two style choices that support its purpose.

- 2 What point of view does the journal entry use? How does that point of view shape the way the writer describes the garden?

- 3 What is the purpose of the field note? Give two details that show its careful, scientific style.

- 4 How does the journal entry's purpose differ from the field note's purpose? Explain how this difference changes the language in each paragraph.

3 YOUR TURN Your own words

Write two short, two-sentence texts about the library pollinator bed. Write one as an invitation for families to help, then write one as a field note recording a bee observation. Make each text sound right for its purpose.

PART 1 • READ AND MARK

In each paragraph, circle one clue that shows who is speaking or why the text was written. Underline one word or phrase whose style fits that purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the flyer written for, and what does it want those readers to do? Name two style choices that support its purpose.	It is written for community members and families, and it asks them to help plant the garden. Direct commands such as “bring your family” and “meet at 10:00 a.m.”, plus upbeat words such as “busy, bright habitat,” support the invitation.
2	What point of view does the journal entry use? How does that point of view shape the way the writer describes the garden?	It uses first person, the volunteer’s personal point of view. The writer shares feelings and close experiences, such as seeing a “fuzzy bumblebee” and feeling that the garden was “a beginning.”
3	What is the purpose of the field note? Give two details that show its careful, scientific style.	Its purpose is to record an observation and explain what more evidence is needed. It gives a time and count, “At 10:15 a.m.” and “three bumblebees,” and it cautiously states that one observation does not show whether the bee population will increase.
4	How does the journal entry's purpose differ from the field note's purpose? Explain how this difference changes the language in each paragraph.	The journal entry shares a personal experience and hopes about the garden, so it uses emotional, descriptive language. The field note records evidence, so it uses measured facts, numbers, and cautious language about what the observation cannot prove.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Invitation: Join us after school on Friday to plant flowers beside the library. Bring a trowel and help make a colorful food stop for pollinators. Field Note: At 3:30 p.m., two bumblebees visited the coneflowers in four minutes. More observations are needed to learn whether bees visit the bed at other times of day.

Accept equivalent evidence from the passage when students correctly connect audience, point of view, or purpose to language choices. For the open task, look for a welcoming, action-focused invitation and an objective field note with a specific observation and careful wording.