One Garden, Three Texts

Notice how text type changes the details a writer uses.

3.P.AC.3.b "Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In each paragraph, number one detail that helps you identify the kind of text it is. In the margin, name that kind of text.

After the Rain

1. On Tuesday, third graders at Maple School measured 18 millimeters of rain in the school garden. The rain filled the collection barrel near the shed. Science teacher Ms. Ortiz said the water will be used for bean plants later this week. No garden beds were damaged. The garden club will check the soil again on Thursday.

2. I was worried when dark clouds rolled over our garden after lunch. Then I watched raindrops bounce off the big sunflower leaves. I felt relieved when the beds did not wash away. My shoes got muddy, but I did not care. I hope the beans grow tall now that the barrel has more water for us.

3. After a rainy day, visit the garden with an adult. First, look for puddles beside the paths. Next, touch the soil in one bed with one finger. If the soil feels soggy, do not water the plants. Last, check that the barrel lid is closed. Write your observations in the garden notebook before you leave.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which paragraph was written to report what happened? Give two details that show this.

2. Which paragraph was written to share one person's experience? What information does it include that a report might leave out?

3. Which paragraph is meant to help someone do a task? Give two features or details that fit that purpose.

4. The barrel is mentioned in all three paragraphs. How does the information about the barrel change to fit each kind of text?

3 YOUR TURN

Your own words

Write a two-sentence news report and a two-sentence diary entry about a lost-and-found table at school. In the report, include who, what, or when. In the diary entry, include a first-person thought or feeling.

ANSWER KEY

One Garden, Three Texts

GRADE 3 · 3.P.AC.3.b

PART 1 · READ AND MARK

In each paragraph, number one detail that helps you identify the kind of text it is. In the margin, name that kind of text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which paragraph was written to report what happened? Give two details that show this.	**Paragraph 1. It gives a measured amount of rain and reports information from Ms. Ortiz, the garden beds, and the garden club.**
2	Which paragraph was written to share one person's experience? What information does it include that a report might leave out?	**Paragraph 2. It includes the writer's feelings, such as being worried and relieved, and personal details about muddy shoes and hopes for the beans.**
3	Which paragraph is meant to help someone do a task? Give two features or details that fit that purpose.	**Paragraph 3. It uses ordered steps such as First, Next, and Last, and it tells the reader what to do, such as check the barrel lid and write observations.**
4	The barrel is mentioned in all three paragraphs. How does the information about the barrel change to fit each kind of text?	**Paragraph 1 reports that rain filled the barrel. Paragraph 2 connects the fuller barrel to the writer's hope for the beans. Paragraph 3 tells the reader to check that the barrel lid is closed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

News Report: On Friday, Maple School opened a lost-and-found table outside the cafeteria. Students found coats, water bottles, and lunch boxes during recess. Diary Entry: I was happy when I spotted my blue hat on the table. I had looked for it all week, and I felt less worried.

Accept equivalent genre names, such as article or report, personal diary, and directions or instructions. For the open task, check that the report gives event details and the diary includes a personal point of view or feeling.