Garden Voices

Use clues about the writer and readers to understand a point of view.

3.P.ST.2.b "Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show who is speaking, circle words that show who the writer is talking to, and number the sentences that state the writer's view. These clues help you figure out why the writer made these choices.

Why Our Garden Matters

1. Our class turned an empty corner of the playground into a small garden. I helped carry bags of soil, and my hands got muddy. At first, I thought the work would be too hard. Then I saw tiny green bean shoots push through the dirt. Now I think every class should have a chance to grow something.

2. I am writing this for students who pass our garden at recess. You may notice wooden signs by the plants. Please read them and stay on the path, so young stems do not break. If you want to help, ask your teacher about watering days. Our garden needs careful helpers, not people who rush past it.

3. Some adults may see the garden as a place that takes time and money. As a student gardener, I see more than that. The garden gives us a calm place to observe insects, measure plants, and share jobs. When we pick beans, we can taste food we grew ourselves. That is why I believe the garden is worth caring for.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is most likely telling this text? Give one clue from the passage.

2. Who is the writer trying to speak to? What words show this?

3. What is the writer's point of view about the garden? Use one detail to explain.

4. How does the writer's role as a student affect the way the garden is described?

3 YOUR TURN

Your own words

Imagine you are a student writing a note to classmates about adding a quiet reading corner to your classroom. Write exactly 3 sentences that make clear who you are, who you are speaking to, and your point of view. Give one reason for your view.

ANSWER KEY

Garden Voices

GRADE 3 · 3.P.ST.2.b

PART 1 · READ AND MARK

Underline words that show who is speaking, circle words that show who the writer is talking to, and number the sentences that state the writer's view. These clues help you figure out why the writer made these choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is most likely telling this text? Give one clue from the passage.	**A student gardener is telling it. The writer says, "As a student gardener," and describes helping the class garden.**
2	Who is the writer trying to speak to? What words show this?	**The writer is speaking to students who pass the garden at recess. The writer says, "I am writing this for students" and uses "you."**
3	What is the writer's point of view about the garden? Use one detail to explain.	**The writer believes the garden is worth caring for because it helps students observe insects, measure plants, share jobs, and grow food.**
4	How does the writer's role as a student affect the way the garden is described?	**The student focuses on learning, helping, and tasting beans, while noting that adults may focus on time and money.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

As a student who likes to read, I think our class needs a quiet reading corner. Classmates, you could use it to enjoy a book when your work is finished. A soft space with books would help us focus and choose reading more often.

Accept answers that identify the student gardener as the author, students at recess as the main audience, and a positive view of the garden supported by passage details. For Part 3, accept any exactly three-sentence response with a clear student role, classmate audience, opinion, and reason.