Garden Voices

Trace how an author connects sources, experience, and audience response.

4.P.EICC.2 "Engagement & Intention: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show the author's audience or invite a response. Circle each connection to another text or a real-life experience, and number the circled connections 1, 2, and 3 to show how the author builds an idea with readers.

A Courtyard Garden Note

(1) Dear students and families, our courtyard has empty soil near the fence. I am writing to ask you to help choose native plants for that space. Native plants are plants that grow naturally in a region. They can provide food and shelter for local insects and birds. As you read, think about which plants might make our schoolyard more welcoming.

(2) In our class article, "Homes for Pollinators," we learned that bees move pollen from flower to flower. That idea connects to the empty courtyard because flowers could give bees a place to visit. Our science notebook chart also showed that the sunny fence area gets six hours of sunlight. Together, the article and chart suggest that sun-loving native flowers could fit this spot.

(3) Last Saturday, I visited the city garden with my aunt, who grows milkweed for monarch butterflies. I noticed bees landing on purple flowers there. This real-life visit supports what we read, but it also makes me wonder which native plants grow best at our school. Please share your ideas on the library response board so our garden team can learn from you.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer speaking to in the first paragraph, and what choice does the writer want them to help make?

2. How does the writer use the class article and the science notebook chart together to support the garden idea?

3. What did the writer observe at the city garden, and how does that observation connect to the class article?

4. How does the final sentence create a dialogue between the writer and the audience?

3 YOUR TURN

Your own words

Write a three-sentence note to a school audience about one improvement you want at school. Name your audience, connect your idea to one text you have read and one real-life observation or experience, and ask readers to respond.

ANSWER KEY

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GRADE 4 · 4.P.EICC.2

PART 1 · READ AND MARK

Underline words that show the author's audience or invite a response. Circle each connection to another text or a real-life experience, and number the circled connections 1, 2, and 3 to show how the author builds an idea with readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer speaking to in the first paragraph, and what choice does the writer want them to help make?	**The writer is speaking to students and families and wants them to help choose native plants for the courtyard.**
2	How does the writer use the class article and the science notebook chart together to support the garden idea?	**The article explains that bees visit flowers, and the chart shows that the area is sunny. Together, they suggest that sun-loving native flowers could grow there and help bees.**
3	What did the writer observe at the city garden, and how does that observation connect to the class article?	**The writer saw bees landing on purple flowers. This supports the article's idea that bees move from flower to flower.**
4	How does the final sentence create a dialogue between the writer and the audience?	**The writer asks readers to share ideas on the response board so the garden team can learn from them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear principal, our class should add a quiet reading corner near the library windows. In the article "Choosing a Reading Spot," we learned that readers focus better when distractions are low, and I noticed that students often search for a calm place during indoor recess. Could you ask students to share which books and seats would help them use the corner?

Accept equivalent descriptions of the audience, source connections, and invitation to respond. For Part 3, look for a clear audience, a connection to a text, a connection beyond the text, and a request that invites a response.