Three Views, One Garden

How a role, audience, and moment shape a message.

4.T.C.2 "Authors & Speakers: Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each author or speaker's name, circle words that show that person's role or situation, and number the main viewpoint in each paragraph so you can compare the messages.

Rainy Garden Plans

1. On Monday morning, rain soaked Lincoln Elementary's garden beds. Ms. Ortiz, the science teacher, wrote a message in the school newsletter. She explained that the garden would close for two days because the wet soil could be damaged. Writing for families who needed clear plans, she used a calm, practical voice. She also asked adults to send rain boots on Thursday, when students could check the beds.

2. That afternoon, Jayden Lee recorded a short video for the student news channel. He said he felt disappointed because his class had planned to measure bean plants that day. Still, Jayden told students not to enter the garden. As a fourth grader speaking to classmates, he used friendly words and suggested drawing the plants from the classroom window instead.

3. Two days later, Mr. Chen, a nearby gardener, posted a letter on the community website. He praised the closing because walking on muddy beds presses soil tightly around plant roots. Unlike Jayden, he was not worried about missing one lesson. As an experienced gardener writing after the rain, Mr. Chen focused on protecting the plants and offered to help students loosen the soil when it dried.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which author wrote for families who needed clear plans? How did that audience affect the message?

2. How does Jayden's viewpoint about the garden closing differ from Mr. Chen's viewpoint?

3. Why do Ms. Ortiz and Mr. Chen both support closing the garden, even though they have different roles?

4. How did Jayden's audience and situation shape the way he spoke in his video?

3 YOUR TURN

Your own words

Write two two-sentence messages about the garden reopening, one from a student and one from a gardener. In each message, show what the speaker cares about and use words that fit that speaker's audience and situation.

ANSWER KEY

Three Views, One Garden

GRADE 4 · 4.T.C.2

PART 1 · READ AND MARK

Underline each author or speaker's name, circle words that show that person's role or situation, and number the main viewpoint in each paragraph so you can compare the messages. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which author wrote for families who needed clear plans? How did that audience affect the message?	**Ms. Ortiz wrote for families. She gave clear information about the two-day closing, rain boots, and when students could check the beds.**
2	How does Jayden's viewpoint about the garden closing differ from Mr. Chen's viewpoint?	**Jayden feels disappointed about missing the bean-plant measurement. Mr. Chen supports the closing because he is focused on protecting plant roots and soil.**
3	Why do Ms. Ortiz and Mr. Chen both support closing the garden, even though they have different roles?	**Ms. Ortiz wants to prevent damage to wet soil and give families a plan. Mr. Chen wants to protect the soil and plant roots from being pressed tightly.**
4	How did Jayden's audience and situation shape the way he spoke in his video?	**He was a fourth grader speaking to classmates after a canceled activity, so he used friendly words and suggested a classroom-window drawing activity.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Student message: Classmates, the garden is open again, and I cannot wait to measure our bean plants. Let's bring our notebooks so we can record what changed after the rain. Gardener message: Neighbors, please stay on the path while the beds finish drying. I will show volunteers how to gently loosen the soil around the roots.

Accept answers that connect each message to the author or speaker's role, audience, and reason for writing. For the open task, accept varied wording if each two-sentence message clearly shows a different perspective and fits its speaker.