Same Test, Different Talk

Compare how a speaker changes her words for different listeners.

L.4.3.c "Differentiate between academic and non-academic discourse patterns based on context."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two places in Maya's group report that help listeners follow the test, and circle two places in her call that sound like a chat with family, so you can compare how she speaks in each setting.

Maya Tells It Two Ways

1. Maya's class tested two patches of soil behind the school. They poured one cup of water on each patch, then checked how far the water sank after ten minutes. Maya needed to tell her science group what happened. Later, she wanted to tell her cousin Nia about the same test. She chose different words and a different order for each conversation.

2. At the group meeting, Maya read from her notes: "First, we poured one cup of water onto each patch. After ten minutes, the water had sunk four centimeters in the sandy patch and one centimeter in the clay patch. These results suggest that water moved through the sandy soil more quickly." Her classmates could follow her steps and compare the measurements.

3. That afternoon, Maya called Nia and said, "Guess what? The sandy dirt drank up the water fast! The clay patch was so slow. You should have seen it!" Nia laughed and asked if they could test the garden at home. Maya's call did not list every step or number. She wanted to share the surprising moment with someone who was not at school.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Maya say “First” in her group report but not in her call to Nia?

2. Which words in the group report help classmates compare the two patches? Why do those words fit a science meeting?

3. What words in Maya's call invite Nia to react? Why do they fit a family chat?

4. Why does “The sandy dirt drank up the water fast!” fit the call better than the science report? Use a detail from the report in your answer.

3 YOUR TURN

Your own words

Imagine a paper bridge you made held eight blocks before it bent. Write two sentences about this event, one for a class report and one for a friend. Label each sentence and choose words that fit its listener.

ANSWER KEY # Same Test, Different Talk

PART 1 · READ AND MARK

Underline two places in Maya's group report that help listeners follow the test, and circle two places in her call that sound like a chat with family, so you can compare how she speaks in each setting. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Maya say "First" in her group report but not in her call to Nia?	**"First" helps the science group follow the steps in order. Maya's call focuses on sharing the surprising result.**
2	Which words in the group report help classmates compare the two patches? Why do those words fit a science meeting?	**"Four centimeters" and "one centimeter" give exact measurements for the classmates to compare.**
3	What words in Maya's call invite Nia to react? Why do they fit a family chat?	**"Guess what?" or "You should have seen it!" invites Nia to share Maya's excitement in a casual conversation.**
4	Why does "The sandy dirt drank up the water fast!" fit the call better than the science report? Use a detail from the report in your answer.	**"Drank up" is a playful way to share what happened with Nia. The report gives measurements, such as four centimeters in the sandy patch, instead.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Class report: The paper bridge held eight blocks before it bent. Friend: You won't believe it, my paper bridge held eight blocks before it drooped!

Accept other passage details that correctly show the difference between an ordered, precise report and a casual call. For Your Turn, look for two labeled sentences about the same result, with language suited to each listener.