Garden Words, Report Words

Keep the meaning while changing the language for your audience.

L.6.1.c "Recognize variations from General American English and implement strategies to improve expression in academic language."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one informal or regional expression in each of the four spoken comments. Number the expressions 1 to 4 in reading order so you can find them when you write report sentences.

Two Beds, One Report

1. At the school garden, Ms. Lee's class studied how mulch affects soil moisture. Each group checked two planting beds after a hot afternoon. One bed had a layer of wood chips, and the other had bare soil. Daria pushed a finger into the bare bed and found dry soil near the surface. She called to her group, "Y'all, this bed dries out fast." Her comment helped everyone notice the same result. The group planned to describe that observation in a report for the garden club.

2. The wood-chip bed felt cooler and slightly damp beneath its top layer. Mateo pointed to it and said, "We might could put mulch on the other bed." Then Nia checked the bare bed again and said, "That soil ain't staying damp." Their ideas mattered because the club had to decide how to care for the garden during warm weeks. The group did not yet know whether mulch was the only reason for the difference. They needed more measurements before making a strong claim.

3. Before writing, the students compared what they had seen with their notes. Both beds had received the same amount of water that morning, but they had taken only one afternoon's measurements. Daria added, "Those wood chips sure help the soil stay wet." In conversation, the group's words sounded natural and shared ideas quickly. For the club's report, the students wanted sentences that named materials clearly and avoided claims their evidence could not support. They could keep each speaker's meaning while choosing language suited to a school report.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who does “Y'all” address in Daria's first comment? Rewrite her comment as a sentence for the garden club's report.

2. Rewrite Mateo's suggestion for the report. Keep it a possibility, not a decision.

3. Rewrite Nia's observation as a report sentence. Name the bed instead of saying “that soil.”

4. Rewrite Daria's final comment for the report. Use a precise phrase instead of “stay wet,” and show that more evidence is needed.

3 YOUR TURN

Your own words

Think of an observation you made outside this garden. Write one sentence as you might say it to a friend, using an informal or regional expression you know. Then write one sentence for a school report that keeps your meaning and names the subject precisely.

ANSWER KEY

Garden Words, Report Words

GRADE 6 · L.6.1.c

PART 1 · READ AND MARK

Underline one informal or regional expression in each of the four spoken comments. Number the expressions 1 to 4 in reading order so you can find them when you write report sentences. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who does “Y'all” address in Daria's first comment? Rewrite her comment as a sentence for the garden club's report.	**It addresses Daria's group. Report sentence: The bare bed dried out quickly.**
2	Rewrite Mateo's suggestion for the report. Keep it a possibility, not a decision.	**The group could add mulch to the bare bed.**
3	Rewrite Nia's observation as a report sentence. Name the bed instead of saying “that soil.”	**The soil in the bare bed did not remain damp.**
4	Rewrite Daria's final comment for the report. Use a precise phrase instead of “stay wet,” and show that more evidence is needed.	**The wood chips may help the soil retain moisture.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Those puddles ain't drying up very fast. The puddles on the playground are drying slowly.

Accept report sentences that preserve each speaker's meaning and fit an academic audience. Treat regional expressions as appropriate in conversation, not as mistakes; the task is to choose language for a different audience.