Talk It or Report It?

Choose language that fits a friend or a classroom report

Name: _____ Date: _____

1. Read and Compare

A bean plant is growing in our class. Mia might share news with a friend or write news in a class plant report. Read each pair. The messages are named A and B, but neither one has a title.

Pair 1

Message A: Wow! Our bean plant shot up 3 centimeters this week!

Message B: The bean plant grew 3 centimeters during the week.

1. Which message fits a class plant report best? Circle: A / B

Copy a word or mark from the other message that helped you decide.

Pair 2

Message A: The soil was super dry, so we gave the plant a drink.

Message B: The soil was dry, so we added water.

2. Which message uses more playful or conversational wording? Circle: A / B

What is one difference you notice between the messages?

Remember: Both ways of talking can be clear and important. Writers choose words to fit the listener and the job.

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2. Write for a Classroom Report

A student wrote this message for a friend:

Hi! We saw two teeny sprouts today, and they look awesome!

3. Rewrite the message for a classroom plant report. Keep the important information. You may choose your own words.

4. Tell about one word or phrase you changed. Why does your new word or phrase fit a classroom report?

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Answer Key and Teaching Notes

Materials supplied: Student Pages 1-2. **Additionally needed:** pencils and a board or document camera. **Setup:** Print one two-page copy per student. Display Page 1 only during the comparison discussion. Students complete Page 2 independently after a brief shared practice.

Teaching script (read aloud): “People may use different words when talking with family, friends, classmates, or a school audience. Different does not mean wrong. Today we will notice how a writer can choose words and punctuation for a listener and a purpose. Read both messages before you decide.” Point to Pair 1 and say, “Do not look for a better kind of speaker. Look for language that fits a classroom report.” After Pair 2, say, “A report usually states information directly. A message to a friend may sound more excited or playful.” Before Page 2, say, “Keep the important fact. Change words only if you think they will help a classroom reader.”

Observation method: As students work, use a class checklist with three columns: (1) identifies a message that fits the stated audience, (2) names a language clue, and (3) revises for the new audience while keeping the key fact. Listen for the student explaining a choice with audience or purpose, not merely saying a sentence is “better.” Confer by asking, “Who will read this?” and “What word could help that reader?” Record one quoted student explanation or a check mark in each column.

Answers and rubric:
1. B. It states the plant-growth fact directly and uses a calm report-like sentence. Valid copied clues from Message A include “Wow,” “shot up,” or “!” because these features help show that Message A sounds more excited and conversational.
2. A. “Super dry” and “gave the plant a drink” are more playful or conversational than the direct wording in B. Accept a reasonable comparison of these phrases.
3. Sample response: “We observed two small sprouts today.” Another acceptable response: “Two small sprouts were observed today.” Other responses are correct if they preserve the fact that two small sprouts were observed today and use wording suitable for a classroom report.
4. Sample response: “I changed ‘teeny’ to ‘small’ because ‘small’ is a clearer word for a report.” Accept explanations that identify a changed word or phrase and connect that change to the classroom-report audience or purpose.

Support and extension: For support, orally rehearse: “For a report, I could say ____.” Scribe only words the student dictates; then invite the student to copy one sentence. For extension, ask students to add one accurate observation, such as a count or measurement, without inventing information. Do not mark a student’s home language, accent, or conversational dialect as incorrect; assess whether the student made a purposeful audience-based choice.

Source credit: New York State Next Generation English Language Arts Learning Standards, Grade 2 Language 3.a, “Compare academic and conversational uses of English.” Task reference: https://lessonmakerpro.com/standards/ny-nextgen-ela/2l3-a