

One Garden, Three Voices

Grades 6-8: explain how purpose shapes content and style.

CCSS.ELA-Literacy.CCRA.R.6 "Assess how point of view or purpose shapes the content and style of a text."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This grades 6-8 activity applies the K-12 anchor standard in the header. These are invented texts about one garden. Circle a clue to each writer's purpose; underline a phrase whose style fits that purpose.

The Library Pollinator Bed

- ① **Community Garden Flyer:** This Saturday, bring your family to plant flowers beside the library. Choose plants native to this area that provide nectar and pollen for insects. Bees move pollen between flowers, helping plants make seeds and fruit. Our new pollinator bed needs volunteers, trowels, and watering cans. Meet at 10:00 a.m. near the south entrance. Together, we can turn an empty strip of grass into a busy, bright habitat.
- ② **Journal Entry:** I used to hurry past the bare patch by the library because it looked dull. Today, I helped dig holes for purple coneflowers. A fuzzy bumblebee landed so close that I stopped moving. I knew bees carried pollen, but I had never watched one work from flower to flower. When we finished, the garden was still small, yet it felt like a beginning. I hope people notice it and decide that even a tiny space can matter.
- ③ **Field Note:** At 10:15 a.m., a volunteer observed three bumblebees visiting the new flower bed during five minutes. The insects visited open coneflowers more often than unopened buds. This observation does not show whether the garden will increase the local bee population. However, flowers can supply food for pollinators, and repeated observations could show which plants bees use most. To collect stronger evidence, volunteers should record the date, weather, bee types, and number of visits each week.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Who is the flyer written for, and what does it want those readers to do? Name two style choices that support its purpose.

- 2** What point of view does the journal entry use? How does that point of view shape the way the writer describes the garden?

- 3** What is the purpose of the field note? Give two details that show its careful, scientific style.

- 4** How does the journal entry's purpose differ from the field note's purpose? Explain how this difference changes the language in each paragraph.

3 YOUR TURN

Your own words

Write two short, two-sentence texts about this imagined garden: an invitation for families, then a field note using invented observation details. Afterward, explain one content choice and one style choice that changed with purpose.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

This grades 6-8 activity applies the K-12 anchor standard in the header. These are invented texts about one garden. Circle a clue to each writer's purpose; underline a phrase whose style fits that purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the flyer written for, and what does it want those readers to do? Name two style choices that support its purpose.	It is written for community members and families, and it asks them to help plant the garden. Direct commands such as "bring your family" and "meet at 10:00 a.m.," plus upbeat words such as "busy, bright habitat," support the invitation.
2	What point of view does the journal entry use? How does that point of view shape the way the writer describes the garden?	It uses first person, the volunteer's personal point of view. The writer shares feelings and close experiences, such as seeing a "fuzzy bumblebee" and feeling that the garden was "a beginning."
3	What is the purpose of the field note? Give two details that show its careful, scientific style.	Its purpose is to record an observation and explain what more evidence is needed. It gives a time and count, "At 10:15 a.m." and "three bumblebees," and it cautiously states that one observation does not show whether the bee population will increase.
4	How does the journal entry's purpose differ from the field note's purpose? Explain how this difference changes the language in each paragraph.	The journal entry shares a personal experience and hopes about the garden, so it uses emotional, descriptive language. The field note records evidence, so it uses measured facts, numbers, and cautious language about what the observation cannot prove.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Invitation: Join our library garden planting on Friday. Bring a trowel and help create a welcoming flower bed. Field note: At 3:30 p.m., two bumblebees visited the coneflowers during four minutes. Additional observations would be needed to describe visits at other times. Explanation: The invitation includes a time to join and directly addresses volunteers; the note selects a measured count and uses cautious, objective language. Both details are invented for this writing exercise.

Designed for grades 6-8; the header identifies the K-12 anchor standard's scope. Assess how purpose or perspective changes both selected information and style, with specific textual evidence. The texts and observations are fictional classroom examples, not field research. Accept alternative interpretations supported by the words; distinguish a personal viewpoint from a grammatical first-person label alone.