

Reading Comprehension Worksheet: Author's Reasons/Evidence

Read the short story and answer each question.



Grow a Garden, Grow a School

Imagine students walking outside, planting seeds, and learning about science while getting their hands dirty. That's what happens when schools grow gardens. Planting a garden isn't just about growing food—it's about growing minds.

Point 1: Gardens Help Students Learn Science

A garden is a hands-on science lab. Students observe plant life cycles, learn how insects and soil work together, and study weather and water use. In a study from the University of Georgia, schools with garden programs showed better science test scores than those without.

Point 2: Gardens Promote Healthy Eating

When students grow fruits and vegetables, they are more likely to eat them. A report from the USDA found that students involved in gardening ate 40% more fresh produce than those who weren't. Gardens make healthy food exciting and familiar.

Point 3: Gardens Teach Responsibility and Teamwork

Plants need care. When students help water, weed, and harvest, they practice responsibility. Classrooms often share garden plots, so students learn to work together and solve problems as a group. A teacher in Oregon said her students became better listeners and helpers after joining the garden team.

Adding a garden doesn't just improve the schoolyard—it improves learning, health, and community spirit. That's why every school should consider planting one.



Name: _____

Grow a Garden, Grow a School

1. How does the author support the idea that gardens help with science learning?

- A. By showing plant photos
- B. By giving a study that links gardens to better test scores
- C. By asking students to bring soil
- D. By listing favorite vegetables

2. What evidence does the author use to show that gardens help with teamwork?

- A. A chart about planting
- B. An interview with a student
- C. A teacher's observation about student behavior
- D. A recipe for vegetables

3. Fill in the blank:

The author supports the idea with _____, like statistics, studies, and quotes from teachers.

4. Choose one of the author's points. What reason and what evidence does the author provide to support it?

5. Why do you think using studies and teacher quotes makes the author's argument stronger?



Instructional Guide

Guide Reading Level: S

Lexile Level: 850L-1000L

Grade Level: 4th Grade, End of the Year

Genre: Persuasive Nonfiction – Environmental & Educational

Introducing the Text

“In today’s text, the author argues that every school should plant a garden. As we read, we’ll look at each main point the author makes—and how they use reasons and real-world evidence to support those points.”

Vocabulary: garden, responsibility, nutrition, teamwork, observation

Before Reading Discussion Questions

1. Have you ever helped grow a plant?
 2. Why might schools want to have gardens?
 3. What do you think is the difference between a reason and evidence?
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During Reading Discussion Questions

1. What’s one point the author is trying to make?
 2. What kind of evidence is used in each paragraph?
 3. Why do you think the author includes quotes and statistics?
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After Reading Discussion Questions

1. Which piece of evidence was the strongest?
 2. Do the author’s points convince you that schools should plant gardens? Why or why not?
 3. What’s one more reason you would add?
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Activity Idea

Invite students to design their own school garden blueprint. They should include labels (what plants they’d grow), a list of student responsibilities, and one paragraph arguing why their garden plan would benefit the school—using at least one reason and one type of evidence.

