

Guide Page Detectives

Study how guide features help readers find and use information.

3.P.AC.1.d “Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each heading, box the numbered list, and underline two sentences that tell how a feature helps a reader.

Bee Garden Guide

- ① **START HERE.** At the school garden, follow the yellow signs to the bee bed. Do not touch the flowers or the bees. Stand quietly near the rope. A small bee picture on each sign shows that this stop is about pollinators. The short directions help visitors know where to go before they begin looking.
- ② **LOOK FOR THESE.** 1. Find a flower with a flat, open center. Bees can land there easily. 2. Look for a bee moving from flower to flower. It may carry pollen on its body. 3. Notice the blue water dish. Bees can drink there. The numbers put the actions in order. Each short step lets young visitors pause and look.
- ③ **WHY IT MATTERS.** The guide uses the same pattern at every stop: a heading, a picture, and brief directions. This pattern makes the page easy to scan. A visitor who cannot read every word can still use the bee picture and the numbers. The guide's purpose is to help people explore safely while learning how bees use the garden.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the heading START HERE make the guide easier to use?

2 How do the numbers in the LOOK FOR THESE section help visitors?

3 Which two features can help a visitor who cannot read every word?

4 What is the guide's purpose? How do its headings, pictures, and directions support that purpose?

3 YOUR TURN Your own words

Create a mini guide for a place you know. Give it a title, write two numbered steps, name one picture or symbol you would add, and write one sentence explaining how your design helps a younger reader use the guide.

PART 1 • READ AND MARK

Circle each heading, box the numbered list, and underline two sentences that tell how a feature helps a reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the heading START HERE make the guide easier to use?	It clearly shows readers where to begin.
2	How do the numbers in the LOOK FOR THESE section help visitors?	They put the actions in order, so visitors can follow the steps one at a time.
3	Which two features can help a visitor who cannot read every word?	The bee picture and the numbers can help the visitor use the guide.
4	What is the guide's purpose? How do its headings, pictures, and directions support that purpose?	Its purpose is to help people explore safely while learning how bees use the garden. The features make the guide easy to scan and help readers find and follow the information.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Playground Safety Walk 1. Start at the gate and walk on the path. 2. Stop at the slide and check that the ground is clear. Symbol to draw: a shoe beside a path. The numbers show the order, and the shoe symbol helps young readers follow the safety walk.

Accept answers that identify the passage features and explain a reasonable effect on readers, such as helping readers start, scan, follow steps, or understand without reading every word. For the open task, accept different places and symbols if the student includes all required parts and explains how the design supports readers.