

Guide the Reader

Notice how headings, lists, and numbers guide readers.

3.P.AC.2.d “Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text’s purpose. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle the three capital-letter section labels, underline three details that tell readers what to do, and box the numbered steps. These features help readers find information and follow the guide.

Garden Work Day

- ① **WHEN AND WHERE:** The school garden work day is Saturday, May 10, from 9:00 to 11:00 a.m. Meet by the green gate. Families may join, but each student needs an adult. If rain falls, the new date is May 17. Putting the date, time, and place first helps readers quickly decide if they can attend.
- ② **WHAT TO BRING:** Wear closed-toe shoes and a hat. Bring a water bottle, sunscreen, and work gloves if you have them. We will have extra gloves. Do not bring tools from home. This short list keeps needed items together, so volunteers can pack quickly instead of searching through a long paragraph of directions before the work day begins.
- ③ **HOW THE MORNING WORKS:** 1. Check in at the gate. 2. Choose a job card. 3. Return tools before leaving. The numbers show the order of the events. Each job card has a picture and words. Pictures help younger helpers and readers who need support choose a task. They can easily match the picture to the garden job at the right time.

2 ANSWER WITH EVIDENCE Use the passage

1 Which section label helps a reader find the date and meeting place?

2 Why does the WHAT TO BRING section use a short list instead of one long paragraph?

3 How do the numbers in HOW THE MORNING WORKS help the reader?

4 Which feature makes the job cards easier for younger helpers or readers who need support?

3 YOUR TURN Your own words

Write a three-section mini guide for feeding a class fish. Give each section a capital-letter label, include a short list in one section and three numbered steps in another, then write one sentence explaining how one feature helps the reader.

PART 1 • READ AND MARK

Circle the three capital-letter section labels, underline three details that tell readers what to do, and box the numbered steps. These features help readers find information and follow the guide. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which section label helps a reader find the date and meeting place?	WHEN AND WHERE
2	Why does the WHAT TO BRING section use a short list instead of one long paragraph?	It keeps needed items together so volunteers can pack quickly.
3	How do the numbers in HOW THE MORNING WORKS help the reader?	They show the order of events, so the reader knows what to do first, next, and last.
4	Which feature makes the job cards easier for younger helpers or readers who need support?	Each job card has a picture and words.

PART 3 • YOUR TURN (SAMPLE ANSWER)

WHEN TO HELP: Feed the class fish at 8:30 each morning. WHAT YOU NEED: food flakes; a small cup; a paper towel. HOW TO FEED: 1. Wash your hands. 2. Put a small pinch of flakes in the tank. 3. Wipe up spills. The numbers show the steps in the right order.

Accept answers that correctly explain how labels, lists, numbers, pictures, or clear order help readers find and use information. For the writing task, accept different useful guide topics and features if the required labels, list, numbered steps, and explanation are included.