Trail Guide Detective

Analyze how a field guide's features support its readers.

4.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 Underline the headings, circle each Question and Answer label, and box the numbered list. Next to each mark, write a few words about how that feature helps a trail visitor.

River Trail Field Guide

1. Start at the wooden bridge beside Pine Creek. This half-mile trail follows the water to a pebble beach. Bring a pencil, a water bottle, and this guide. As you walk, look for small signs of animals, plants, and changing water. Check each stop before moving ahead. The map board near the bridge shows the trail's blue bird symbol.

2. WHAT MADE THIS MARK? Question: Are those prints from a dog? Answer: Look for four toes and claw marks. Dog tracks often show both. Question: Did a deer pass here? Answer: Search for a split hoof print shaped like two narrow halves. Deer prints may point toward the creek or woods. Draw one clue in your notebook.

3. SAFETY NOTE Stay on the marked path. Do not step on wet rocks near the creek. If the water is moving fast, watch it from the bank. STOP 3: PEBBLE BEACH Use the list below before you leave: 1. Put litter in your bag. 2. Leave shells and plants where you found them. 3. Tell an adult when you are ready to return.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the order of information in the first paragraph help a visitor use the guide?

2. Why might the writer use the same Question and Answer pattern for the dog and deer tracks?

3. What effect do the all-cap heading SAFETY NOTE and the direct commands have on a trail visitor?

4. How does the numbered list at the end support the purpose of the field guide?

3 YOUR TURN

Your own words

Write a mini guide of at least four sentences for a new visitor to your school. Include a heading, one Question and Answer pair, and a numbered two-step list. Then write one sentence explaining how two of your features help the reader.

ANSWER KEY

Trail Guide Detective

GRADE 4 · 4.P.AC.1.d

PART 1 · READ AND MARK

Underline the headings, circle each Question and Answer label, and box the numbered list. Next to each mark, write a few words about how that feature helps a trail visitor. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the order of information in the first paragraph help a visitor use the guide?	**It gives the starting place first, then needed supplies and things to observe, so the visitor can begin prepared and know what to look for.**
2	Why might the writer use the same Question and Answer pattern for the dog and deer tracks?	**The repeated pattern helps readers quickly find each animal clue and compare the two kinds of tracks.**
3	What effect do the all-cap heading SAFETY NOTE and the direct commands have on a trail visitor?	**They make the safety information stand out and make the rules clear and serious.**
4	How does the numbered list at the end support the purpose of the field guide?	**It gives visitors an ordered checklist for leaving the trail responsibly and safely.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

LIBRARY VISIT The library is on the first floor near the office. Question: Where do I return a book? Answer: Slide it into the return slot by the door. Choose a book from the shelf. 1. Bring the book to the desk. 2. Show your library card. The heading names the topic, and the numbered list helps a new visitor follow the steps in order.

Accept equivalent explanations that connect a specific feature to a reader effect, such as finding information quickly, following steps, or noticing safety rules. For the open task, accept any school guide that includes all required features and a supported explanation of two features.