

Trail Guide Clues

Study how one guide arranges a class trail walk.

4.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 each all-capital heading. Underline the text that is set apart as a list or a safety label, then study how the guide is organized.

Class Trail Walk Guide

- ① **BEFORE YOU GO** Use this packing checklist for the class trail walk: ☐ filled water bottle ☐ hat or sunscreen ☐ closed-toe shoes ☐ small snack ☐ rain jacket if clouds are expected Pack your own items the night before. Bring the list to school, then place a check beside each item. A comfortable hiker can pay attention to birds, rocks, and the path.
- ② **ON THE TRAIL** 1. Meet your group at the map sign. 2. Walk behind the adult leader. 3. Stay on the marked path, even when you spot something interesting. 4. Stop at the bridge for a water break. 5. Return to the map sign before boarding the bus. The trail is easier to enjoy when everyone stays with the group. Look for blue blazes painted on trees as you walk.
- ③ **IF PLANS CHANGE SAFETY NOTE:** Tell an adult right away if you feel sick, see lightning, or cannot find your group. Do not run ahead to search alone. If rain begins, the leader may choose a shorter route or return to the bus. Keep this guide in your pocket during the walk. A quick look can help you remember what comes next.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 In the first section, which format lets a reader see several things to bring without reading full sentences? Explain.

2 How do the numbered lines in ON THE TRAIL affect the order of the actions?

3 If a student needs information about what to do in rain, which heading should the student use? How does that heading make the guide easier to use?

4 Why might the writer put SAFETY NOTE in capital letters before the warning?

3 YOUR TURN _____ Your own words

Make a one-page guide for a new student taking part in a school garden visit. Include two all-capital headings, a checklist with at least three items, three numbered steps, and a capital-letter safety note. Arrange the parts so the reader can find each kind of information.

PART 1 • READ AND MARK

Circle each all-capital heading. Underline the text that is set apart as a list or a safety label, then study how the guide is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In the first section, which format lets a reader see several things to bring without reading full sentences? Explain.	The checklist. Each supply has its own line and box, so the reader can scan the items.
2	How do the numbered lines in ON THE TRAIL affect the order of the actions?	They put the actions in sequence, from meeting at the map sign to returning there before boarding the bus.
3	If a student needs information about what to do in rain, which heading should the student use? How does that heading make the guide easier to use?	IF PLANS CHANGE. It signals information for unexpected situations, so the reader can go to that section quickly.
4	Why might the writer put SAFETY NOTE in capital letters before the warning?	The capital letters make the safety warning stand out so readers are more likely to notice it.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Garden Visit Guide **PACK THESE** □ water bottle □ sun hat □ closed-toe shoes **AT THE GARDEN** 1. Meet your group by the gate. 2. Walk on the gravel path. 3. Wash your hands after touching plants. **SAFETY NOTE:** Ask an adult before picking any plant.

Accept equivalent explanations that connect each feature to finding, noticing, or following information. For the open task, accept varied topics and wording if the required features are present and arranged clearly for a new student.