# Trail Guide Choices

Notice how a trail guide fits its readers.

**4.P.ST.2.c** "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline words or phrases that tell a new hiker what to do safely. Circle each heading, numbered step, and question to show text features that make the guide easy to use.

### Trail Smart

1. FIRST HIKE? START HERE. This trail guide is for families walking Pine Ridge Loop, a one-mile path in Cedar Park. The route has blue tree markers, a small bridge, and no drinking fountain. Before you go, fill a water bottle, wear closed-toe shoes, and tell an adult where you will be. Check the weather, too. Rain can make the bridge slippery.

2. WHILE YOU WALK, use the blue markers to stay on the path. If you reach a fork, stop and read the sign before choosing a direction. Keep these three rules in order: 1. Walk, do not run. 2. Leave plants, rocks, and nests where they are. 3. Carry out every snack wrapper. Quiet feet and careful eyes help you notice birds without bothering them.

3. AT THE END, look for the Trail Check box near the exit. Can you answer these quick questions: Which marker color did you follow? Where did you cross the bridge? What living thing did you see? The questions turn your walk into a small mission. They also help you remember the route when you tell another family about it.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the guide written for? Give one detail from the guide that supports your answer.

2. Name two details the author puts in the first section. Why are those details important for this audience?

3. How do the headings and numbered rules make the guide easier for a reader to use?

4. Why does the author end with questions instead of adding another trail rule?

## 3 YOUR TURN

Your own words

Write a four-sentence mini guide for a new student using the school library. Add a heading, a numbered list with two steps, a direct question, and a memorable phrase. Choose details and words that make the guide easy for that reader to use.

ANSWER KEY

# Trail Guide Choices

GRADE 4 · 4.P.ST.2.c

## PART 1 · READ AND MARK

Underline words or phrases that tell a new hiker what to do safely. Circle each heading, numbered step, and question to show text features that make the guide easy to use. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Who is the guide written for? Give one detail from the guide that supports your answer. | **It is written for families or new hikers walking Pine Ridge Loop. The heading says "FIRST HIKE?" and the guide gives basic safety directions.** |
| 2 | Name two details the author puts in the first section. Why are those details important for this audience? | **Answers may include bringing water, wearing closed-toe shoes, telling an adult, or checking the weather. These details help new hikers prepare and stay safe.** |
| 3 | How do the headings and numbered rules make the guide easier for a reader to use? | **The headings separate the guide into parts of the hike, and the numbers put the rules in a clear, easy-to-follow list.** |
| 4 | Why does the author end with questions instead of adding another trail rule? | **The questions make the walk feel like a mission and help hikers remember the route and what they noticed.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

LIBRARY FIRST STOP 1. Return your book in the blue bin. 2. Read the shelf label before you put it away. Need help finding a book? Quiet voices help busy minds, so everyone can read.

Accept guides that clearly fit a new library user and include all required text features. The details should be useful, the list should be easy to follow, and the language should show a purposeful choice for the audience.