

Format Finds

Notice how layout guides a reader.

5.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 Underline each heading, circle the numbered directions, and put a star by the bulleted list. These features organize information so readers can find it.

Maple Street Seed Swap

- ① **PLAN YOUR VISIT** The Maple Street Library will host a seed swap on Saturday, April 18, from 10 a.m. to noon. Gardeners can trade extra vegetable or flower seeds and choose packets to take home. Families may also visit the planting table, where volunteers will show how to label a pot. Admission is free, and all ages may attend.
- ② **HOW TO SWAP** 1. Place your labeled seed packets on the matching table. 2. Choose no more than five packets from other tables. 3. Write your name on the checkout card before leaving. If you do not have seeds to trade, bring a clean, small envelope. A volunteer can help you select one packet for your first garden at home.
- ③ **PACKING LIST** Bring: • seed packets in paper envelopes • a pencil for the checkout card • a reusable bag for your choices Leave food and drinks outside the meeting room. Keep your packets dry and clearly labeled. Library staff will sort the packets by plant type, so visitors can find tomatoes, beans, herbs, and flowers without opening every envelope.

2 ANSWER WITH EVIDENCE Use the passage

1 How do the headings "Plan Your Visit" and "How to Swap" help a reader use this text?

2 Why does the writer use numbered directions in "How to Swap" instead of one long paragraph?

3 Which item in the packing list helps a visitor complete a direction in "How to Swap"? Explain the connection.

4 Why is "Leave food and drinks outside the meeting room" placed after the Bring list instead of inside it?

3 YOUR TURN Your own words

Create a short notice for a classroom book drive. Use a clear title, two headings, a numbered list with two steps, and a bulleted list with three items so readers can find what to do and what to bring.

PART 1 • READ AND MARK

Underline each heading, circle the numbered directions, and put a star by the bulleted list. These features organize information so readers can find it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the headings “Plan Your Visit” and “How to Swap” help a reader use this text?	They separate event details from directions, so readers can quickly find the information they need.
2	Why does the writer use numbered directions in “How to Swap” instead of one long paragraph?	The numbers show the order of actions and help visitors follow each step.
3	Which item in the packing list helps a visitor complete a direction in “How to Swap”? Explain the connection.	A pencil helps because the visitor must write a name on the checkout card.
4	Why is “Leave food and drinks outside the meeting room” placed after the Bring list instead of inside it?	It is a separate rule about what not to bring into the room, not an item to pack.

PART 3 • YOUR TURN (SAMPLE ANSWER)

CLASSROOM BOOK DRIVE HOW TO DONATE 1. Place a gently used book in the collection box. 2. Write your class name on the donation slip. BRING • a book for readers ages 8 to 11 • a completed donation slip • a reusable bag, if you are donating several books

Accept answers that connect each format feature to helping readers locate, follow, or understand information. For Part 3, accept any clear book-drive notice with a title, two headings, two numbered steps, and three bulleted items.