Tide Pool Choices

Notice how a writer shapes a tide-pool guide for its readers.

5.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 two details the writer chose to highlight. Circle two wording or layout choices that make the guide easy for its readers to use, then write a brief note beside each circle telling how it helps.

Tide Pool Explorer Card

1. At low tide, rocky pools along the coast reveal sea stars, anemones, and crabs. These animals need water to survive. Look with your eyes first, and keep both feet on bare rock, not on living plants or animals. A grown-up should check tide times before you go. Go with someone, because rising water can cover paths quickly.

2. Before looking closely, use this three-step plan. 1. Wear shoes with gripping soles. 2. Carry a small notebook to sketch what you see. 3. Leave every animal and shell where you found it. These steps help protect you and the tide pool. They also help the next visitor discover the same creatures. Do not rush, since quiet watching can reveal animals that hide under ledges.

3. Be a patient tide-pool detective. Can you spot an anemone's soft tentacles moving in the water? Write one question in your notebook, such as “Where does this crab hide when the tide rises?” Your question turns a quick visit into a science investigation. Share your sketch and question with your group after you step away from the rocks.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this guide? Give two clues from the passage that support your answer.

2. What information does the writer highlight in the first two paragraphs, and why is that information important for the likely readers?

3. How does the numbered three-step plan make the guide more accessible?

4. What is the effect of calling the reader a “tide-pool detective” and asking a question about an anemone?

3 YOUR TURN

Your own words

Create a title and write exactly three sentences for first graders visiting a school garden. Include one numbered action and one question, and choose details and words that will help your readers explore safely and carefully.

ANSWER KEY

Tide Pool Choices

GRADE 5 · 5.P.ST.2.c

PART 1 · READ AND MARK

Underline two details the writer chose to highlight. Circle two wording or layout choices that make the guide easy for its readers to use, then write a brief note beside each circle telling how it helps. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the most likely audience for this guide? Give two clues from the passage that support your answer.	**The guide is most likely for children visiting tide pools with an adult. Clues include "A grown-up should check tide times" and the simple three-step plan for shoes, a notebook, and leaving animals alone.**
2	What information does the writer highlight in the first two paragraphs, and why is that information important for the likely readers?	**The writer highlights safety and protecting tide-pool animals, including checking tide times, staying on bare rock, wearing gripping shoes, and leaving animals where they are. Young or new visitors need clear guidance to stay safe and avoid harming living things.**
3	How does the numbered three-step plan make the guide more accessible?	**It breaks the actions into a short, ordered checklist, so readers can quickly see what to do before exploring.**
4	What is the effect of calling the reader a "tide-pool detective" and asking a question about an anemone?	**These choices make observing feel like an investigation and invite readers to look closely and ask their own science questions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Garden Detectives 1. Walk on the path so you do not squash small plants. Look under leaves for insects, but let them stay in their homes. What tiny helper can you find near a flower?

Accept reasonable audience inferences when students support them with passage clues. For the open task, check for a title, exactly three sentences, a numbered action, a question, age-appropriate language, and guidance suited to first graders.