Guide by Design

Study how design choices guide readers.

6.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 each section heading, circle the repeated square symbols in the final section, and write 1, 2, and 3 beside the sections in the order a volunteer would use them. Use your marks to explain how the guide helps readers find and complete tasks.

Pollinator Patch: A First-Day Guide

1. START WITH THE SITE. Choose a sunny area that receives at least six hours of light each day. Native flowering plants can provide nectar and pollen for many insects, while different flower shapes may serve different pollinators. For a small school plot, place taller plants at the back and shorter plants near the path. This arrangement lets visitors see the flowers and gives each plant room to grow. Bring a sketch of the plot before you dig.

2. PLANT IN THREE STEPS. 1. Loosen the soil and remove weeds. 2. Set each plant in a hole as deep as its root ball, then fill the hole gently. 3. Water the plants at their bases so the roots receive moisture. Keep the plant labels beside the matching plants until everyone can identify them. The labels stay beside the matching plants during the first week. This keeps names visible while new volunteers learn where each kind was planted.

3. CHECK BEFORE YOU LEAVE. Use this short list: □ gloves returned; □ tools rinsed; □ empty pots stacked; □ water turned off. A box beside each item gives the group a place to mark completed jobs. If a plant looks wilted or damaged, write its name on the note card by the gate. The card directs a garden leader to the problem without making every volunteer search the whole plot. Questions can go to Ms. Ortiz in Room 214.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this guide? Give two details from the wording or organization that support your answer.

2. How do the three sections organize the work? Explain how this order supports the guide's purpose.

3. How does the numbered format in the middle section make the guide more accessible to a reader who is working in the garden?

4. Why are the square boxes in the final section an effective feature for a group ending a garden session?

3 YOUR TURN

Your own words

Write exactly six sentences describing a one-page guide for students joining a school activity. Explain its audience and purpose, its order of information, two format features that make it accessible, and which feature would help the audience most.

ANSWER KEY

Guide by Design

GRADE 6 · 6.P.AC.1.d

PART 1 · READ AND MARK

Underline each section heading, circle the repeated square symbols in the final section, and write 1, 2, and 3 beside the sections in the order a volunteer would use them. Use your marks to explain how the guide helps readers find and complete tasks. 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 details from the wording or organization that support your answer.	**The audience is school-garden volunteers, especially new ones. The guide gives direct commands such as "Loosen" and "Water," and it includes plant labels, a checklist, and a contact person.**
2	How do the three sections organize the work? Explain how this order supports the guide's purpose.	**The guide moves from choosing and planning the site, to planting, to finishing and reporting problems. This order helps volunteers prepare, do the work, and complete closing tasks.**
3	How does the numbered format in the middle section make the guide more accessible to a reader who is working in the garden?	**The numbers separate planting into ordered actions. A volunteer can complete one action at a time and quickly find the next step.**
4	Why are the square boxes in the final section an effective feature for a group ending a garden session?	**The boxes let the group mark completed jobs. They help volunteers check that gloves are returned, tools are rinsed, pots are stacked, and water is turned off.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My one-page guide is for students who want to join the lunchtime robotics club. Its purpose is to help them arrive prepared and take part on their first day. The guide begins with the meeting time and room, then lists what to bring, followed by simple first-day steps. Bold headings separate these parts so students can locate needed information without reading every line. A short numbered list shows the actions in order, which helps students who are new to the club. The numbered list would help most because students can follow it while they set up their materials.

Accept answers that identify text features and explain their effects with passage evidence. For Part 3, accept only responses with exactly six sentences that address the audience, purpose, organization, two features, accessibility, and an evaluation.