

Garden Guide Clues

Analyze how a visitor guide's design supports its purpose.

7.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 numbered heading. Circle one feature in each paragraph that helps a first-time visitor follow the guide or understand its information, then write a brief note beside each circle telling how it helps.

Monarch Garden Walk

- ① **START AT THE MILKWEED SIGN.** This short garden walk helps first-time visitors notice what monarch butterflies need. Begin beside plants with long, narrow leaves. A small map at the entrance shows a blue line from this sign to the next two stops. Follow the line instead of stepping through planted beds. The number, capitalized heading, and map show the route before readers learn any science. These features help families move through the garden in the same order.
- ② **WATCH THE LEAVES.** Monarch caterpillars eat only milkweed plants, so this stop explains why the first sign matters. Look for leaf edges with small bites, but do not pick or move a caterpillar. A label beside the plant defines caterpillar as "the larval stage of a butterfly." The definition gives unfamiliar readers a quick meaning without sending them to another source. Beneath it, a short line says, "LOOK, DO NOT PICK." Its large letters make the protection rule easy to notice.
- ③ **END AT THE NECTAR BED.** Adult monarchs drink nectar from many kinds of flowers. This final stop asks visitors to compare flower colors and count the butterflies they see for one minute. The repeated number, heading, and action at each stop create a predictable pattern. A final prompt, "SHARE ONE OBSERVATION," invites visitors to tell a partner what they noticed. The guide ends with observation, not a test, because its purpose is to help visitors explore carefully and understand how the garden supports monarchs.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the repeated pattern of a number, heading, and action at each stop influence visitors?

2 Why does the blue line on the map make the guide more accessible for first-time visitors?

3 How does the definition of caterpillar support the guide's audience?

4 Is "SHARE ONE OBSERVATION" an effective final prompt for this guide? Explain using the guide's purpose.

3 YOUR TURN Your own words

Create a three-stop mini guide for a school garden, library, or exhibit. Use three numbered headings, one defined word in parentheses, and one short command. After your guide, write exactly two sentences explaining how its design helps new visitors and supports its purpose.

PART 1 • READ AND MARK

Underline each numbered heading. Circle one feature in each paragraph that helps a first-time visitor follow the guide or understand its information, 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	How does the repeated pattern of a number, heading, and action at each stop influence visitors?	It creates a predictable sequence, helping visitors know where to go and what to do at each stop.
2	Why does the blue line on the map make the guide more accessible for first-time visitors?	It shows visitors the route to the next stops, so they can follow the garden walk without wandering through planted beds.
3	How does the definition of caterpillar support the guide's audience?	It gives unfamiliar readers a quick meaning for the word without requiring another source.
4	Is "SHARE ONE OBSERVATION" an effective final prompt for this guide? Explain using the guide's purpose.	Yes. It asks visitors to discuss what they noticed, which supports the purpose of helping them explore carefully and understand the garden.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. START AT THE MAP. Take a floor map showing fiction, nonfiction, and the question desk. 2. SEARCH THE CATALOG. Type a title into the catalog (a searchable list of library materials), then copy its shelf location. 3. CHECK THE SHELF. Match the location to the signs. ASK AT THE QUESTION DESK. Numbered headings lead new visitors from one action to the next. The definition and short command make the directions easy to understand and support the purpose of helping students locate books.

Accept answers that name a specific design feature and explain its effect on first-time visitors or the guide's purpose. For the open task, accept varied topics if the response includes all required features and exactly two explanatory sentences.