Built for Readers

Notice how a guide anticipates new readers' needs.

7.P.AC.2 "Writing like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two places where the writer explains a term or a reason, circle two direct directions, and number the steps in paragraph 2 to show how the guide helps first-time sky watchers follow along.

Your First Sky Watch

1. Tonight's school sky watch is for students who have never used a telescope. Meet on the soccer field at 8:30 p.m., after the sky has grown dark. Bring a jacket, a water bottle, and a small flashlight covered with red paper. Red light helps your eyes stay adjusted to the dark, so you can see fainter stars. Leave bright phone screens off unless an adult asks you to use one. You do not need to know star names to take part.

2. Start by looking up with only your eyes. Find the Big Dipper, a group of stars that forms a familiar pattern. This pattern is called an asterism, not a constellation, because it is part of a larger star group. Next, point toward the two stars at the dipper's outer edge. They lead to Polaris, the North Star. Ask a partner to check your direction before you move to the telescope. Slow, shared steps keep beginners from feeling lost in the dark.

3. At each telescope, wait behind the blue cone until the student leader invites you forward. Touch only the focus wheel if the leader says it is okay. When it is your turn, look for a bright point or a pale cloudy patch, then describe what you notice instead of worrying about a perfect view. Clouds or city lights may hide some objects. Even so, the event includes a star map, a short story about constellations, and time to ask questions. Your careful observations will help the group learn together.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the guide written for? What detail in paragraph 1 clearly signals that audience?

2. How does the explanation of the word “asterism” help the intended readers?

3. Why does the writer tell readers to ask a partner to check their direction before using the telescope?

4. Identify two choices in paragraph 3 that prepare readers for an imperfect viewing experience. Explain how those choices affect the reader.

3 YOUR TURN

Your own words

Write a 90–120 word guide for sixth graders attending their first school recycling audit. Use at least two direct directions, one sequence word, and an explanation of either an unfamiliar term or a reason for a step.

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PART 1 · READ AND MARK

Underline two places where the writer explains a term or a reason, circle two direct directions, and number the steps in paragraph 2 to show how the guide helps first-time sky watchers follow along. 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? What detail in paragraph 1 clearly signals that audience?	**It is written for students who have never used a telescope. The opening states that the sky watch is for students who have never used one.**
2	How does the explanation of the word "asterism" help the intended readers?	**It defines an unfamiliar astronomy term and explains how an asterism differs from a constellation, so beginners can understand the directions.**
3	Why does the writer tell readers to ask a partner to check their direction before using the telescope?	**The partner check helps beginners make sure they are pointing the right way and keeps them from feeling lost in the dark.**
4	Identify two choices in paragraph 3 that prepare readers for an imperfect viewing experience. Explain how those choices affect the reader.	**The writer says to describe what you notice instead of seeking a perfect view, and explains that clouds or city lights may hide objects. These choices set realistic expectations and help new sky watchers feel included.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Bring a pencil and stand with your team beside the labeled bins. First, put on the reusable gloves. An audit is a careful count, so do not guess where an item belongs. Pick up one piece of trash at a time and read its label. Place clean paper, cans, and bottles in the recycling bin. Put food-stained paper in the trash because grease can spoil a batch of recyclables. Next, make one tally mark for each item your team sorts. If you are unsure, set the item on the "check" tray and ask the adult leader. Your accurate count will show how our lunchroom can make less waste.

Accept answers that connect a craft choice to the needs of first-time telescope users. For the writing task, accept guides that meet the word count and clearly use directions, sequence, and explanation to support sixth-grade readers.