Make It Clear

How headings and other features help readers understand

6.W.2.d "Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each heading, underline one detail it helps you find, and write C beside the sentences whose amounts would be easiest to compare in a chart.

From Lunch Scraps to Compost

1. **Collecting Scraps** Each lunch period, students at Maple School put fruit peels and vegetable scraps in a marked bucket. They keep plastic wrappers, meat, and dairy out of it. On Monday, the bucket held four pounds of scraps. It held six pounds on Tuesday and five pounds on Wednesday. A bar chart of those three amounts would help readers spot the busiest collection day quickly. At the end of lunch, a custodian carries the bucket to the school's compost area.

2. **Breaking Down the Scraps** At the compost area, a custodian mixes the food scraps with dry leaves. Tiny organisms, including bacteria and fungi, break down the material over time. The custodian turns the pile to bring in air and checks that it feels damp, not soaked. A short video in an online version could show how the custodian turns the pile. Readers could see what turning means without confusing it with moving the pile to a new place. The process takes weeks or months, not just one night.

3. **Using Finished Compost** When the scraps have become dark, crumbly compost, the school uses it in planting beds. Compost adds organic matter to soil and helps the soil hold water. Students spread a thin layer around flowers, leaving space around the stems. They do not add fresh lunch scraps directly to the beds because those scraps have not broken down yet. In spring, classes can use this compost when they plant new flowers beside the playground. The beds are near the entrance, where families can see the flowers each morning.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the heading “Collecting Scraps” help a reader find the rules for what goes in the bucket?

2. Which three amounts belong in the bar chart suggested in the first section? What comparison would the chart make easier?

3. Which heading would help you find out what students do with compost? Name one detail you would find there.

4. What would the suggested online video show, and why would that help a reader?

3 YOUR TURN

Your own words

Write four sentences explaining how to pack a backpack for a rainy walk to school. Add a heading and a small labeled sketch showing where two items go; in your last sentence, suggest a short video for an online version and explain how it would help.

ANSWER KEY

Make It Clear

GRADE 6 · 6.W.2.d

PART 1 · READ AND MARK

Circle each heading, underline one detail it helps you find, and write C beside the sentences whose amounts would be easiest to compare in a chart. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the heading "Collecting Scraps" help a reader find the rules for what goes in the bucket?	**It points to the section that says students put fruit peels and vegetable scraps in the bucket but leave out wrappers, meat, and dairy.**
2	Which three amounts belong in the bar chart suggested in the first section? What comparison would the chart make easier?	**Monday: four pounds; Tuesday: six pounds; Wednesday: five pounds. The chart would make it easier to see that Tuesday had the most scraps.**
3	Which heading would help you find out what students do with compost? Name one detail you would find there.	**"Using Finished Compost." Students spread it around flowers in planting beds, leaving space around the stems.**
4	What would the suggested online video show, and why would that help a reader?	**It would show the custodian turning the pile, so readers could see what turning means.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Pack for a Rainy Walk
Sketch: A backpack labeled "sealed notebook" in the center and "umbrella" in an outside pocket.
Put your notebook inside a sealed plastic bag before placing it in your backpack. Keep the bag near the center, away from the zipper. Put a small umbrella in an outside pocket so you can reach it without opening the main section. A short online video could show how to seal the bag so rain cannot reach the notebook.

Accept other relevant details from the named sections. For the open task, look for a useful heading, a sketch whose labels match the writing, and a video suggestion that would clarify an action.