

Guide Page Detectives

Study how a guide helps young visitors.

3.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 _____

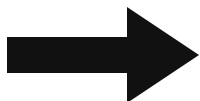
1 READ AND MARK _____ Read it twice

YOUR JOB Circle the three section headings. Box the numbered list. Underline two sentences that explain how a feature helps readers.

School Garden Guide

START HERE

Use this practice guide for an imagined school garden. At the gate, follow the arrow to the path on your right. Walk on the path. The heading tells visitors where to begin.



Garden path this way

LOOK FOR THESE

1. Stop beside the flower bed.
2. Watch for a bee moving between flowers. Stay on the path and leave the bee alone.
3. Tell a partner one thing you noticed.

WHY IT MATTERS

The steps have numbers, so visitors can follow them in order. Each heading is on its own bold line. Readers can find a section quickly. The arrow shows a direction even before a visitor reads the words. This guide helps young visitors explore the garden carefully.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does START HERE help a visitor use the guide?

2 How do the numbers in LOOK FOR THESE help visitors?

3 How does the printed arrow help a visitor who cannot read every word?

4 What is the guide for? Explain how two of its features support that purpose.

3 YOUR TURN

Your own words

Make a mini guide for a place you know. Give it a title and two numbered steps on separate lines. Draw a useful sign or symbol in the box. Write one or two sentences explaining how your design helps a younger reader.

Design a guide

Use the box for your symbol. Write your title, two steps and explanation on the lines.

Draw your sign or symbol

[illegible]

PART 1 • READ AND MARK

Circle the three section headings. Box the numbered list. Underline two sentences that explain how a feature helps readers. Accept any marking that follows this job and points at the right text.

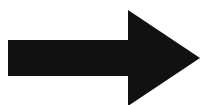
PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does START HERE help a visitor use the guide?	It points to the section that tells the visitor where to begin.
2	How do the numbers in LOOK FOR THESE help visitors?	They show the order for stopping, watching and sharing an observation.
3	How does the printed arrow help a visitor who cannot read every word?	Its shape points right, so the visitor can see which direction to take.
4	What is the guide for? Explain how two of its features support that purpose.	It helps young visitors explore the garden carefully. For example, headings help them find sections, numbers show the order, and the arrow shows the direction.

PART 3 • YOUR TURN (SAMPLE ANSWER)**GARDEN WALK**

1. Start at the gate. Take the path on your right.
2. Stop beside the flower bed and look at the flowers.

The numbers show the order. My arrow helps a younger reader choose the path on the right.



Take the path on your right

TEACHER ASSESSMENT NOTES

Accept different places and useful symbols. Require a complete mini guide with a title, two clear numbered steps, an actual drawing and an explanation tied to a younger reader. The teacher example includes a right arrow matching its direction. The source is an invented classroom garden guide, not a report of a real visit. Accept any two accurate feature explanations for the marking job and question 4.