

Format Finds

Notice how layout guides a reader.

5.P.AC.2.d "Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each section heading, circle the three numbered steps, and put a star beside the bulleted packing list. Think about how each format helps visitors find or use information.

Maple Street Seed Swap

Plan Your Visit

Fictional event: The Maple Street Library will host a seed swap on April 18, from 10 a.m. to noon. Gardeners can trade extra vegetable or flower seeds and choose packets to take home. Families may visit the planting table, where volunteers show how to label a pot. Admission is free, and all ages may attend.

How to Swap

1. Place your labeled seed packets on the matching table.
2. Choose no more than five packets from other tables.
3. Write your name on the checkout card before leaving.

If you do not have seeds to trade, bring a clean, small envelope. A volunteer can help you select one packet for your first garden at home.

Packing List

Bring:

- Seed packets in paper envelopes
- A pencil for the checkout card
- A reusable bag for your choices

Leave food and drinks outside the meeting room. Keep your packets dry and clearly labeled. Library staff will sort packets by plant type, so visitors can find tomatoes, beans, herbs and flowers without opening every envelope.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the headings “Plan Your Visit” and “How to Swap” help a reader use this text?

2 Why does the writer use numbered directions in “How to Swap” instead of one long paragraph?

3 Which item in the packing list helps a visitor complete a direction in “How to Swap”? Explain the connection.

4 Why is the rule about food and drinks outside the Bring list?

Your own words

Design your book-drive notice

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Underline each section heading, circle the three numbered steps, and put a star beside the bulleted packing list. Think about how each format helps visitors find or use information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the headings “Plan Your Visit” and “How to Swap” help a reader use this text?	They separate event details from directions, so readers can quickly find the information they need.
2	Why does the writer use numbered directions in “How to Swap” instead of one long paragraph?	The numbers show the order of actions and help visitors follow each step.
3	Which item in the packing list helps a visitor complete a direction in “How to Swap”? Explain the connection.	A pencil helps because the visitor must write a name on the checkout card.
4	Why is the rule about food and drinks outside the Bring list?	It is a separate rule about what not to bring into the room, not an item to pack.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Classroom Book Drive****How to Donate**

1. Use a donation slip from the table to write your class name.
2. Place the slip inside a gently used book, then put the book in the collection box.

Bring

- A book for readers ages 8 to 11
- A pencil to complete the donation slip
- A reusable bag if you are bringing several books

TEACHER ASSESSMENT NOTES

Accept explanations that connect each format feature to finding or using information. The pencil connects the packing list to the checkout step. For the book-drive notice, require a title, two section headings, two visibly separate numbered steps and three visibly separate bullet items. Steps and supply items must agree. The model is one possible fictional notice; no exact word count is required.