

Design for the Reader

Choose structures and features that suit a purpose and audience.

4.T.SS.1.b "Design texts using a variety of text structures and features, according to purpose and audience. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the guide and the request note. Underline First, Next and Last in the guide. Circle its Materials and Tip labels. In the request note, mark the problem with P and the proposed solution with S.

Two Texts About Classroom Books

Guide: Sort the Book Basket

For student helpers: make the classroom basket easier to use.

Materials

- one book basket
- two topic cards: Animals and Sports

First, take the books out and group animal stories separately from sports stories. Next, place the two topic cards in the basket with space between them. Last, put each group behind its matching card.

Tip

When you finish reading, put your book back behind its topic card.

Request: Two Baskets Would Help

Dear Ms. Reed, books from different topics keep mixing in our one basket, making it hard to find a topic. Two labeled baskets would keep animal stories separate from sports stories. Could our class use one basket for each topic? Thank you, Ari.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the guide for, and what should it help that reader do?

2 What structure does the guide use? How do its Materials and Tip features help?

3 What problem and solution does the request note present?

4 Why do these texts use different structures for their readers?

3 YOUR TURN

Your own words

Design two texts about keeping classroom desks organized: a how-to guide for classmates and a problem-and-solution request note to your teacher. Use different structures and helpful features, then explain one design choice.

1. Guide for classmates

Give your guide a title and a Materials label with a short list. Write three short step paragraphs beginning First, Next and Last. Add a Tip label with useful advice. Make the steps easy for a classmate to follow.

[illegible]

2. Request for your teacher

Write a short note with a greeting, a desk-organization problem, a proposed solution and a polite request. Give it a helpful subject heading so your teacher can find the main issue.

3. Explain your choice

Explain why one structure or feature you used fits its text's purpose and audience.

PART 1 • READ AND MARK

Read the guide and the request note. Underline First, Next and Last in the guide. Circle its Materials and Tip labels. In the request note, mark the problem with P and the proposed solution with S. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the guide for, and what should it help that reader do?	It is for student helpers and explains how to organize a classroom book basket.
2	What structure does the guide use? How do its Materials and Tip features help?	It uses sequence. Materials tells helpers what to gather before starting; Tip gives advice for keeping the basket organized.
3	What problem and solution does the request note present?	Books from different topics are mixed together, so finding a topic is hard. The writer asks for two labeled baskets to separate animal stories and sports stories.
4	Why do these texts use different structures for their readers?	Helpers need ordered actions they can follow. The teacher needs to understand a problem and the proposed change before deciding about baskets.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Desk Reset

Materials

- a pencil cup
- a small supply box
- a cloth

First, move items off the desk and group pencils, books and small supplies.

Next, wipe the desk with the cloth and put pencils in the cup.

Last, put small supplies in the box and place books within reach.

Tip

Return each item to its place after using it.

Request: A Place for Loose Supplies

Dear Ms. Reed, small supplies roll around my desk and are hard to find. A labeled box would keep them together. Could I use a small box from our class supply shelf? Thank you, Ari.

My design choice

The ordered steps help classmates do the job. The subject heading helps my teacher quickly see what my request concerns.

TEACHER ASSESSMENT NOTES

These are fictional classroom texts. The first two source sections form one guide; the third is a separate request note. The guide uses sequence and visible labels/list; the note uses problem and solution, a subject heading and a greeting. The student designs both complete texts for different purposes and audiences, not just identifies features. The model has a separate title, Materials list, three distinct step paragraphs and Tip, followed by the separate request and design explanation. Accept reasonable desk problems, solutions and purposeful design choices. No actual purchase or classroom change is required.