# Ride, Read, Notice

Study how headings, steps, and callouts guide a reader.

**6.T.SS.1.b** "Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each heading, circle each sequence word or step number, and box the NOTICE callout. These choices show how the writer organizes information for riders.

### Using a Bike-Share Station

### BORROWING A BICYCLE FROM A BIKE-SHARE STATION

Bike-share stations let people rent a sturdy bicycle for a short trip. A station has a row of bikes locked into docks, plus a screen or phone app. Riders can use a membership card or pay for one ride. This system works well for trips that are too far to walk but too short to need a car. In many cities, stations sit near bus stops, parks, and busy streets.

### HOW TO START A RIDE

1. Open the app and choose a nearby station.
2. Scan the code on the bike or enter its number.
3. Check that the tires look firm and the seat is secure. Then pull the bike from its dock and begin riding. When you finish, return it to an open dock. The app confirms the return, so you know the rental has ended. Keep the receipt on your phone until the trip appears complete.

### WHY BIKE SHARE CAN HELP

Bike share can reduce traffic when some people choose bicycles instead of cars for short trips. It can also connect a train stop to a home or job. However, riders should follow local rules and wear a helmet when possible.

**Notice**

A station map helps riders find empty docks before they arrive. That feature prevents a frustrating search and makes the final step faster. It also helps the next rider find a bicycle.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How do the heading and the first paragraph help readers understand the topic and purpose of the text?

2. What text structure organizes the middle paragraph? Give two details that show this structure.

3. What information does the NOTICE callout add, and why is this text feature useful?

4. How is the organization of the final paragraph different from the organization of the middle paragraph?

## 3 YOUR TURN

Your own words

Create a 90 to 120 word mini guide for classmates packing for a class field trip. Include a heading, a numbered sequence of at least three steps, one cause-and-effect sentence, and a labeled text feature such as "Note:" to help readers find an important tip.

**ANSWER KEY**

# Ride, Read, Notice

**GRADE 6 · 6.T.SS.1.b**

## PART 1 · READ AND MARK

Underline each heading, circle each sequence word or step number, and box the NOTICE callout. These choices show how the writer organizes information for riders. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How do the heading and the first paragraph help readers understand the topic and purpose of the text? | **The heading identifies borrowing a bike from a bike-share station. The first paragraph explains what a station is and why people may use one.** |
| 2 | What text structure organizes the middle paragraph? Give two details that show this structure. | **It uses sequence, or step-by-step order. The numbered steps and signal words such as "Then" and "When" show the order.** |
| 3 | What information does the NOTICE callout add, and why is this text feature useful? | **It explains that a station map helps riders find empty docks before arriving. The callout makes this useful tip easy to spot.** |
| 4 | How is the organization of the final paragraph different from the organization of the middle paragraph? | **The final paragraph uses cause and effect, explaining results of bike sharing and using a map. The middle paragraph gives directions in sequence.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

PACKING FOR A CLASS FIELD TRIP A packed bag helps you stay comfortable and ready to learn outdoors. 1. Check the weather the evening before the trip. 2. Put a filled water bottle, lunch, and any teacher-approved supplies in your backpack. 3. Add a rain jacket or hat if the forecast calls for it. Then place your name tag where you can reach it easily. Because weather can change, extra layers can keep you warm or dry. Note: Keep snacks sealed, so crumbs do not attract animals. This quick checklist lets classmates spend less time searching for supplies and more time observing.

Accept answers that accurately identify how headings, numbered steps, signal words, and the NOTICE callout organize information. For the open task, accept varied topics if the response is 90 to 120 words and uses the required structures and feature clearly for classmates.