

# Features With Purpose

Notice how print features guide a reader through information.

**5.10.C** “analyze the author's use of print and graphic features to achieve specific purposes;”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline each heading, circle each bold word or phrase, and number the bold steps to show how these features help readers find important information.

### The Seed Library

- ① At Oak Street Library, a small cabinet holds packets of flower, bean, and tomato seeds. The cabinet is called a seed library. Instead of returning seeds, visitors save seeds from healthy plants and bring some back in fall. **WHY A SEED LIBRARY?** asks a question that introduces the cabinet's purpose. It helps neighbors try gardens without buying every packet.
- ② **HOW TO BORROW** gives readers three steps. **1.** Write your name and the date on the seed card. **2.** Take no more than three packets. **3.** Put the card in the small wooden box. The bold numbers make the order easy to follow, even when several visitors wait at the cabinet after school or during a busy Saturday morning.
- ③ **PLANTING NOTE** appears on each packet. It tells gardeners to place seeds at the depth printed on the back. The word **NOT** is bold in this warning: “Do **NOT** plant seeds outdoors before the last expected frost.” Bold type draws attention to a safety step, because cold soil can damage young plants. *Check the date* reminds readers to use local weather information.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** How does the heading **HOW TO BORROW** help the reader?

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**2** Why does the author use bold numbers for the three borrowing steps?

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**3** What important message does the bold word **NOT** make readers notice?

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**4** What is the purpose of the italic words *Check the date*?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Write a short notice for a shared classroom supply. Include a bold heading, two bold numbered steps, and an italic safety reminder. Use each print feature to help readers find directions or notice an important warning.

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**PART 1 • READ AND MARK**

Underline each heading, circle each bold word or phrase, and number the bold steps to show how these features help readers find important information. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                  | ANSWER                                                                              |
|---|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 | How does the heading <b>HOW TO BORROW</b> help the reader?                | <b>It tells readers that the next information explains how to borrow seeds.</b>     |
| 2 | Why does the author use bold numbers for the three borrowing steps?       | <b>The bold numbers show the order of the steps and make them easy to follow.</b>   |
| 3 | What important message does the bold word <b>NOT</b> make readers notice? | <b>It warns readers not to plant seeds outdoors before the last expected frost.</b> |
| 4 | What is the purpose of the italic words <i>Check the date?</i>            | <b>They remind readers to use local weather information before planting.</b>        |

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

**ART TOOL CART 1.** Borrow one pair of scissors from the cart. **2.** Return the scissors clean when you finish. *Carry scissors with the points down.*

Accept answers that correctly connect each feature to its purpose, such as organizing steps, introducing a topic, or emphasizing a warning. For the open task, accept any clear notice with all required features used purposefully.