Poster Power Plan

Analyze how poster design guides readers.

4.P.AC.3 "Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three design choices Maya makes. Next to each one, write a short note telling how it helps families use the poster.

A Poster That Works

1. On Saturday, the school garden club will hold a seedling sale. Maya is making a poster to bring families to the playground entrance. At the top, she places the words "SEEDLING SALE" in the largest, darkest letters. Under the title, a drawing of three bright green plants catches the eye. The poster gives the date, time, place, and prices in smaller print.

2. Maya uses a yellow box around the words "Take a Plant Home!" because it tells readers what they can do. She puts this box near the plant drawing, not at the bottom. A short list below it names tomato, basil, and marigold seedlings. The list has one plant on each line, so busy adults can quickly see choices without reading a long block of words.

3. At the bottom, Maya adds a small map with an arrow from the school doors to the playground entrance. Families who have not visited the garden can find the sale easily. She leaves empty space around the map and the price list. This space keeps the important parts from looking crowded. Maya does not add a long paragraph about how seeds grow, because that information would not help shoppers decide where to go.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is Maya trying to reach with her poster?

2. Which design feature helps families find the sale location? Explain how it helps.

3. Why does Maya put each kind of seedling on its own line?

4. Why does Maya leave out a long paragraph about how seeds grow?

3 YOUR TURN

Your own words

Create a mini poster for a class book swap for fourth graders. Include a clear title, a short list of needed details, and one visual or layout feature. Then write two sentences explaining how your design helps your audience and purpose.

ANSWER KEY

Poster Power Plan

GRADE 4 · 4.P.AC.3

PART 1 · READ AND MARK

Underline three design choices Maya makes. Next to each one, write a short note telling how it helps families use the poster. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is Maya trying to reach with her poster?	**Families, including busy adults, who might come to the seedling sale.**
2	Which design feature helps families find the sale location? Explain how it helps.	**The small map and arrow show the way from the school doors to the playground entrance.**
3	Why does Maya put each kind of seedling on its own line?	**Readers can quickly see the choices instead of reading a long block of words.**
4	Why does Maya leave out a long paragraph about how seeds grow?	**Information about seed growth would not help shoppers decide where to go for the sale.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

CLASS BOOK SWAP Friday, 2:30 Room 14 Bring one book. Take one book. [Drawing of an open book] The large title and book drawing help fourth graders notice what the poster is about. The short list makes the time, place, and rule easy to find.

Accept any three marked design choices with reasonable notes about how each helps families find, read, or use the poster. For Part 3, accept designs that clearly match fourth-grade readers and include all requested parts with two explanations.