# Team Poster Power

Read a model of group inquiry, decision making, and revision.

**4.P.CP.1.d** "Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each team member's idea or job. Circle the sentence that tells how the group used feedback to make a choice, so you can see how members contribute and decide together.

### A Poster Built Together

1. During library time, Ms. Rivera asked four students to create a poster that would help classmates choose books. The team chose the question, "What information belongs on a book-choice poster?" Nia suggested adding a genre list. Omar wanted a space for students to write short reviews. Lila proposed a box that shows each book's reading level. Ben listened and wrote every idea on a planning sheet.

2. Next, the team investigated what students needed. Ben asked six classmates to look at a draft poster and name one useful feature. Four classmates said they wanted genre names, and two wanted short reviews. No one asked for reading levels. The team used these results when it made one clear decision: the poster would include genre names and a review space, but not a reading-level box.

3. To make the poster easy to read, Lila drew a sample layout while Omar wrote two review questions: "What did you enjoy?" and "Who might like this book?" Nia checked whether the genre names were easy to find. Ben noticed that the review space was too small. The team solved the problem by moving the title to the top and making the review space larger. Each member explained one poster part.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did Ben help the group make sure every idea was heard?

2. What feedback did the team gather before making its decision?

3. What problem did Ben notice, and how did the team solve it?

4. What job did Nia do to help improve the poster?

## 3 YOUR TURN

Your own words

With a partner or small group, plan a helpful poster for your class. Write exactly three sentences that name the poster topic, tell an idea from two group members, and explain how your group will use feedback or solve a problem to make a decision.

**ANSWER KEY**

# Team Poster Power

**GRADE 4 · 4.P.CP.1.d**

## PART 1 · READ AND MARK

Underline each team member's idea or job. Circle the sentence that tells how the group used feedback to make a choice, so you can see how members contribute and decide together. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did Ben help the group make sure every idea was heard? | **He listened and wrote every idea on a planning sheet.** |
| 2 | What feedback did the team gather before making its decision? | **Four classmates wanted genre names, two wanted short reviews, and no one asked for reading levels.** |
| 3 | What problem did Ben notice, and how did the team solve it? | **The review space was too small. The team moved the title to the top and made the review space larger.** |
| 4 | What job did Nia do to help improve the poster? | **She checked whether the genre names were easy to find.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group will make a poster that helps students sort lunch waste. Maya suggests a picture chart for compost, recycling, and trash, and I suggest a short quiz at the bottom. After asking classmates which labels they understand, we will keep the clearest labels and use their feedback to choose the final design.

Accept equivalent responses supported by the passage. For Part 3, look for exactly three sentences with a topic, contributions from two members, and a feedback-based decision or problem solution.