

Flyer Focus

Notice how layout choices guide a reader.

5.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 the three all-capital headings. Circle the details that help a visitor know where to go or what to do.

Community Garden Flyer

- ① **MAKE A TINY HABITAT** Saturday, 10:00 a.m. to noon Maple Street Community Garden Turn one flowerpot into a stop for pollinators. At this free event, you will plant nectar-rich flowers and add a shallow water dish with pebbles. Bring a pot if you have one, or use a recycled container from the garden table. Families can drop in at any time.
- ② **WHY FLOWERS?** Bees, butterflies, and some other insects move pollen between flowers as they feed. Many plants need this pollen transfer to make seeds or fruit. Choose flowers with different shapes and blooming times, so food is available during more of the season. Do not use pesticides on the flowers. Pesticides can harm helpful insects as well as pests.
- ③ **BRING ONE, SHARE ONE** Bring a clean container, such as a yogurt tub with holes near the bottom. Garden volunteers will provide soil, plants, and pebbles while supplies last. Look for the large green arrow at the gate, then follow the arrows to the planting tables. Ask a volunteer for a plant label before you leave.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the short lines with the date, time, and place help a family reading the flyer?

2 Why does the writer use the all-capital heading "WHY FLOWERS?" before the second section?

3 How do directions such as "Do not use pesticides" and "Ask a volunteer" support the flyer's purpose?

4 How do the green arrow and the repeated word "arrows" help people who attend the event?

3 YOUR TURN _____ Your own words

Create a mini flyer for a school event. Include an all-capital title of two to five words, the date and place on separate short lines, one useful detail, and one direct action sentence.

PART 1 • READ AND MARK

Underline the three all-capital headings. Circle the details that help a visitor know where to go or what to do. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the short lines with the date, time, and place help a family reading the flyer?	They help families quickly find the event's most important details.
2	Why does the writer use the all-capital heading "WHY FLOWERS?" before the second section?	It signals that the section explains why flowers matter and helps readers find that information quickly.
3	How do directions such as "Do not use pesticides" and "Ask a volunteer" support the flyer's purpose?	They clearly tell visitors how to protect insects and what to do at the event.
4	How do the green arrow and the repeated word "arrows" help people who attend the event?	They guide visitors from the gate to the planting tables.

PART 3 • YOUR TURN (SAMPLE ANSWER)

POETRY LUNCH TABLE Friday, 12:10 p.m. Courtyard Read a favorite poem or listen to a classmate. Write your name on the library sign-up sheet.

Accept answers that connect a design choice, such as headings, short lines, or repeated arrows, to helping the flyer audience find information or follow directions. For Part 3, accept any event flyer that includes all required text features and uses them to guide readers.