Fix It Flyer

Notice how flyer features guide readers.

6.P.AC.3.a "Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the headline, the quotation, and the sequence words in the final paragraph. In the margin, write P beside one feature that supports the writer's purpose and A beside one feature that helps a particular audience.

FIX IT, DO NOT TOSS IT!

1. On Saturday, April 18, the Riverbend Library will host a free Repair Café from 10 a.m. to 1 p.m. Bring a lamp, a loose chair leg, or a backpack with a broken zipper. Volunteers will bring tools and basic supplies. Last spring, 86 visitors carried repaired items home instead of sending them to the landfill. Meet us in the library's Community Room, beside the garden entrance with your family.

2. "I thought my backpack was finished," said eighth grader Maya Ortiz, "but a volunteer showed me how to replace one zipper pull." Her family donated $5 to the library after the visit, although no payment is required. Repairing small problems can save money and keep useful materials in use longer. If you cannot bring an item, stop by to watch a demonstration at 11:30. You may learn how to tighten a screw, sew a button, or decide when an item needs professional repair.

3. HOW TO JOIN: First, choose one item that is safe to carry. Next, write a short note explaining what is wrong. Then arrive before 12:30 so volunteers have time to inspect it. Adults must stay with children under 12. Questions? Call 555-0148 or ask at the library desk. A repaired object may still need care, but one careful fix can give it a useful next chapter for someone else to enjoy at home later.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the capital letters and exclamation point in the headline shape the flyer's tone? Use one descriptive word and explain.

2. The writer includes the number 86. How does this detail strengthen the flyer's purpose?

3. How does Maya Ortiz's quotation affect the way readers view the event?

4. Why are the words First, Next, Then, and Questions? useful in the final paragraph?

3 YOUR TURN

Your own words

Write a 60 to 80 word announcement for a school supply swap. Include a headline, one fact or example, one quotation, and at least two sequence words or a final question. Choose features that fit students and families.

ANSWER KEY # Fix It Flyer

GRADE 6 · 6.P.AC.3.a

PART 1 · READ AND MARK

Underline the headline, the quotation, and the sequence words in the final paragraph. In the margin, write P beside one feature that supports the writer's purpose and A beside one feature that helps a particular audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the capital letters and exclamation point in the headline shape the flyer's tone? Use one descriptive word and explain.	**They create an urgent, energetic tone by making the message stand out like a strong call for readers to notice.**
2	The writer includes the number 86. How does this detail strengthen the flyer's purpose?	**It shows that many people repaired items before, making the event's benefit seem real and believable.**
3	How does Maya Ortiz's quotation affect the way readers view the event?	**Her personal example makes repair seem possible and helpful, giving the flyer a relatable, human voice.**
4	Why are the words First, Next, Then, and Questions? useful in the final paragraph?	**They give readers clear steps for joining and show where to get help if they need more information.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

SHARE MORE, WASTE LESS! Bring clean school supplies to the cafeteria on Thursday from 3:15 to 4:00. "I found a notebook I can use for science," said sixth grader Eli. First, place your extra pencils, folders, or paper on a table. Next, choose supplies you need. Families may take part after school, too. What could you help another student use?

Accept reasonable explanations of feature effects when students support them with details from the flyer. For the open task, check that the response is 60 to 80 words and includes the required features in an announcement suited to students and families.