Design With Purpose

How layout choices guide different readers.

7.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 each design feature named in the passage. In the margin, write N for notice, F for finding facts, or U for understanding details, based on how the feature helps readers.

One Event, Two Designs

1. On a Saturday morning, the Riverbend Library posted a flyer for its new "Fix-It Table," where neighbors could bring torn backpacks, loose buttons, and broken zippers. The largest words on the page read, "REPAIR, DON'T REPLACE." Under that headline, a simple drawing showed a needle beside a backpack. The date, time, and room number appeared in a dark box near the bottom. The flyer used short phrases instead of a long paragraph, so people walking past the entrance could grasp its main message quickly.

2. Inside the library, the same information appeared on a full-page handout. A heading, "What Can Be Repaired?" introduced a bulleted list of items volunteers could examine. Next to the list, a small note said, "Please bring clean items." The handout also included a photo of a volunteer sewing a patch, with a caption explaining that beginners were welcome. This layout gave readers more details than the flyer did. It suited people who had stopped to plan a visit, rather than people hurrying through the doorway.

3. Both texts aimed to bring people to the repair event, but they expected different reading situations. The flyer used size, contrast, and an image to catch attention from a distance. Its boxed details helped a reader locate essential facts after noticing the headline. The handout used a heading, list, photo, and caption to organize information for closer reading. Neither design would work as well if its parts were swapped. A crowded list on the flyer could slow passersby, while a handout without details might leave visitors unsure about what to bring.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is most likely to read the flyer, and which two design choices support your answer?

2. How does placing the date, time, and room number in a dark box help the flyer's purpose?

3. Why does the handout use a heading, list, photo, and caption instead of the flyer's shorter layout?

4. What problem could happen if the flyer used a crowded list and the handout left out details?

3 YOUR TURN

Your own words

Create a 35 to 50 word mini flyer for a school event. Include a headline, event details, a bracketed image description, and a short callout, then add one sentence explaining how two design choices suit your audience and purpose.

ANSWER KEY

Design With Purpose

GRADE 7 · 7.P.AC.3

PART 1 · READ AND MARK

Underline each design feature named in the passage. In the margin, write N for notice, F for finding facts, or U for understanding details, based on how the feature helps readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is most likely to read the flyer, and which two design choices support your answer?	**People walking past the library entrance. The large headline, simple drawing, short phrases, or dark box help them notice and grasp information quickly.**
2	How does placing the date, time, and room number in a dark box help the flyer's purpose?	**The dark box makes the essential event facts easy to locate after readers notice the headline.**
3	Why does the handout use a heading, list, photo, and caption instead of the flyer's shorter layout?	**The handout is for people planning a visit, so it gives and organizes more detailed information about what can be repaired, what to bring, and who is welcome.**
4	What problem could happen if the flyer used a crowded list and the handout left out details?	**A crowded list could slow people passing the flyer, and a handout without details could leave visitors unsure about what to bring.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

BOOK SWAP TODAY! Trade one book, find a new story. Thursday, 3:15-4:00 p.m., school library. [Image: two students exchanging colorful books.] Bring books you have finished. Take home up to three. Meet other readers and share titles you love. The all-caps headline catches students' attention, and the short time line helps busy students find details needed to attend.

Accept responses that connect a specific design feature to an audience, reading situation, or purpose. For the open task, accept varied school events if the student includes all required parts and explains two relevant design choices.