

Message by Design

A model flyer for studying audience, purpose, and design choices.

7.T.C.1.c “Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one phrase that states who the flyer is for and one phrase that states what it asks readers to do. Circle five different communication features, number them 1 to 5, and write a brief note showing how each one helps readers.

Bring Back Our Creek

- ① After heavy rain, trash can collect along Willow Creek. The student council created a one-page digital flyer to recruit seventh and eighth graders for a Saturday cleanup. Its large headline reads, “Bring Back Our Creek,” followed by a short call to action: “Join a team, sort litter, and protect wildlife.” A color photo shows a heron standing near a clean stream. Beneath the photo, a caption says, “A healthier creek gives animals and people a safer place to live.”
- ② On the right side, a simple map uses a blue line for the creek and a green star for the check-in table at Riverside Park. A small bus symbol sits beside the park entrance. Below it, a three-row schedule lists arrival at 9:00, safety talk at 9:15, and cleanup from 9:30 to 11:00. The flyer also includes three glove icons beside the words “Wear closed-toe shoes, bring water, and use provided gloves.” These features break important information into quick, easy-to-find pieces.
- ③ At the bottom, a bold orange box says, “Sign up by Thursday, May 8.” Next to it, a QR code leads to a permission form, while a web address appears underneath for people who cannot scan codes. A narrow strip across the bottom shows three small drawings: a backpack, a reusable bottle, and a pair of work gloves. The flyer uses blue and green colors throughout, connecting its design to water and nature. Together, the words, images, symbols, layout, and digital link support one clear message: students can take part in a planned community project.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the flyer's main purpose and primary audience? Give two pieces of evidence, including one visual or layout choice.

- 2 Explain why a map and a three-row schedule would likely serve this audience better than one long paragraph with the same information.

- 3 The flyer uses both a heron photo and glove icons. How do these two features do different jobs for the flyer's purpose?

- 4 How do the orange deadline box, QR code, and web address work together to turn interested readers into participants?

3 YOUR TURN Your own words

Make a one-page event flyer that asks a school audience to take part in an activity. Name your audience and purpose, then include a headline, a short call to action, at least two clearly different visual or layout features, and a way for readers to get details or sign up.

PART 1 • READ AND MARK

Underline one phrase that states who the flyer is for and one phrase that states what it asks readers to do. Circle five different communication features, number them 1 to 5, and write a brief note showing how each one helps readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the flyer's main purpose and primary audience? Give two pieces of evidence, including one visual or layout choice.	Its purpose is to recruit seventh and eighth graders for a creek cleanup. The opening names those grades and the large call to action invites readers to join, while the heron photo supports the message about protecting wildlife.
2	Explain why a map and a three-row schedule would likely serve this audience better than one long paragraph with the same information.	The map and schedule let students quickly find the check-in location, bus entrance, and event times. Separate visual sections make planning easier to scan.
3	The flyer uses both a heron photo and glove icons. How do these two features do different jobs for the flyer's purpose?	The heron photo helps readers care about protecting the creek and wildlife. The glove icons draw attention to safety and preparation steps for volunteers.
4	How do the orange deadline box, QR code, and web address work together to turn interested readers into participants?	The deadline tells readers when to act, the QR code gives a quick way to reach the form, and the web address gives another option for people who cannot scan a code.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: Students who want new books to read Purpose: Get students to bring books to the Book Swap. BOOKS FIND NEW READERS [Photo: hands trading colorful books] Bring one clean, school-appropriate book to the library by Tuesday. On Wednesday at lunch, choose a different book to take home. No book to trade? Visit the table anyway and make a wish list. [Blue Information Box] Tuesday drop-off, Library, 8:00 to 3:30 Wednesday swap, Library, lunch [QR code] Scan to volunteer at the table.

Accept equivalent analyses that connect a feature to the flyer's audience, purpose, or reader action. For Part 3, accept varied topics when the audience and purpose are clear and the student uses multiple identifiable modes or design features.