Design That Directs

Notice how layout and wording guide a busy audience.

8.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 three details that describe the redesigned sign, then write a brief margin note beside each one explaining how it helps busy students sort items.

A Sign Built for Speed

1 At Riverbend Middle School, students noticed that many classmates rushed past a recycling station near the cafeteria. The old sign used a long paragraph, small gray type, and no picture. It explained which items belonged in each bin, but students had to stop and read closely. During one lunch period, several plastic bottles landed in the trash. The environmental club decided to redesign the sign so people could understand it while walking through a crowded, noisy space.

2 First, the club placed the title "Sort It in Seconds" at the top in large, dark letters. Beneath it, three colored boxes named the bins: blue for paper, green for bottles and cans, and black for trash. Each box included one simple drawing and only a few words. A bold line at the bottom read, "Empty your drink before recycling." The short sections and strong contrast helped readers find the needed instruction without reading every word.

3 To see whether the design worked, the club watched the station for a week. They did not change the bins or give speeches. Instead, they counted mistakes before and after the new sign appeared. The number of bottles in the trash fell from 32 to 11. The club shared this result in a brief announcement with a large numeral, "21 fewer bottles," rather than a full table of data. That choice made the main result easy for busy students to notice and remember.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the old sign's design make it difficult for students to use at lunch? Use two details from the passage.

2. How do the large, dark title and the colored boxes work together for the sign's audience?

3. Which design choices help readers follow the instruction without reading every word? Explain how those choices help.

4. Why did the club use the large numeral “21 fewer bottles” instead of a full table of data in its announcement?

3 YOUR TURN

Your own words

Create a mini sign for a school water-refill station with a short title, two numbered steps, one visual-design choice in brackets, and a final call to action. Then write one sentence explaining how your design fits busy students.

ANSWER KEY

Design That Directs

GRADE 8 · 8.P.AC.3

PART 1 · READ AND MARK

Underline three details that describe the redesigned sign, then write a brief margin note beside each one explaining how it helps busy students sort items. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the old sign's design make it difficult for students to use at lunch? Use two details from the passage.	**It used a long paragraph, small gray type, and no picture, so students had to stop and read closely while moving through a crowded, noisy space.**
2	How do the large, dark title and the colored boxes work together for the sign's audience?	**The title catches attention quickly, and the colored boxes help busy students locate the correct bin and category fast.**
3	Which design choices help readers follow the instruction without reading every word? Explain how those choices help.	**The short sections, simple drawings, few words, and strong contrast let readers scan for the needed information quickly.**
4	Why did the club use the large numeral "21 fewer bottles" instead of a full table of data in its announcement?	**A large numeral makes the main result easy for busy students to notice and remember.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

REFILL FAST 1. Put your bottle under the sensor. 2. Wait until the water stops. [Use a large blue title and a bottle icon.] Skip single-use bottles. The large title, short steps, and icon help students understand the sign while passing through the hallway.

Accept answers that connect specific design choices to the needs of busy students and the purpose of sorting recyclables correctly. For the open task, accept varied wording if it includes every required sign element and a clear explanation of audience and purpose.