Flyer Choices

Notice how a flyer guides its readers.

8.P.ST.2.c "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that help a volunteer decide what to do, circle features that make the flyer easy to scan, and number 1, 2, and 3 beside words or lines meant to persuade someone to join.

Cleanup Call

1. By Thursday afternoon, a flyer about Saturday's river cleanup appeared in the library, corner store, and school office. Its title, "Bring the Banks Back," sits above a photo of litter caught in willow roots. The flyer speaks to neighborhood volunteers, including students and families. It gives the meeting place, 9:00 a.m. at the east trail gate, and says gloves, water bottles, and closed-toe shoes are needed. A bright blue box gives the rain-date: Sunday, 10:00 a.m.

2. Under the heading "WHAT TO DO," the flyer uses a numbered list: 1. Check in at the blue tent. 2. Choose a bag and grabber. 3. Stay with your group. 4. Sort plastic, glass, and metal at the marked bins. A small map shows the trail gate, restrooms, and first-aid table. At the bottom, a phone number and a QR code lead to the city parks page. Volunteers can read it while walking past the front counter or waiting for a book.

3. Near the photo, the flyer asks, "What could this bank look like by noon?" Below it, a caption reads, "One bag at a time, we can clear a path for herons and turtles." In the list, "check," "choose," "stay," and "sort" appear in bold. A final line says, "Leave the river brighter than you found it." The flyer is posted two days before the cleanup, when people may be deciding whether they can join in.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the flyer mainly written for? Give two details from the passage that show this audience.

2. What information does the flyer highlight to help a reader decide whether to attend? Give two examples and explain why each one matters.

3. How do the numbered list and small map make the flyer more accessible for someone reading it quickly?

4. How does the question, "What could this bank look like by noon?" affect the flyer's audience?

3 YOUR TURN

Your own words

Create a 55-70 word mini-notice encouraging eighth graders to join a school supply swap next week. Use a clear heading, a numbered list of two or three steps, at least two practical details, and one persuasive craft choice, such as a question, vivid image, or repeated phrase. Then write one sentence explaining how one design or language choice fits eighth graders.

ANSWER KEY

Flyer Choices

GRADE 8 · 8.P.ST.2.c

PART 1 · READ AND MARK

Underline details that help a volunteer decide what to do, circle features that make the flyer easy to scan, and number 1, 2, and 3 beside words or lines meant to persuade someone to join. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the flyer mainly written for? Give two details from the passage that show this audience.	**It is written for neighborhood volunteers, including students and families. Evidence may include the listing of gloves and closed-toe shoes, the meeting time and place, the group-safety direction, or the family-friendly public posting locations.**
2	What information does the flyer highlight to help a reader decide whether to attend? Give two examples and explain why each one matters.	**Answers may include the cleanup time and trail-gate location, the rain-date, needed gear, or the phone number and QR code. These details help readers plan, prepare, or get more information before deciding.**
3	How do the numbered list and small map make the flyer more accessible for someone reading it quickly?	**The numbered list separates the actions into easy-to-find steps, and the map helps readers locate important places such as the gate, restrooms, and first-aid table.**
4	How does the question, "What could this bank look like by noon?" affect the flyer's audience?	**It invites readers to imagine the cleanup result, making their possible impact feel concrete and encouraging them to participate.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

SUPPLY SWAP: FIND WHAT YOU NEED Need a fresh notebook or a new-to-you novel? Thursday, 3:15-4:00 p.m., room 214 1. Bring up to five clean school supplies or books. 2. Choose items you will use. 3. Take only what you need. Bring a reusable bag. Meet classmates, trade useful materials, and keep good supplies out of the trash. Small choices, less waste, more learning. The question and short numbered steps invite busy eighth graders to picture a useful swap and scan what to do quickly.

Accept supported answers that identify a reasonable audience, purpose, information choice, design feature, or craft effect from the passage. For the open task, accept varied event details if the notice meets the word count and includes the required design, practical, and persuasive elements.