Design for Action

How words and pictures guide an audience

6.7.W "Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the poster's headline and action sentence, circle the sentence that describes its main picture, and number two phrases that tell where parts of the poster are placed.

A Poster for the Garden

1. When the school garden opened, many sixth graders wanted to help, but they did not know what to do during lunch. The garden club planned a black-and-white poster for the cafeteria door, where those students would pass on their way outside. At the top, the club put a large headline: "Give the Garden a Drink!" That short line names the goal before anyone reaches the bottom of the page. The poster does not ask students to read a long list while walking to lunch.

2. In the center of the poster, a simple drawing shows a watering can tipped toward the roots of one small plant. Thick drops connect the spout to the soil, not the leaves. Just below the drawing, the action sentence says, "Water the soil beside a plant during lunch." The club chose those words because they tell students exactly what to water and when to do it. The drawing gives a quick clue even if a student only glances at the door.

3. At the bottom, smaller words read, "Find a watering can beside the garden gate." An arrow beside those words points toward a sketch of a gate and a can. The club leaves space between the headline, the main drawing, and each instruction so the parts do not run together. A student can first notice the goal, then see the action, and finally find the tool. The poster mixes words, pictures, and placement to help busy sixth graders join in without asking for directions.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the large headline at the top help sixth graders passing the cafeteria door?

2. What does the main drawing show that makes the action sentence clearer?

3. Why does it help to put the words about finding a watering can after the main action sentence?

4. How do the words, drawing, and space between parts work together for students walking to lunch?

3 YOUR TURN

Your own words

Make a black-and-white poster for new sixth graders who need to return library books to the return cart by the library door. In the box, draw a clear picture and arrange a large headline and one short action sentence so readers know what to do and where to go.

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PART 1 · READ AND MARK

Underline the poster's headline and action sentence, circle the sentence that describes its main picture, and number two phrases that tell where parts of the poster are placed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the large headline at the top help sixth graders passing the cafeteria door?	**It lets students quickly see that the poster is about watering the garden.**
2	What does the main drawing show that makes the action sentence clearer?	**Drops from the watering can reach the soil near the plant's roots, not its leaves.**
3	Why does it help to put the words about finding a watering can after the main action sentence?	**Students learn what to do first, then find out where to get the tool.**
4	How do the words, drawing, and space between parts work together for students walking to lunch?	**The words give directions, the drawing shows the action quickly, and the space makes each part easy to find at a glance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Large headline at the top: "Finished With a Book?" Center drawing: a book with an arrow pointing to a cart beside a door labeled LIBRARY. Action sentence below the drawing: "Put finished books on the return cart by the library door."

Accept answers that explain how a specific word, picture detail, or placement helps the intended audience. For the poster, look for an actual drawing, a prominent headline, and one accurate action sentence.