

# Design That Changes the Reading

Compare actual layouts, create a digital notice, and test its reading order.

**11.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** Examine the two complete fictional event notices below. On each, number the three elements you notice first, then underline one detail a visitor needs to act. Your reading order is evidence about your experience, not proof that everyone reads alike.

### One Book Exchange, Two Invitations

- ① **Complete fictional brief.** Harbor High's book exchange is on May 12, 3:30-4:15 p.m., in Room 214. Admission is free. Bring zero, one or two books; choose one to take home. No reservation is needed. Visitors without a book to bring are welcome. Add no unsupported event facts.
- ② **Two actual notices.** A and B present the same event facts. Compare their actual headings, spacing, shaded groups and detail placement. Judge their fit for a hurried student and a reader interested in stories. Support your reading with visible features. Neither layout alone proves that a notice increases attendance.
- ③ **Create and test.** Make a one-page digital notice for newcomers: 45-65 words including heading and callout, all brief facts, three separate bullets and one boxed callout. Use an intentional reading order and legible black-on-white text. Test the opened PDF with a partner and revise if needed. The steps below record completed work.

**A · Classroom simulation · practical event notice**

## Book Exchange: May 12

3:30-4:15 · Room 214

1. Bring 0-2 books

2. Choose one book

FREE · NO RESERVATION

May 12 · 3:30-4:15 p.m. · Room 214. Admission is free. Bring zero, one or two books; choose one to take home. No reservation is needed. You are welcome even without a book to bring.

A · Complete invented notice for analysis; no real event is advertised.

**B · Classroom simulation · promotional invitation**

## Your next chapter starts here

OPEN

READ

SHARE

One shelf. New possibilities.

May 12 · 3:30-4:15 p.m. · Room 214. Admission is free. Bring zero, one or two books; choose one to take home. No reservation is needed. You are welcome even without a book to bring.

B · Complete invented notice for analysis; no real event is advertised.

2

**ANSWER WITH EVIDENCE**

Use the media and background

1

Which notice better serves a hurried student seeking time and place? Cite two visible choices and explain their effect.

2

What does B emphasize before its practical details? Explain a benefit and a possible cost for its audience.

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Student page 2 of 4

**3** Why might 'Bring a book to join' mislead students even if the designer wants a shorter callout?

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**4** What can one partner's reading test establish, and what would require more evidence?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

One packet each, a partner, and a device with a teacher-approved document or slide tool that exports PDF. Offline work is fine. Use the usual classroom submission method.

Create the actual digital notice, test it with a partner, explain two design decisions aloud, and submit the final PDF with this record.

### **1. Build the notice**

Build the one-page notice using every requirement in paragraph 3. Choose hierarchy, spacing and grouping with text and shapes.

**Record the file name and intended first, second and third reading elements.**

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### **2. Export and inspect**

Export and open the PDF. Check facts, word count, readable type, separate bullets, the callout border and clipping. Correct problems and re-export.

**Record the word count and one concrete check of the opened export.**

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### 3. Test with a reader

Show the PDF without explanation. Your partner identifies the first element noticed, date, time, room and whether a book is required. Record real feedback; switch roles.

**Record your reader's observed first element and any detail they had trouble locating.**

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### 4. Explain and finish

Explain two design choices aloud, connecting each to audience and purpose. Revise if needed, export, reopen and submit. You may justify keeping a successful choice.

**Record the final change or justified keep decision and its audience-based reason.**

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**PART 1 • READ AND MARK**

Examine the two complete fictional event notices below. On each, number the three elements you notice first, then underline one detail a visitor needs to act. Your reading order is evidence about your experience, not proof that everyone reads alike. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                | ANSWER                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Which notice better serves a hurried student seeking time and place? Cite two visible choices and explain their effect. | <b>A is a defensible choice: its heading names the event/date and its shaded visual group places time and room together. These make practical details easy to locate. Accept B or a qualified judgment supported by actual placement and the student's reading experience.</b> |
| 2 | What does B emphasize before its practical details? Explain a benefit and a possible cost for its audience.             | <b>The metaphorical headline and book-like OPEN/READ/SHARE grouping emphasize anticipation and reading. They may attract interest, but time and place receive less visual prominence. Effects on all viewers or attendance are not established.</b>                            |
| 3 | Why might 'Bring a book to join' mislead students even if the designer wants a shorter callout?                         | <b>It can imply a required contribution. The brief welcomes visitors who bring no books, so shortening the wording must not change that condition.</b>                                                                                                                         |
| 4 | What can one partner's reading test establish, and what would require more evidence?                                    | <b>It can show what that reader noticed and whether they found the details. It cannot prove that the layout works for all students or increases attendance.</b>                                                                                                                |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

**Possible notice copy:** Find Your Next Book

- Visit Harbor High's book exchange on May 12, from 3:30 to 4:15 p.m., in Room 214.
- Bring zero, one or two books, and choose one book to take home.
- Admission is free; no reservation is needed. You are welcome without a book to bring.

NO BOOK REQUIRED

**Assess the actual design:** This is copy for one possible notice, not a substitute for the digital artifact. A strong layout might place the event/time bullet near the heading and box the no-book-required callout. Require the three separate bullets and actual box in the opened PDF. The speaker should explain how two visible choices serve newcomers. Check the real reader feedback and resulting decision; do not accept invented test results.

Assess factual completeness, the 45-65-word total including heading and callout, hierarchy, readable spacing and the actual exported file. Do not award production credit for a prose plan or the work record alone. No QR code, outside photograph or real event registration is needed. Accept varied evidence-based readings of A and B; no universally correct scan order is established. The test reports one reader, not an experiment proving persuasion.