

# Guide That Grows

Read how a digital guide links, adapts, and stays current.

**CCSS.ELA-Literacy.W.9-10.6** "Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline each phrase that shows how readers can reach or view information in a digital guide. Circle each action the team takes to revise or check the guide, then number the circles in the order the actions appear.

### A Guide for Election Readers

- ① When a student journalism team published its online guide to the school board election, it did more than post an article. The guide began with a short overview of the candidates' stated priorities, then linked readers to the district's official election page and to each candidate's public questionnaire. These links let readers examine original information without crowding the overview with every detail. The team used descriptive link text, such as "district election calendar," instead of pasting long web addresses. Readers could choose whether to follow a link, while the guide remained clear for people who only needed the basics.
- ② Because readers used phones, laptops, and screen readers, the team organized the guide so it could change shape without changing its facts. A timeline displayed key dates in order, while a table compared candidates' answers on transportation, school meals, and class size. On a narrow screen, the table could be viewed one section at a time. On a larger screen, readers could compare columns side by side. Each visual included a heading and brief explanatory text. This flexible design helped readers locate information in the format that worked best for them.
- ③ Publishing was not the guide's final step. Two reporters checked the district calendar and questionnaires again before the early-voting period began. When the district moved a candidate forum to a new location, the team corrected the timeline, revised the overview, and tested the calendar link. Beneath the revised timeline, they added a short note explaining the change. A "Last checked" label showed readers when the team had reviewed the page. The shared document's comment tool allowed an editor to assign the update and ask a reporter to confirm it. By keeping the guide current and showing what changed, the team made its online work more useful and trustworthy.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** What two benefits did descriptive link text give readers?

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**2** How did the team make the comparison table usable on both narrow and large screens?

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**3** After the candidate forum moved, what three steps did the team take to update the guide?

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**4** How did the shared document's comment tool support the update process?

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

Using a shared document, slide, or web page, create and publish a 70- to 90-word mini-guide for a school event or community issue. Include one descriptive hyperlink to a credible original source, one feature that lets readers view information in more than one way, and a dated update note that names a change. Use comments or version history to show how a collaborator could review it.

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**PART 1 • READ AND MARK**

Underline each phrase that shows how readers can reach or view information in a digital guide. Circle each action the team takes to revise or check the guide, then number the circles in the order the actions appear. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                 | ANSWER                                                                                                                            |
|---|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1 | What two benefits did descriptive link text give readers?                                | <b>It showed readers what information a link would lead to and avoided cluttering the guide with long web addresses.</b>          |
| 2 | How did the team make the comparison table usable on both narrow and large screens?      | <b>On a narrow screen, readers could view one section at a time. On a larger screen, they could compare columns side by side.</b> |
| 3 | After the candidate forum moved, what three steps did the team take to update the guide? | <b>The team corrected the timeline, revised the overview, and tested the calendar link.</b>                                       |
| 4 | How did the shared document's comment tool support the update process?                   | <b>It let an editor assign the update and ask a reporter to confirm it.</b>                                                       |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Published in our shared class web page: Our heat-safety guide links to the National Weather Service's [Heat Safety page] (<https://www.weather.gov/safety/heat>) for official guidance. Readers can scan a one-screen checklist or open expandable sections for water, shade, and warning signs. Update, August 4, 2026: We added a section about checking local heat alerts for students during outdoor practices, sports, and walks home. A partner can use the page comments to verify the new section before it goes live.

Accept equivalent explanations that accurately identify the passage's linking, flexible-display, updating, and collaboration choices. For the open task, accept varied topics and platforms if all required digital-writing features are present and the source is credible.