

Pages That Change

Read how a shared webpage can link evidence, adjust displays, and stay current.

CCSS.ELA-Literacy.WHST.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 sentence that describes a link, a flexible display, or a plan to update the webpage. In the margin, label it L, D, or U to show its purpose.

Riverwatch's Living Guide

- ① When the Riverwatch club prepared a public guide to plastic waste in Pine Creek, its members did not treat the document as a final paper. They built a shared web page so each writer could revise assigned sections after the group checked sources. The opening included a brief claim, a photo caption, and links to the county water-quality dashboard and the club's full source list. Readers who wanted evidence could choose those links instead of searching for every source on their own. The page also listed the date of its most recent update, which helped readers judge whether the information was current.
- ② To make patterns easier to see, the club added an interactive chart showing monthly trash counts from three cleanup sites. A reader could select one site, compare it with another, or view all three at once. The chart was not decoration, it displayed the same verified data in several useful ways. The team placed a short explanation beside it and linked the chart's data note to the spreadsheet used for calculations. Because the webpage could change without reprinting, the club planned to replace the chart after each monthly cleanup. They also kept an earlier version in an archive, so readers could see what had changed.
- ③ Before publishing, the group tested the page on a phone and a laptop. On the phone, a wide table forced readers to scroll sideways, so the designers changed it into stacked cards that showed one cleanup site's results at a time. On the laptop, readers could still use the interactive chart for broader comparisons. The club also checked every link, wrote clear link labels, and made sure the photo caption explained why the image mattered. After the page went live, the writers invited comments through a form. A designated editor reviewed suggestions and corrected confirmed errors, recording each change in an update note.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name the two resources linked in the opening of the webpage. How do the links help readers?

2 What can a reader do with the interactive chart, and why is that more useful than one fixed chart view?

3 What update did the club plan after each monthly cleanup, and why did it keep an earlier version?

4 What problem appeared on phones, and what design change solved it?

3 YOUR TURN _____ Your own words

Write a 90 to 110 word draft for a shared online page about one school issue. Include a clear claim, two labeled links in brackets, one flexible or interactive display, and a specific plan for checking and updating the page.

PART 1 • READ AND MARK

Underline each sentence that describes a link, a flexible display, or a plan to update the webpage. In the margin, label it L, D, or U to show its purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name the two resources linked in the opening of the webpage. How do the links help readers?	The county water-quality dashboard and the club's full source list. The links let readers reach evidence without searching for every source themselves.
2	What can a reader do with the interactive chart, and why is that more useful than one fixed chart view?	A reader can select one site, compare sites, or view all three. These choices show the same verified data in several useful ways.
3	What update did the club plan after each monthly cleanup, and why did it keep an earlier version?	The club planned to replace the chart after each cleanup. It kept an earlier version so readers could see what changed.
4	What problem appeared on phones, and what design change solved it?	A wide table required sideways scrolling on phones. The designers changed it to stacked cards showing one site's results at a time.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Food Waste at Our Cafeteria Our school should track and reduce unopened food thrown away at lunch. Readers can check [District Meal Donation Rules] and [Student Lunch Waste Survey] to examine the evidence behind this proposal. An interactive weekly graph will let readers compare waste by day or select a grade-level lunch period. The shared page will show stacked summary cards on phones and the full graph on larger screens. After each Friday count, the cafeteria team will add new data, check the links, and post an update note naming the change.

Accept equivalent descriptions of the passage's links, displays, and update practices. For Part 3, check for all four required elements and a realistic use of a shared online writing product.