

Post With Purpose

Analyze how a school announcement reaches readers online and in print.

ELA.11.C.5.2 "Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two phrases that show the board's audience and its needs. Circle each multimedia element, then number the final quality and publishing actions in Paragraph 3 in the order they occur.

A Repair Cafe Announcement

- ① When the library's teen advisory board planned a repair cafe, its members did not begin with a generic announcement. They chose an audience, students who owned headphones, backpacks, or bikes that needed small fixes. Their opening line, "Bring the stuff you use every day back to life," used a practical, conversational tone. The post named the date, room, and drop-in hours near the top because busy students scan quickly. It also explained that volunteer mentors would guide repairs, so readers would know the event was welcoming even if they had never used a tool.
- ② To make the post useful rather than decorative, the board added a close-up photo of a student sewing a torn backpack strap. The caption identified the activity, while the alt text described the visible action for readers using screen readers. A small map graphic marked the library's workshop door, and its label repeated the room number in words. These elements helped readers locate the event and imagine what would happen there. The board avoided a crowded flyer with tiny type, unrelated clip art, or music that played automatically. Each image had a job, and the written information still made sense when the images were unavailable.
- ③ Before publishing, two board members read the post on a phone and a laptop. They corrected a vague phrase, "after school," by replacing it with "Thursday, 3:30 to 5:30 p.m." They checked that the photo had permission from the student shown and that every link opened correctly. The team exported the final design as a PDF for the library's internal network, where staff could print it, and posted an accessible web version on the school activities site. Publishing both versions let students find the announcement online while giving teachers a reliable file for hallway displays.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who was the announcement designed for? Quote one phrase that matches the audience's likely interests or needs.

2 What did the photo's alt text describe, and which readers did it support?

3 How did the map graphic and its written label help readers find the event?

4 Name two quality checks the team made before publishing. Then state where it published the PDF and the web version.

3 YOUR TURN _____ Your own words

Create a 75-100 word online announcement for a school event you choose, aimed at a clearly named audience. Include essential event details, one visual element with alt text, one quality check, and the file format plus online or LAN destination you will use to publish it.

PART 1 • READ AND MARK

Underline two phrases that show the board's audience and its needs. Circle each multimedia element, then number the final quality and publishing actions in Paragraph 3 in the order they occur. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who was the announcement designed for? Quote one phrase that matches the audience's likely interests or needs.	It was designed for students with headphones, backpacks, or bikes needing small fixes. A matching phrase is "Bring the stuff you use every day back to life."
2	What did the photo's alt text describe, and which readers did it support?	It described the visible action in the photo and supported readers using screen readers.
3	How did the map graphic and its written label help readers find the event?	The map marked the workshop door, and the label repeated the room number in words, helping readers locate the event even when the graphic was unavailable.
4	Name two quality checks the team made before publishing. Then state where it published the PDF and the web version.	Checks included reading the post on a phone and laptop, replacing the vague time, confirming photo permission, and testing links. The PDF went to the library's internal network, and the accessible web version went to the school activities site.

PART 3 • YOUR TURN (SAMPLE ANSWER)

New to coding? Join the Lunch Code Lab on October 14, from 12:10 to 12:45 p.m. in Room 214. This beginner-friendly meetup gives ninth-grade students a chance to build a simple game with student mentors, no experience or laptop needed. Visual: photo of two students testing code together. Alt text: Two students compare game code on a laptop. Before posting, I will verify the time and photo permission. I will export a PDF for the school LAN and publish a web version on the activities page.

Accept equivalent evidence of audience awareness, purposeful multimedia, accessibility, quality checks, and an appropriate publishing destination. For Part 3, accept varied events and formats when the response includes all required elements and is tailored to its named audience.