

From Screen to Share

Plan media, publication, access, and audience response.

ELA.12.C.5.2 “Create, publish, and share multimedia texts through a variety of digital formats.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each phrase that names a media format, a publishing space, a sharing route, or an accessibility feature. Write C, P, S, or A beside each mark to show its purpose: create, publish, share, or improve access.

Second Serving

- ① At Riverside High, the environmental club wanted students to notice how much edible food reached the trash after lunch. Instead of posting one long article, the club built a multimedia project called Second Serving. A two-minute captioned video followed a cafeteria worker as she sorted unopened items for a local pantry. A data graphic showed one week of waste totals, using bars and labels that could be read quickly. The project also included a short written interview with the pantry coordinator, giving readers details that did not fit on screen. Each piece used the same colors, title, and source list.
- ② Before publishing, club members tested the project on phones and laptops. They added alt text to the data graphic, checked that video captions matched the spoken words, and placed source links beneath the interview. They chose the school website as the project’s home because it could hold every part in one accessible page. To reach students where they already scrolled, they made a vertical, fifteen-second video preview for the school’s social media account. The preview named the project, showed a bar from the graphic, and linked viewers to the full website. A QR code on cafeteria table tents gave another route to the page.
- ③ After release, the club asked students to complete a one-question form on the website. They also invited the pantry coordinator to review the interview for accuracy and language. The responses showed that many viewers understood the waste totals but wanted to know which foods could be donated. The club added a second graphic with donation rules and dated the update. It then posted a new social media preview that said “Updated information” and linked to the same webpage. By keeping the website current while using short previews to direct traffic, the club treated publication as an ongoing conversation rather than a one-time upload.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name two media formats in Second Serving. What did each format help the audience understand?

2 What two choices made the project more accessible to viewers?

3 Why did the club use both a school website and a social media preview?

4 How did audience feedback change both the project and its sharing plan?

3 YOUR TURN _____ Your own words

Write a six-sentence production and publication plan for a multimedia text about a school or community topic. Name your audience, at least two media formats, an accessibility feature, a digital publishing location, a sharing method, and a way you will use feedback to revise the text.

PART 1 • READ AND MARK

Underline each phrase that names a media format, a publishing space, a sharing route, or an accessibility feature. Write C, P, S, or A beside each mark to show its purpose: create, publish, share, or improve access. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two media formats in Second Serving. What did each format help the audience understand?	The captioned video showed the cafeteria worker sorting items, and the data graphic presented one week of waste totals quickly. The written interview added details from the pantry coordinator.
2	What two choices made the project more accessible to viewers?	The club added alt text to the data graphic and checked that the video captions matched the spoken words.
3	Why did the club use both a school website and a social media preview?	The website held all project parts on one accessible page. The short social media preview reached students where they already scrolled and linked them to the full project.
4	How did audience feedback change both the project and its sharing plan?	The club added a graphic explaining donation rules, dated the update, and posted a new social media preview linking viewers to the updated webpage.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My multimedia text, “Night Bus Map,” will help students find safe evening transit options after school events. I will create a 90-second captioned video showing how to read three key bus stops and a simple map graphic with route colors, departure times, and source links. Alt text will describe the map’s routes and symbols, and the video will include a transcript. I will publish the complete project on the school activities webpage, where the video, graphic, and links can appear together. I will share a vertical preview through the school newsletter and student council social account, each linking to the webpage. A feedback form will ask whether the map is clear, and I will revise confusing labels before posting an updated version.

Accept responses that accurately connect formats, platforms, accessibility choices, and sharing methods to their purposes in the passage. For the open task, require all named components and a realistic revision plan based on audience feedback.