Purpose in Practice

Analyze how a web post informs and motivates its readers.

10.T.C.1.c "Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that show a purpose, circle each audience group, and number each multimodal feature named in the post. Use your marks to judge how the features work for the intended people.

River Cleanup Day Web Post

1. The City Youth Council created a web post for students and families about River Cleanup Day, a volunteer event at Maple Landing. Its headline, "Bring Back the Bank," appears above a wide photo of students in gloves sorting litter. The image gives viewers a quick view of the work and the safety gear. A short opening paragraph states the date, April 18, the meeting time, 9:00 a.m., and the location. These written details inform families who need to plan transportation, while the hopeful headline and photo invite students to join.

2. Below the introduction, a labeled map shows the meeting tent, parking area, accessible path, restrooms, and three cleanup zones. Families can use the map to decide where to park or meet a student, and volunteers can see where their teams will work. Next to it, a bar graph reports results from the previous cleanup: plastic bottles were 42 percent of collected items, food wrappers were 31 percent, and cans were 14 percent. The graph does more than decorate the post. It helps students understand why the council asks volunteers to bring reusable water bottles and separate recyclable cans.

3. At the bottom, a QR code links to a sign-up form, and an audio button reads the main information aloud in English and Spanish. Those features make registration faster and give some families another way to access the message. Before publishing, the council tested the post with two students and one parent. Their review checklist asked whether the date was easy to find, the map was readable on a phone, and each feature had a clear purpose. The council enlarged the map labels after the test. This self-evaluation helped the post both inform people accurately and encourage safe participation.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two purposes does the web post serve? Name one feature that supports each purpose.

2. How does the labeled map meet different needs for families and volunteers?

3. How does the bar graph support the council's request for reusable water bottles and recycling cans?

4. What change did the council make after testing the post, and what problem did the change address?

3 YOUR TURN

Your own words

Create a one-page multimodal announcement for a school or community event aimed at one specific audience. Use a headline and body text, plus at least two other clearly labeled modes, such as a photo description, map, chart, icon set, QR code, or audio clip, to serve two purposes, then add a two-item self-check explaining how your choices fit the audience and purposes.

ANSWER KEY # Purpose in Practice

GRADE 10 · 10.T.C.1.c

PART 1 · READ AND MARK

Underline words or phrases that show a purpose, circle each audience group, and number each multimodal feature named in the post. Use your marks to judge how the features work for the intended people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two purposes does the web post serve? Name one feature that supports each purpose.	**It informs people about the event and encourages safe participation. The date, time, location, map, and sign-up link inform readers, while the hopeful headline, photo, graph, and safety information encourage participation.**
2	How does the labeled map meet different needs for families and volunteers?	**Families can use it to find parking or arrange a meeting place, while volunteers can use it to locate their cleanup zones. The accessible path and restrooms also help people plan for access and comfort.**
3	How does the bar graph support the council's request for reusable water bottles and recycling cans?	**It shows that plastic bottles were 42 percent of collected items and cans were 14 percent. This evidence helps explain why reducing bottle waste and separating cans matters.**
4	What change did the council make after testing the post, and what problem did the change address?	**The council enlarged the map labels. The change addressed whether the map was readable on a phone.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

HEADLINE: Ninth Grade Family Night, Find Your Way Before the First Day. BODY: Ninth-grade students and their families can visit Central High on August 20 from 6:00 to 7:30 p.m. to locate classrooms, meet counselors, and register for school bus updates. PHOTO: A student and parent read a hallway room-number sign, showing families what to expect. MAP: A color-coded floor map marks the main entrance, counselor tables, classrooms, and accessible elevator. QR CODE: Scan to choose a bus-update language and submit transportation questions. SELF-CHECK: 1. The map and photo help new families feel prepared, while the QR code gives them a quick way to get bus information. 2. The event details inform families, and the welcoming headline and visual features encourage them to attend.

Accept a specific audience, at least two purposes, and clearly identifiable modes that each connect to a purpose or audience need. The self-check should evaluate whether the choices make the message useful, clear, accessible, or motivating for that audience.