Choose the Container

Match a message's form and structure to the people who need it.

12.P.EICC.4.b "Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each selected mode or genre, underline each audience need, and number the poster's action sequence 1, 2, and 3. These marks show how the team matches its plan to purpose and audience.

Planning a Food-Waste Campaign

1. At Riverton High, the student Green Team wants fewer untouched lunches to reach the trash bins. Its purpose is to persuade students to take only food they expect to eat and to place unopened items in the approved sharing station. The main audience is busy ninth through twelfth graders, many of whom decide quickly in a noisy cafeteria. A secondary audience is cafeteria staff, who need clear procedures that do not slow service. Before drafting, the team decides that the message must be brief, visible from a distance, and specific about what students can do during one lunch period.

2. To reach students at the point of choice, the team selects a visual and concise mode for a poster placed beside the lunch line. The poster genre can use a bold headline, two photographs, and three numbered actions. It will not explain the district's entire waste policy, because that information would compete with the immediate decision. For staff, the team chooses a short procedural email, a functional genre that lists where to place the sharing station, how to check items, and whom to contact. A two-sentence social media caption will reinforce the poster after school without replacing it.

3. The poster will follow a problem-to-action structure. First, its headline names the problem in familiar terms, then a photograph shows an unopened yogurt or wrapped sandwich that can be shared. Next, the three numbered actions tell students to choose carefully, use the sharing station for approved unopened food, and ask a staff member when unsure. The final line gives a simple result, less waste and more food available. The staff email uses chronological steps instead, beginning before lunch, continuing during service, and ending with cleanup. These different structures match each audience's task: students need a fast choice, while staff need an orderly routine.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the campaign's purpose, and who are its primary and secondary audiences?

2. Which genre is selected for students, and which genre is selected for cafeteria staff? Explain why each fits its audience.

3. What information does the poster include, and what information does it leave out? Why is that choice effective?

4. Compare the structures of the poster and the staff email. How does each structure meet its audience's need?

3 YOUR TURN

Your own words

A county health department needs to help residents age 65 and older use free cooling centers during an upcoming heat wave. Write 5 to 7 sentences that identify the purpose and audience needs, select at least two modes or genres, and explain how each text will be structured for that audience.

ANSWER KEY

Choose the Container

GRADE 12 · 12.P.EICC.4.b

PART 1 · READ AND MARK

Circle each selected mode or genre, underline each audience need, and number the poster's action sequence 1, 2, and 3. These marks show how the team matches its plan to purpose and audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the campaign's purpose, and who are its primary and secondary audiences?	**Its purpose is to persuade students to take only food they expect to eat and use the approved sharing station for unopened items. The primary audience is busy ninth through twelfth graders, and the secondary audience is cafeteria staff.**
2	Which genre is selected for students, and which genre is selected for cafeteria staff? Explain why each fits its audience.	**Students receive a visual, concise poster because they make quick decisions in a noisy cafeteria. Staff receive a short procedural email because they need clear steps that will not slow service.**
3	What information does the poster include, and what information does it leave out? Why is that choice effective?	**The poster includes a bold headline, photographs, and three numbered actions. It leaves out the district's entire waste policy so students can focus on an immediate lunch-period decision.**
4	Compare the structures of the poster and the staff email. How does each structure meet its audience's need?	**The poster uses a problem-to-action structure so students can make a fast choice. The email uses chronological steps, from before lunch through cleanup, so staff can follow an orderly routine.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My purpose is to help adults age 65 and older find and use free cooling centers before dangerous heat arrives. Because some readers may have limited internet access or need large, easy-to-scan print, I would create a large-print flyer for clinics, libraries, and senior centers, plus a brief radio public-service announcement. The flyer would use an informational, problem-to-action structure. It would open with heat-warning signs, then list center addresses and hours, transportation options, and a phone number in numbered sections. The radio announcement would begin with the opening date, repeat the phone number, and end with a clear instruction to call or visit a center. These genres and structures give readers detailed reference information and listeners an immediate, memorable next step.

Accept equivalent descriptions of the passage's purpose, audiences, selected genres, and structural choices when they are supported by details from the text. For the open task, accept varied modes and genres if the student clearly connects each choice and structure to older residents' access and information needs.