Sleep Smart Display

Analyze how a model display reaches a defined audience through purpose and mode.

8.T.C.1.c "Construct 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 Circle every bracketed mode. Write I, A, or B beside each one to show whether it mainly informs, prompts action, or does both, then underline two details that identify the audience.

Sleep Powers Your Brain

1. [HEADLINE: Sleep Powers Your Brain] Eighth graders, your science benchmark begins at 8:15 a.m. next Thursday. Bring your review notes, but plan for sleep, too. The Centers for Disease Control and Prevention says teens ages 13 to 18 need 8 to 10 hours of sleep each night. [INFOGRAPHIC: a moon icon beside "8 to 10 hours"] Set a bedtime that gives you enough time before your alarm. A rested brain can pay attention, remember information, and make decisions more easily.

2. [BAR GRAPH: 14 of 24 students in an anonymous class poll said they slept fewer than eight hours before the last major test.] The graph lets you compare the poll result with the recommended range quickly. [PHOTO: a backpack, charged Chromebook, and paper notes placed by a door.] Caption: "Pack tonight, then leave time to wind down." These images turn a health fact into a simple plan for students who may rush in the morning.

3. [ACTION BOX: Try this tonight] 1. Choose a time to stop studying. 2. Put your materials in one place. 3. Silence alerts while you get ready for bed. [QR CODE: Scan for the school counselor's one-minute video on building a bedtime routine.] Use the list to prepare for tomorrow, and use the video if you want more ideas. Sleep will not replace studying, but this display helps you organize both habits before test day begins at school next Thursday.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the main audience for this display? Give two details from the display that show it was made for that audience.

2. State two purposes of the display. Name one mode or feature that supports each purpose.

3. How do the bar graph and the sentence after it work together to inform the audience?

4. The action box and the QR code offer different kinds of support. What does each one provide?

3 YOUR TURN

Your own words

Create a three-part digital poster or handout for a school audience you choose, such as new students, team members, or bus riders. Include two purposes, a headline, and three clearly labeled modes, such as a photo caption, chart, map, checklist, or QR code, then write one sentence explaining how each mode helps your audience.

ANSWER KEY

Sleep Smart Display

GRADE 8 · 8.T.C.1.c

PART 1 · READ AND MARK

Circle every bracketed mode. Write I, A, or B beside each one to show whether it mainly informs, prompts action, or does both, then underline two details that identify the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the main audience for this display? Give two details from the display that show it was made for that audience.	**The audience is eighth graders taking a science benchmark. It directly addresses "Eighth graders" and refers to the 8:15 a.m. science benchmark next Thursday.**
2	State two purposes of the display. Name one mode or feature that supports each purpose.	**It informs students about recommended sleep through the CDC information and the "8 to 10 hours" infographic. It also guides students to prepare through the action box, photo caption, or QR code.**
3	How do the bar graph and the sentence after it work together to inform the audience?	**The bar graph shows that 14 of 24 students reported sleeping fewer than eight hours before a major test. The following sentence tells students to compare that result with the recommended sleep range.**
4	The action box and the QR code offer different kinds of support. What does each one provide?	**The action box gives three steps students can use that night. The QR code leads to a one-minute counselor video with additional ideas for building a bedtime routine.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: Students visiting the school library for the first time. Purposes: help visitors locate library services and guide them through borrowing a book. [HEADLINE: Find Your Next Book] [MAP: A simple floor map uses a blue arrow from the entrance to the circulation desk and a green arrow to the fiction shelves.] This map helps new visitors reach the desk and shelves quickly. [PHOTO WITH CAPTION: A student holds a book beside the self-check station. Caption: "Scan your library card, then scan the book barcode."] This photo and caption show what self-checking looks like. [CHECKLIST: 1. Choose a book. 2. Scan your card. 3. Scan the book barcode. 4. Place the book in your backpack.] This checklist gives visitors a clear order for borrowing.

Accept answers that identify the intended audience and connect specific labeled modes to informing, guiding action, or both. For the open task, accept varied topics if the work names an audience, serves at least two purposes, and uses a headline plus three identifiable modes with audience-focused explanations.