Messages That Move

How words, images, sound, and placement reach an audience

7.7.W "Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the intended audience, circle the action words on the poster and in the announcement, and number two choices besides words that help that audience notice or use the message.

A Message for the Gym Exit

1. At Cedar School, the media club is making a short campaign for students who leave the gym thirsty after practice. The club's message is simple: bring a reusable bottle and refill it at the station outside the gym. A long paragraph on a poster would slow students who are already heading for the buses. Instead, the poster leads with five large words: "Bring it. Fill it. Go." Beneath them, a smaller line reads, "Refill station: outside the gym doors." The words give students both an action and a location.

2. The poster is designed to work even from across the hallway. A thick black outline of a bottle sits beside the large words, so the shape stays clear on a plain white page. An arrow points toward the gym doors, but the location is written out too, in case someone misses the arrow. The club places the poster at eye level near the gym exit, not behind the door where students might pass without seeing it. The largest type carries the action, while the smaller line supplies the detail.

3. The club also writes a ten-second announcement for the coach to say after practice: "Heading out? Bring your bottle tomorrow. Fill it outside the gym doors before you leave." The coach points toward the exit as she says "outside the gym doors." Students who do not notice the poster can still hear where to go. Because the message repeats the poster's key idea, the voice and gesture add a second chance to understand it. The club keeps the announcement brief so it fits a busy dismissal.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the club use five large words instead of a long paragraph on the poster?

2. How does writing out the station's location help someone who misses the arrow?

3. How do the coach's voice and pointing gesture help students who miss the poster?

4. Why is the poster placed at eye level near the gym exit instead of behind the door?

3 YOUR TURN

Your own words

Create a mini campaign inviting sixth graders to a board game lunch in Room 12 on Friday. Write a poster headline and one detail line, describe a simple visual and where you would display the poster, then explain in one sentence how two of your choices help sixth graders notice and understand the invitation.

ANSWER KEY

Messages That Move

GRADE 7 · 7.7.W

PART 1 · READ AND MARK

Underline the intended audience, circle the action words on the poster and in the announcement, and number two choices besides words that help that audience notice or use the message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the club use five large words instead of a long paragraph on the poster?	**Students are heading for the buses, so a short, large message lets them grasp the action quickly.**
2	How does writing out the station's location help someone who misses the arrow?	**The written line still tells the student that the refill station is outside the gym doors.**
3	How do the coach's voice and pointing gesture help students who miss the poster?	**They can hear the refill message, and the coach's gesture directs them toward the exit.**
4	Why is the poster placed at eye level near the gym exit instead of behind the door?	**Students leaving the gym are more likely to see it there.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Headline: Try a Game at Lunch! Detail: Sixth graders, meet in Room 12 on Friday. Visual: Draw two dice next to the headline. Placement: Put the poster beside the cafeteria entrance. The dice show what the event is about, and the entrance puts the invitation where sixth graders will see it before lunch.

For the marking job, accept the audience in paragraph one, action words from both quoted messages, and any two described visual, spatial, aural, or gestural choices. For Part 3, accept other clear visuals and placements if the student explains how two choices serve sixth graders.