

Create, Export, Publish

Produce a multimedia announcement and check the published result.

ELA.11.C.5.2 "Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB You need a device, an approved editing tool and a teacher-provided online or local-network class site. Underline the brief's facts and circle the checks that require opening an actual file or page.

A Repair Cafe Practice Post

- ① **Complete fictional brief.** Write for high-school students deciding whether to attend a repair cafe. In this classroom scenario, it takes place Thursday, October 15, from 3:30 to 5:30 p.m. in Room 104. Volunteers help visitors mend torn bags and clothing. Entry is free; no registration is needed. Bring one clean item. Repairs are not guaranteed. Ask questions at the library desk. Use these invented facts consistently and label the finished post Classroom simulation so readers do not mistake it for a real event.
- ② **Create the actual media.** Write a 75-100-word announcement body with a welcoming, direct tone, practical details and a clear next action. Add a short title. Create and insert two useful visual elements yourself: a simple bag illustration and a two-step diagram showing Bring one clean item, then Ask a volunteer for help. Use an approved tool's shapes or your own drawings. Add accurate alternative text to each image and visible captions carrying the essential meaning. Keep text readable and meaning available without relying on color. Title, captions, alternative text and simulation label are outside the body word count.

- ③ **Finish the publishing process.** Check the facts, spelling and visual clarity. Export the finished announcement as a PDF and open it to inspect text and both visuals. Upload that file to the teacher-provided class site with a descriptive link, the announcement text and equivalent image descriptions on the page. Check the page as an intended reader, using the teacher's access instructions. Open its PDF link. Fix any permission or display problem before submitting the working page address, editable source and export. Writing what you will publish is only preparation.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What audience decision should guide the announcement's organization?

- ② Why would 'Every item will be fixed' misrepresent the brief?

- ③ How do the two visuals contribute different information?

- ④ Which checks show that publication actually works for the audience?

3 YOUR TURN

Your own words

Create, export and publish the complete announcement using the brief. Complete these records after each action. Submit the editable source, opened PDF and working class-page address. The printed lines document your work; they do not replace the digital product.

1. Create for the audience

Record your file title, body word count and how each inserted visual helps a student reader.

2. Check and export

Record a specific quality check, any correction and the filename of the export you actually opened.

3. Publish and verify

Record the working page address, how you checked intended-reader access and the PDF link, and the result. Resolve problems before submission.

PART 1 • READ AND MARK

You need a device, an approved editing tool and a teacher-provided online or local-network class site. Underline the brief's facts and circle the checks that require opening an actual file or page. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What audience decision should guide the announcement's organization?	Students need to decide whether to attend: identify the event, time, place, what to bring and limits clearly, then give a useful next action.
2	Why would 'Every item will be fixed' misrepresent the brief?	The brief explicitly says repairs are not guaranteed; the invitation must preserve that limit.
3	How do the two visuals contribute different information?	The bag illustration shows a suitable kind of item; the two-step diagram shows what the visitor should do. Captions and descriptions preserve those meanings in words.
4	Which checks show that publication actually works for the audience?	Open the exported PDF, view the actual published page with intended-reader access and open its PDF link. A local file or planned destination alone does not prove publication.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Possible announcement body: Bring a torn bag or piece of clothing to the repair cafe on Thursday, October 15, from 3:30 to 5:30 p.m. in Room 104. Volunteers will help students mend their items, although repairs are not guaranteed. Entry is free, and you do not need to register. Bring one clean item and ask a volunteer for help when you arrive. Questions before you come? Visit the library desk. Choose something you would like to use again and join us after school.

Media and publication criteria: A title such as Repair Cafe and a visible Classroom simulation label sit outside the body. An original bag drawing and an actual two-step diagram must be inserted, captioned and described. Inspect the student's real source, opened export and published page; this prose model is not an exported or published submission.

TEACHER ASSESSMENT NOTES

Require the 75-100-word body, both actual visual elements with alternative text and equivalent visible wording, correct fictional facts and an audience-appropriate action. Check the PDF and the accessible text/image descriptions on the class page, including intended-reader access and the working download. The teacher provides the approved destination and access method before the activity. No public social account, paid media or invented evidence of completion is required. Judge actual quality and reader usability, not merely checked boxes in the log.