

Guide That Grows

Build, publish, test, and update a useful digital guide.

CCSS.ELA-Literacy.W.9-10.6 "Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In this fictional account, underline one descriptive link label in paragraph 1. Box the two screen-size options in paragraph 2. In paragraph 3, circle the sentence beginning "When the district" and the next sentence; identify the four update actions they contain.

A Guide for Election Readers

- ① When a student journalism team published its online guide to the school board election, it did more than post an article. The guide began with a short overview of the candidates' stated priorities, then linked readers to the district's official election page and to each candidate's public questionnaire. These links let readers examine original information without crowding the overview with every detail. The team used descriptive link text, such as "district election calendar," instead of pasting long web addresses. Readers could choose whether to follow a link, while the guide remained clear for people who only needed the basics.
- ② Because readers used phones, laptops, and screen readers, the team organized the guide so it could change shape without changing its facts. A timeline displayed key dates in order, while a table compared candidates' answers on transportation, school meals, and class size. On a narrow screen, the table could be viewed one section at a time. On a larger screen, readers could compare columns side by side. Each visual included a heading and brief explanatory text. This flexible design helped readers locate information in the format that worked best for them.

- ③ Publishing was not the guide’s final step. Two reporters checked the district calendar and questionnaires again before the early-voting period began. When the district moved a candidate forum to a new location, the team corrected the timeline, revised the overview, and tested the calendar link. Beneath the revised timeline, they added a short note explaining the change. A “Last checked” label showed readers when the team had reviewed the page. The shared document’s comment tool allowed an editor to assign the update and ask a reporter to confirm it. By keeping the guide current and showing what changed, the team made its online work more useful and trustworthy.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What two benefits did descriptive link text give readers?

- 2 How did the team make the comparison table usable on both narrow and large screens?

- 3 In the two marked sentences in paragraph 3, what four update actions followed the forum move?

- 4 How did the shared document’s comment tool support the update process?

3 YOUR TURN

Your own words

Create an actual online mini-guide for classmates about a teacher-approved school event or topic. Use an Internet-connected class publishing tool with descriptive hyperlinks and expandable sections. Your teacher must arrange access. Complete the digital work; use the spaces below as a process record.

1. Produce and publish

Check an original source supplied or approved by your teacher. Write a 70-90-word guide in the tool, excluding its heading and link label. Add a working descriptive hyperlink and a short overview plus an expandable details section. Publish to your class audience. Record the topic, source URL and initial publication location/time.

2. Test with a reader

Have a classmate open the published guide, follow its link, and expand/collapse the details. Test a narrow and a wide view. Record the checks and one specific reader difficulty or new source fact requiring revision.

3. Update the live guide

Make a substantive correction or clarification, republish, and add a dated note naming the change. Keep the revised guide within 70-90 words, excluding the update note. Record before/after wording and publication time; have your reader confirm the new version is visible.

PART 1 • READ AND MARK

In this fictional account, underline one descriptive link label in paragraph 1. Box the two screen-size options in paragraph 2. In paragraph 3, circle the sentence beginning "When the district" and the next sentence; identify the four update actions they contain. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two benefits did descriptive link text give readers?	It showed readers what information a link would lead to and avoided cluttering the guide with long web addresses.
2	How did the team make the comparison table usable on both narrow and large screens?	On a narrow screen, readers could view one section at a time. On a larger screen, they could compare columns side by side.
3	In the two marked sentences in paragraph 3, what four update actions followed the forum move?	The team corrected the timeline, revised the overview, tested the calendar link, and added a note explaining the change.
4	How did the shared document's comment tool support the update process?	It let an editor assign the update and ask a reporter to confirm it.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative process record for a fictional school exhibition; students must complete their own real digital product. The teacher supplies the actual school source URL. Initial publication: class site, September 10, 10:00. Guide heading: Visit Our Exhibition. A descriptive link labeled "School exhibition notice" opens that source. The first two sentences form the overview; the remaining three are in an expandable "Visit details" section.

Our student exhibition opens Friday in the library. Visitors can see projects from science, history, and art classes and ask presenters how they developed their ideas. Arrive after lunch and begin at the welcome desk, where a student host will explain the room layout. Project labels identify the questions each team explored and the evidence they used. Please leave time to visit more than one subject area and share a question with a presenter.

Reader check: the link opened the school notice; details expanded and collapsed in both views. A reader asked for a precise arrival time. The source confirmed 1:00 p.m. Revision: replace "Arrive after lunch" with "Arrive at 1:00 p.m." The teacher approved the change. Republished September 10, 10:20; the reader reopened it and saw the correction. Update note: "September 10: Added the confirmed opening time, 1:00 p.m."

TEACHER ASSESSMENT NOTES

Annotation: "district election calendar"; one section at a time versus side-by-side columns; the two specified update sentences. Preparation: arrange a class site with hyperlinks, expandable sections, and reader access; provide a checkable original school source. A paper plan or described feature is incomplete. Assess the actual initial/revised guides, working source link, flexible interactive display, reader tests and dated substantive update. Count only guide prose, not heading, link label or update note. Accept other topics and solutions meeting these requirements; do not require the fictional model event.