Message Mission

Notice how features help a community message work.

3.T.C.1.b "Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect. (I)"

NAME _____ DATE _____

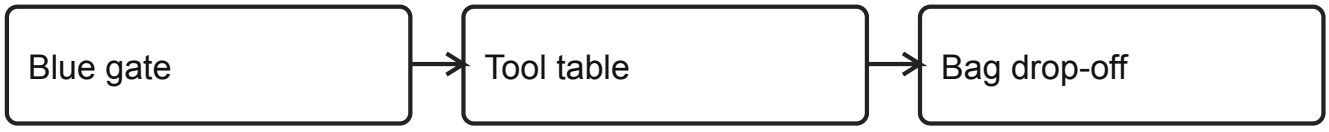
1 READ AND MARK

Read it twice

YOUR JOB Use the printed flyer and webpage mockup, then listen to the teacher's announcement and live question-and-answer. Compare how each mode helps the audience.

Clean River Park

Fictional flyer: families meet Saturday, 9–11 a.m., at the blue gate.



Schematic: follow the labeled route through the cleanup stations.

Webpage mockup — printed, not clickable

SIGN UP Questions for an adult organizer

Bring these items

- Gloves
- Water bottle
- Sun protection

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the bold heading and route diagram on the printed flyer help families?

2. Use the route graphic: after meeting at the blue gate, where do volunteers get equipment? How does the graphic help?

3. How do the sign-up button and the list on the webpage help visitors?

4. How did the repeated announcement and the teacher's live answer help in different ways?

3 YOUR TURN

Your own words

Choose a school event. Write a two-sentence message for a flyer or webpage, then name one visual, digital, auditory, or spoken feature you would add and explain in one sentence how it helps your audience.

ANSWER KEY

Message Mission

GRADE 3 · 3.T.C.1.b

PART 1 · READ AND MARK

Use the printed flyer and webpage mockup, then listen to the teacher's announcement and live question-and-answer. Compare how each mode helps the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the bold heading and route diagram on the printed flyer help families?	**The heading gives the topic. The labeled route diagram shows where to meet, get tools and drop off bags.**
2	Use the route graphic: after meeting at the blue gate, where do volunteers get equipment? How does the graphic help?	**At the tool table. The labels and arrows make the route/order visible.**
3	How do the sign-up button and the list on the webpage help visitors?	**On a real webpage the button would let a visitor sign up; the list helps them prepare. This paper button is a mockup and cannot be clicked.**
4	How did the repeated announcement and the teacher's live answer help in different ways?	**Repetition reinforces day/place/time. A live answer responds to a listener's particular question. Accept observations from the classroom demonstration.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The Book Swap is Tuesday at 3:00 in the library. Bring one book in good condition and choose another book to take home. I would add a photo of students trading books, so families can see what will happen.

Accept answers that correctly connect a feature or mode to its purpose or effect on the audience. For Part 3, accept any clear event message with an appropriate feature and explanation. Before students answer, demonstrate the auditory and spoken modes: read cheerfully, "Tell an adult about our cleanup, Saturday, 9–11. Saturday at River Park!" Repeat the final sentence. Then take one student question and answer it live. This is a classroom demonstration, not a recording.