

Signals That Help

Analyze how one public message combines modes, access, and reliability.

9.C.3 “Integrating Multimodal Literacies Make strategic use of multimodal tools. Monitor, analyze, and use multiple streams of simultaneous information. Create media messages for diverse audiences and purposes.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two details that help a resident act, circle three features that use a mode other than ordinary paragraph text, and write A beside any feature that improves access for a particular audience.

A Library Safety Post

- ① During a summer heat wave, the Riverton public library shared a phone-friendly safety post for residents. At the top, a bold headline read, “Cool Down at the Library, 10 a.m. to 8 p.m.” A blue map pin showed the building’s location, while a small thermometer icon marked the forecast of 98°F. Beneath the map, three short bullets listed free water, charging outlets, and a quiet room. The post also included a spoken-audio version and Spanish translation button. These features let people find urgent details quickly, even if they were reading on a small screen or needed another way to access the message.
- ② Library staff designed the post for more than one audience. Adults who needed immediate relief could scan the headline, hours, and map. People planning a visit could use the listed services to decide what to bring or do. A resident with low vision could listen to the audio version, and a Spanish-speaking reader could select the translation. The staff did not place every detail in one long paragraph. Instead, they combined words, icons, location information, and access options. Each stream of information has a purpose, so readers can compare details and act without losing the main safety message.
- ③ To make the post trustworthy, the library added a source line: “Hours confirmed by Riverton Public Library, June 18.” That line tells readers who supplied the information and when it was checked. The staff also chose a calm blue background and high-contrast dark text, rather than a flashing design that might distract people. Before posting, they checked that the map pin, hours, and audio described the same location. A message can use several modes at once, but its parts must agree. If the map sent residents somewhere else, the useful icons and translations would not prevent confusion.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Which three parts of the post would help a resident quickly find the library and decide when to go? Explain how they work together.

- 2** Choose two audiences named or described in the passage. For each audience, identify the feature designed to meet that audience's need.

- 3** Why does the source line make the media message more trustworthy? Include the two kinds of information the line provides.

- 4** What information did staff check for agreement before posting, and what problem could result if those parts did not agree?

3 YOUR TURN _____ Your own words

Create a phone-friendly media message announcing a school food-drive drop-off. Include a headline, a visual element described in brackets, two precise action details, one access feature for a specific audience, and a source line with a date. Arrange the details so both a hurried reader and a reader who needs access support can use the message.

PART 1 • READ AND MARK

Underline two details that help a resident act, circle three features that use a mode other than ordinary paragraph text, and write A beside any feature that improves access for a particular audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which three parts of the post would help a resident quickly find the library and decide when to go? Explain how they work together.	The headline gives the purpose and hours, the map pin gives the location, and the thermometer icon shows the heat risk. Together, they help a resident decide to go and find the library.
2	Choose two audiences named or described in the passage. For each audience, identify the feature designed to meet that audience's need.	A resident with low vision can use the spoken-audio version. A Spanish-speaking reader can use the translation button. Adults needing immediate relief can scan the headline, hours, and map.
3	Why does the source line make the media message more trustworthy? Include the two kinds of information the line provides.	It identifies Riverton Public Library as the source and gives June 18 as the date the hours were confirmed.
4	What information did staff check for agreement before posting, and what problem could result if those parts did not agree?	They checked that the map pin, hours, and audio described the same location. If they did not agree, residents could be sent to the wrong place or become confused.

PART 3 • YOUR TURN (SAMPLE ANSWER)

FOOD DRIVE DROP-OFF: Friday, 3:30 to 5:30 p.m. [Green map pin beside the north gym entrance] Bring sealed, nonperishable food to the north gym entrance after school. Drivers may use curbside drop-off. Spanish translation and audio version: scan the QR code. Source: Lincoln High Student Council, October 6.

Accept answers that identify how specific modes, such as text, icons, map information, audio, translation, or visual design, serve a purpose and audience. For the open task, accept varied topics if every required element is present and the information is clear, consistent, and audience-aware.