

Routes and Reasons

Analyze how a campaign draft uses audience, purpose, and modes.

11.T.C.1.c “Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB As you read, underline words that show a purpose, circle words that identify or address the audience, and number each different mode or design feature named in the draft. Your marks should show how the flyer reaches its audience and does more than one job.

Draft: Ride Together Week

- ① **RIDE TOGETHER WEEK**, April 14-18. Lincoln High students who usually arrive by car can try buses, carpools, biking, or walking for one week. [PHOTO: Two students locking bicycles beside the school entrance.] This campaign helps students compare travel choices and asks them to reduce morning traffic near campus. The headline is large and green, while a short subheading, “Less waiting, more breathing room,” appears beneath it. A blue box lists the audience: students with a ride to school, student drivers, and families who plan morning transportation. The design uses school colors so the message feels connected to Lincoln High.
- ② [BAR CHART, SOURCE: Student council arrival count: On a typical Tuesday, 312 cars entered the east lot between 7:35 and 7:55 a.m.; 86 students arrived by bus, bike, or foot.] The chart gives a quick reason for the campaign: fewer cars can shorten the line at the east entrance. A simple map uses arrows to show the bus stop, bike racks, carpool drop-off zone, and two safer walking crossings. Captions explain each symbol, so readers do not have to guess what the colors mean. A sidebar answers a practical question, “What if I cannot change my ride every day?” It suggests trying one alternative trip or sharing a ride once.
- ③ At the bottom, a QR code links to a one-minute pledge form, and a paper sign-up option appears beside it for students without phones. The final section says, “Choose one change, record how you traveled, and tell us what worked.” That sentence invites action and gathers feedback for the next campaign. Before posting the flyer, the student council checks whether its map is readable in grayscale, its photo includes alt text online, and its numbers name a source. They also ask three students who ride differently to test whether the flyer answers their questions. Their revisions will make the message more useful and fair.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What are two purposes of the Ride Together Week flyer? Give one passage detail that supports each purpose.

2 Who is the flyer designed to reach? Identify two choices that make the message fit that audience.

3 How do the bar chart and map serve different purposes for the audience?

4 Name two ways the student council evaluates the flyer before posting it. What audience need does each check address?

3 YOUR TURN _____ Your own words

Write a 110-140-word multimodal campaign draft, not counting the self-check, for a specific school audience about a campus issue you choose. Include a headline, text serving two purposes, labeled plans for at least two modes, and a two-item self-check naming revisions you would make for audience needs or access.

PART 1 • READ AND MARK

As you read, underline words that show a purpose, circle words that identify or address the audience, and number each different mode or design feature named in the draft. Your marks should show how the flyer reaches its audience and does more than one job. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are two purposes of the Ride Together Week flyer? Give one passage detail that supports each purpose.	It informs students about travel options, supported by the list of buses, carpools, biking, and walking. It persuades students to reduce traffic and take action, supported by the pledge form and the request to choose one change.
2	Who is the flyer designed to reach? Identify two choices that make the message fit that audience.	It targets Lincoln High students who ride to school, especially student drivers, and also families planning transportation. The blue audience box, school colors, and school-specific travel locations make it fit them.
3	How do the bar chart and map serve different purposes for the audience?	The bar chart provides data about the number of cars and supports the reason for reducing traffic. The map helps students locate transportation options and safer walking crossings.
4	Name two ways the student council evaluates the flyer before posting it. What audience need does each check address?	They check whether the map works in grayscale, which supports readers who cannot rely on color. They include alt text for the photo, which supports online access. They also name the data source and ask students with different travel routines whether their questions are answered.

PART 3 • YOUR TURN (SAMPLE ANSWER)

QUIET CORNERS FOR LUNCH Juniors who need a calm place to eat or study can use the library's new Quiet Corners from 11:40 to 12:20. [MAP: A floor plan highlights the north reading area, water fountain, charging station, and nearest restroom.] The map helps students find the space without asking staff during a crowded lunch period. [ICON CHART: Eighteen of twenty-four trial seats were filled on three recent Tuesdays.] The chart shows that students use the area and supports a request for six more seats. Bring headphones, keep conversations low, and scan the posted code to suggest a book, a seat, or a schedule change. This campaign explains a resource and collects ideas to improve it. Self-check: 1. I will enlarge the map labels after asking a student with low vision to read them. 2. I will add a Spanish translation after checking whether multilingual readers can understand the sign.

Accept answers that identify distinct purposes, a specific audience, and clearly named mode features with accurate explanations tied to the passage. For the open task, accept varied campus topics if the draft has multiple purposes, a defined audience, at least two labeled modes, and two meaningful revision checks.