

Campaign Choices

Study how a school campaign blends words, visuals, and action.

6.P.AC.3.d “Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each call to action, circle each bracketed text feature, and number the text features in the order you find them. Your marks will show how the campaign uses different tools to persuade students.

Refill for a Cleaner School

- ① Bring Your Bottle, Build Less Trash! The student Green Team is asking sixth graders to use the new water-refill station near the library. [Photo: a student filling a reusable bottle] One refillable bottle can replace many single-use plastic bottles over time. The station has a counter that shows how many plastic bottles it has helped prevent. Look for the blue droplet sign during passing time, then fill up before class. Small choices at school can keep hundreds of bottles out of trash cans.
- ② Why now? Our school throws away plastic bottles every day, even though tap water is available. Reusable bottles cost nothing to refill at the station. In a quick poll, Maya Chen said, “I forget my bottle when I rush out the door.” Her words show a real obstacle, not a reason to quit. Try this plan: place an empty bottle beside your backpack tonight. Tomorrow, scan the QR code on the droplet sign to see refill tips and share the campaign with a friend.
- ③ Refill Challenge, Friday at Lunch. [Chart: Monday, 18 refills. Tuesday, 27. Wednesday, 34.] The numbers are rising because students are remembering their bottles. Can your class help the chart climb higher? Bring a reusable bottle Friday, refill it at lunch, and add one mark to the class tally. [Speech bubble: “I pack mine beside my homework.”] Join your classmates, save plastic, and watch your shared effort appear on the chart. The Green Team will post Friday's total by the cafeteria door.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the campaign trying to influence, and what does it want that audience to do?

2 How does the photo in paragraph 1 support the campaign's purpose?

3 How do Maya Chen's quote and the backpack plan work together to influence students?

4 How does the chart in paragraph 3 make the refill challenge more persuasive?

3 YOUR TURN Your own words

Create a 70-90-word campaign card that persuades sixth graders to practice a different sustainable school habit. Blend a campaign announcement with a short testimonial, and include a headline, a labeled visual feature in brackets, and a craft technique such as a question or repetition.

PART 1 • READ AND MARK

Underline each call to action, circle each bracketed text feature, and number the text features in the order you find them. Your marks will show how the campaign uses different tools to persuade students. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the campaign trying to influence, and what does it want that audience to do?	It targets sixth graders or students at the school and wants them to bring reusable bottles and use the refill station.
2	How does the photo in paragraph 1 support the campaign's purpose?	It shows a student using a reusable bottle, helping readers picture the action the campaign wants them to take.
3	How do Maya Chen's quote and the backpack plan work together to influence students?	The quote identifies forgetting a bottle as a problem, and the plan gives students a simple way to remember one.
4	How does the chart in paragraph 3 make the refill challenge more persuasive?	It shows that refills are increasing and invites classes to help raise the total by adding to the tally.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Tray to Compost, Not Trash [Diagram: banana peel and apple core pointing to a green compost bin] Sixth graders, can one lunch make a difference? Yes. Composting keeps food scraps out of the trash and turns them into nutrient-rich material for soil. "I use the green bin after every lunch," says Jordan. Scrape, sort, compost. On Tuesday, put fruit peels, vegetable scraps, and plain paper napkins in the green bin. Help our cafeteria waste less and grow more.

Accept answers that name a reasonable audience and explain how specific words, visuals, data, quotations, or action steps influence that audience. For the campaign card, look for a clear purpose, an appropriate audience, the required text features, and persuasive craft choices.