

# Design With Purpose

Study how a school campaign combines words, data, visuals, and action.

**7.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 three words or phrases that invite the reader to act. Circle three features that combine words with another mode, such as a data display, image cue, or checklist, and number them 1, 2, and 3 in the order you notice them.

### Tray by Tray, We Can Waste Less

- ① At Jefferson Middle School, a five-day cafeteria check found 214 unopened food items in trash and donation bins. That is enough food to fill more than six classroom crates. The total does not include scraps that could be composted. On many days, the share table has space for sealed items students choose not to eat. Before you toss an unopened item, pause. Could it travel to the share table instead? A labeled bin waits nearby for fruit peels and other compostable scraps.
- ② [Data strip: Mon. 36 items, Tue. 49, Wed. 41, Thu. 52, Fri. 36.] The largest number appeared on Thursday, when several classes had a field trip schedule. “I started checking my tray before leaving,” says Maya Chen, a seventh grader. “Last week, I put two unopened items on the share table.” Her words appear beside a small drawing of hands passing an apple. A bold caption near the data says, “Small choices add up.” The drawing uses the school colors, green and gold.
- ③ Take the Tray Check. ☐ I will choose only what I plan to eat. ☐ I will place unopened items on the share table. ☐ I will ask an adult where compost goes. Name: \_\_\_\_\_. [QR code image]  
MORE: cafeteria map, weekly totals, student ideas. Bring this card to Friday lunch. Near the exit, a poster displays the same three boxes, a pencil cup, and a board labeled “Our Ideas.” A green arrow points from the lunch tables toward the share table.

## 2 ANSWER WITH EVIDENCE Use the passage

- 1 Who is the most likely audience for this campaign? Give two clues from the passage that support your answer.

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- 2 How do the 214-item total and the daily data strip work together to influence readers?

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- 3 How do Maya's quote and the drawing of hands passing an apple make the campaign more persuasive?

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- 4 How do the checklist, signature line, and QR code change what a reader can do after reading the campaign?

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## 3 YOUR TURN Your own words

Create a mini campaign card for a school improvement you choose. Include a headline, a one- or two-sentence fact box with an accurate fact, a short quote from an identified person, a visual feature you draw or describe, and two clear actions for a specific school audience.

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**PART 1 • READ AND MARK**

Underline three words or phrases that invite the reader to act. Circle three features that combine words with another mode, such as a data display, image cue, or checklist, and number them 1, 2, and 3 in the order you notice them. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                     | ANSWER                                                                                                                                                               |
|---|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Who is the most likely audience for this campaign? Give two clues from the passage that support your answer. | <b>The audience is Jefferson Middle School students. Clues may include references to students' lunch trays, the share table, Friday lunch, and a seventh grader.</b> |
| 2 | How do the 214-item total and the daily data strip work together to influence readers?                       | <b>The total shows the overall amount of waste, while the daily numbers show that it happens repeatedly and make the problem feel specific.</b>                      |
| 3 | How do Maya's quote and the drawing of hands passing an apple make the campaign more persuasive?             | <b>Maya provides a relatable peer example, and the drawing visually suggests sharing or helping. Together, they make the action seem personal and possible.</b>      |
| 4 | How do the checklist, signature line, and QR code change what a reader can do after reading the campaign?    | <b>They move the reader from simply learning about the issue to making a commitment, finding more information, and participating.</b>                                |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

FOR BUS RIDERS: KEEP OUR STOP CLEAN Fact box: Plastic bottles and wrappers can enter storm drains when rain washes litter along streets. Litter can harm places where people and wildlife live. "After I started carrying my wrapper home, our stop looked better," says Jordan, a fictional seventh grader. [Draw a bus stop with three arrows pointing to a trash can.] 1. Pocket your trash until you reach a bin. 2. Pick up one safe item before the bus arrives. Add your name to the Clean Stop list.

Accept supported inferences about audience, purpose, and the effects of design choices. For the campaign card, accept varied school issues if the response includes every required element and uses them purposefully for its stated audience.