

Routes That Matter

Analyze how a campaign combines words, visuals, and text features to influence readers.

8.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 two text features that give readers useful information, circle two craft choices that could influence readers, and put a star beside a detail that reaches a second audience.

Ride Ready Week

- ① [PHOTO: A student clips a helmet beside a bicycle rack.] On May 6, students can begin Ride Ready Week by choosing a walking, rolling, or bus route to Eastview Middle. The campaign card uses a bright road-sign headline above a simple map of the two entrances. A blue box lists arrival times for the morning bike check, while a small helmet icon appears beside safety tips. At the bottom, a QR code links to the city’s posted route map.
- ② “I used to wait by the front doors because I did not know where to park my scooter,” says Nia, an eighth grader. Her comment appears in a speech bubble next to a captioned photo of the scooter rack. Below it, three short lines read, “Check your wheels. Pack your helmet. Meet at the west gate.” The page also includes a shaded note for families: “Plan extra time for morning vehicle traffic.” These details sit beside the campaign’s calendar listing.
- ③ At the end, a torn-paper strip contains a mini pledge: “One trip, one small change.” Students may write a name on the strip and attach it to a hallway display shaped like a winding path. A final panel asks, “What could your route look like next week?” and leaves three blank lines for an answer. The campaign does not promise that every student can bike or walk. Instead, its route choices include buses, scooters, wheelchairs, and carpools.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which group is the campaign mainly trying to influence? Use two details from the passage to support your answer.

- 2 How do the map, arrival-time box, and QR code work together to support the campaign's purpose?

- 3 The page combines campaign information with Nia's personal comment. What does her comment add that the map and schedule do not?

- 4 How do the short lines "Check your wheels. Pack your helmet. Meet at the west gate." affect the tone and the reader's likely response?

3 YOUR TURN Your own words

Create an 80-100 word campaign card that persuades a specific school audience to support a school improvement you choose. Include a headline, one visual feature labeled in brackets, one accurate fact or clearly labeled school-survey result, and a call to action. Use at least two craft techniques, such as direct address, repetition, a question, or vivid word choice.

PART 1 • READ AND MARK

Underline two text features that give readers useful information, circle two craft choices that could influence readers, and put a star beside a detail that reaches a second audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which group is the campaign mainly trying to influence? Use two details from the passage to support your answer.	It mainly targets Eastview Middle students who travel to school. Details may include the route choices, Nia's scooter comment, the student pledge, or the question about a route next week.
2	How do the map, arrival-time box, and QR code work together to support the campaign's purpose?	They give readers practical planning information, including entrance locations, bike-check times, and access to a larger route map.
3	The page combines campaign information with Nia's personal comment. What does her comment add that the map and schedule do not?	Her comment adds a student's personal experience and shows a specific problem, not knowing where to park a scooter.
4	How do the short lines "Check your wheels. Pack your helmet. Meet at the west gate." affect the tone and the reader's likely response?	The short commands create a brisk, action-focused tone. They may lead readers to prepare their wheels and helmet and go to the west gate.

PART 3 • YOUR TURN (SAMPLE ANSWER)

QUIET CORNERS, BIG IDEAS [PHOTO: Two eighth graders read beside a window.] Eighth graders, do you need a calm place to finish a chapter, sketch a plan, or think? A library lends books and offers space for reading and research. The library can add cushions and small tables near the windows. Choose a seat. Choose a book. Choose a focused afternoon. [QR CODE: Student council suggestion form.] Tell the council which materials would make this corner useful before Friday. Your voice can shape the room.

Accept supported answers that identify other relevant text features or craft choices, as long as students explain how each choice could affect an audience. For the campaign card, accept varied school topics when the response meets the word count and includes all required features.