

Routes and Reasons

Construct and evaluate a text that informs and gathers audience feedback.

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 Read this invented campaign. Underline calls to action. Circle two choices such as repetition, direct address or short commands. Draw an arrow from one bar or label to a sentence it helps explain. All quotes, counts and events are practice examples.

Ride Together: A Practice Campaign

Ride Together: information and feedback

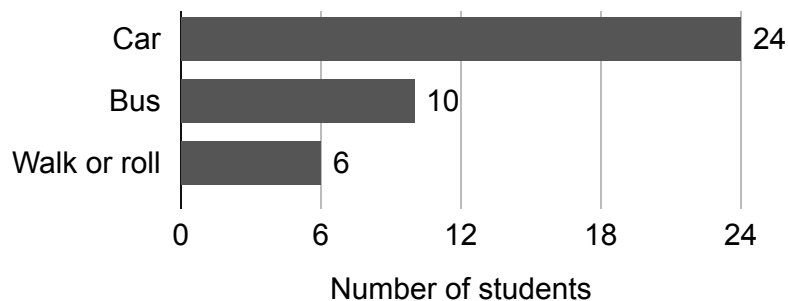
Lincoln High students and families, compare transport information at Tuesday's lunch table. Then tell the council which information is missing. The campaign aims to explain travel choices and gather feedback, not require a new ride.

Access note: Ask for a paper information card at the table. Families may send written feedback with a student.

What our practice count can show

In an invented arrival count, volunteers classified 40 students by the mode used for the final part of their trip. Each student was counted once. The chart compares students with students; it does not count vehicles or prove traffic will fall.

40 students by final travel mode



Invented count of 40 students on one Tuesday morning. One final mode per student; vehicle occupancy and traffic delay were not measured.

Check before sharing

- Check that the headline and call to action make both purposes clear.
- Check the chart title, equal scale, direct labels and source caption in grayscale.

The council revised “Arrival count” to “40 students by final travel mode” because the old heading did not name the unit. What else would make the flyer clearer to a family planning a trip?

2 ANSWER WITH EVIDENCE Use the passage

- 1 How do identifiable written and visual features serve the campaign’s two purposes?

- 2 Why is the revised chart title more accurate than a comparison of cars and students?

- 3 Evaluate two checks under “Check before sharing” for the intended audience.

3 YOUR TURN

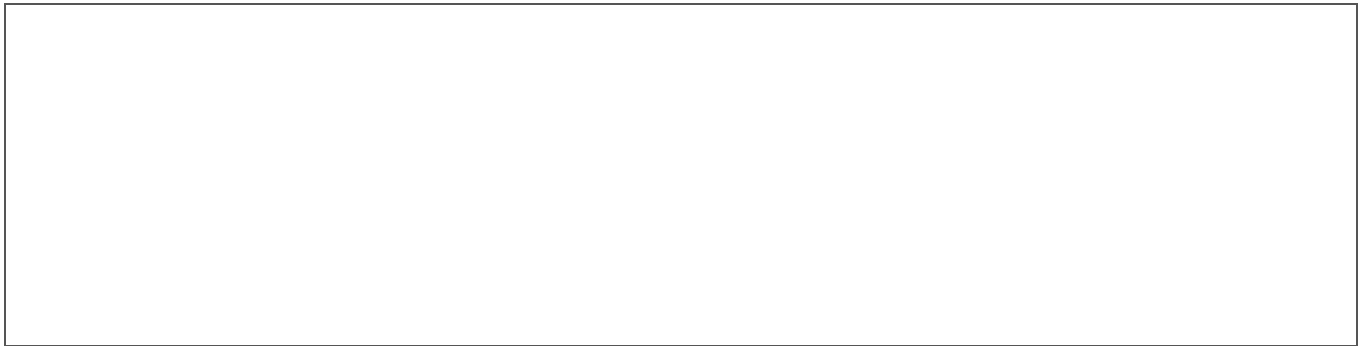
Your own words

Create a campaign for juniors that informs them about library-space preferences and gathers feedback. Use this invented poll of 30 students: 18 chose quiet seats, 8 group tables, 4 were unsure. Include a headline, explanation, response invitation and a labeled chart with caption.

Create the complete campaign

Use the box for an actual labeled chart and caption. Use the lines for your headline and complete campaign text. Make both parts work together.

Draw your chart here: title, category labels, numbers, scale and caption.



Evaluate and revise

Assess one written feature and one visual feature for both purposes and the juniors' needs. Revise one feature in your product, and record its old and new wording or design.

PART 1 • READ AND MARK

Read this invented campaign. Underline calls to action. Circle two choices such as repetition, direct address or short commands. Draw an arrow from one bar or label to a sentence it helps explain. All quotes, counts and events are practice examples. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

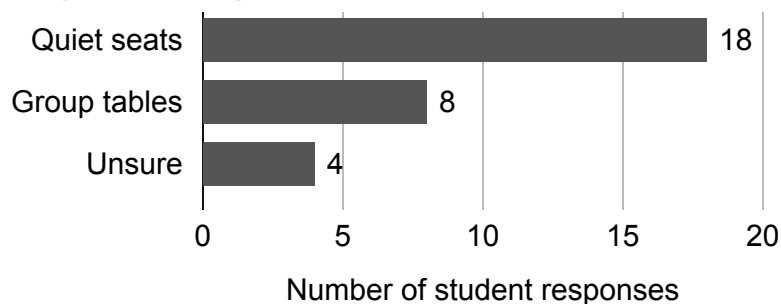
#	QUESTION	ANSWER
1	How do identifiable written and visual features serve the campaign's two purposes?	The headline and explanatory text introduce travel information, while the chart displays a count visually. The request to name missing information gathers feedback from students and families.
2	Why is the revised chart title more accurate than a comparison of cars and students?	It names one consistent unit: students. Comparing cars with students would mix units because a car may carry more than one student. The count also cannot establish vehicle totals or delay.
3	Evaluate two checks under "Check before sharing" for the intended audience.	Purpose checks ensure families know both what information is offered and what feedback to give. Direct labels, equal scale, caption and grayscale checks make the chart readable without relying on color or unexplained units.

PART 3 · YOUR TURN (SAMPLE ANSWER)**Quiet corners: learn and advise**

Juniors, learn what one practice poll says about library lunch spaces, then advise the council. Of 30 invented responses, 18 chose quiet seats, 8 chose group tables and 4 were unsure. One group cannot speak for every student.

Your response: Write which space would help you, and why, on a paper card at Friday's library lunch table. If you cannot attend, leave a card at the library desk.

Self-evaluation: The direct address and two paper routes make the invitation specific and reachable. The labeled chart informs readers; the response request gathers ideas. I changed "Students want quiet" to "Preferred space: 30 responses" and added "one group" because the earlier wording generalized too far.

Preferred space: 30 responses

Invented poll of 30 students; one choice each. Results describe this group, not all juniors.

TEACHER ASSESSMENT NOTES

All contexts and counts are invented. Assess construction and self-evaluation, not only analysis of the source. Require two explicit purposes, a specific audience, identifiable features in written and visual modes, an actual chart and a documented revision that appears in the final product. Do not accept bracketed visual plans. Keep student/vehicle units separate and avoid claims about representativeness or traffic effects. No arbitrary word range or working website is needed.