

Campaign Choices

Combine words, a real chart and a student voice to persuade readers.

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 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.

Refill for a Cleaner School

Bring your bottle. Build a habit.

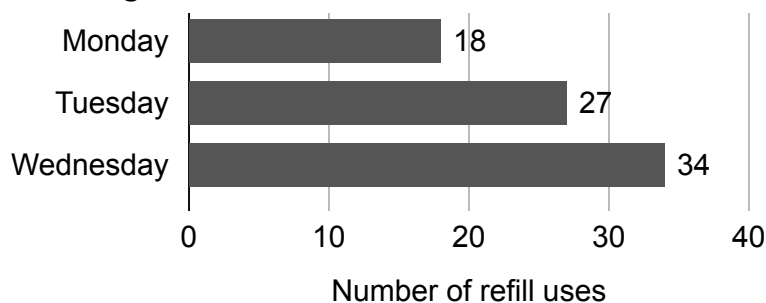
Sixth graders, try the library refill station at Friday lunch. Bring a reusable bottle if you have one. Ask the office about a loan bottle if you need one.

Student voice: "I forget my bottle when I rush," says Maya in this invented school campaign. "Putting it by my bag helps me remember."

Our refill count

The Green Team counted refill uses at the same station during Monday, Tuesday and Wednesday lunch. Uses increased, but the count cannot tell us why or how many different students refilled.

Refill uses during lunch



Invented Green Team counts. Same station and lunch period each day; a student could refill more than once.

Take the Friday challenge

- Place your bottle beside your backpack tonight.
- At Friday lunch, refill and add one mark to the tally at the station.

One bottle. One reminder. One new habit. Tell the Green Team which reminder helped you.

2 ANSWER WITH EVIDENCE Use the passage

1 How do the campaign announcement and Maya's comment work together for sixth graders?

2 How does the chart support the campaign? What can it not explain?

3 What effect might the repeated "One" and the short action steps have on readers?

3 YOUR TURN

Your own words

Create a different campaign for sixth graders: return finished library books on Friday. Use these invented practice facts: a Monday class check found 12 books ready to return and 8 still being read. Combine an announcement, a clearly fictional student testimonial, an actual bar chart with a caption, and a call to action. Use a question or repetition. Keep the counts accurate.

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

Explain how a word choice and a chart choice may influence sixth graders. Revise one label or phrase in your campaign and record the change.

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 the campaign announcement and Maya's comment work together for sixth graders?	The announcement gives a time and place to act. Maya's comment identifies forgetting as an obstacle and offers a reminder that classmates can try.
2	How does the chart support the campaign? What can it not explain?	The increasing bars show more refill uses over three lunches. They can encourage participation, but they do not show why uses rose or how many different students used the station.
3	What effect might the repeated "One" and the short action steps have on readers?	They make the habit seem manageable and give clear actions. This may encourage participation; the worksheet does not report how readers actually respond.

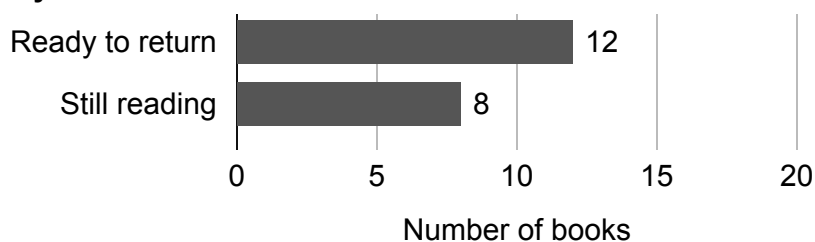
PART 3 · YOUR TURN (SAMPLE ANSWER)**Books back. Books ready.**

Practice campaign: Sixth graders, bring your finished library books to Friday homeroom. Our invented Monday count found 12 books ready to return and 8 still being read.

Student voice: “A note in my bag reminds me,” says fictional student Leo.

Ready to help another reader? Check your shelf. Check your bag. Put finished books beside your backpack and use the homeroom return box on Friday. Keep books you are still reading until their due date.

Design review: The repeated “Check” makes the actions easy to remember. I changed the chart label from “Ready” to “Ready to return” so readers know what the bar means.

Monday book check

Invented count of 20 books held by one class. Book status on Monday, not a measure of all sixth graders.

TEACHER ASSESSMENT NOTES

The campaign, student quotes and counts are invented. Compare text, chart and student voice as different ways of communicating. Do not infer students, prevented waste or causes from refill uses. The student creates a complete written-plus-visual product; bracketed plans are insufficient. Accept accurate charts and varied persuasive wording. No arbitrary word range is needed. The sample includes an actual chart and a recorded revision.