

Routes That Matter

Evaluate audience choices, then create a complete campaign card.

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 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 Ready Week

Ride Ready: choose what works

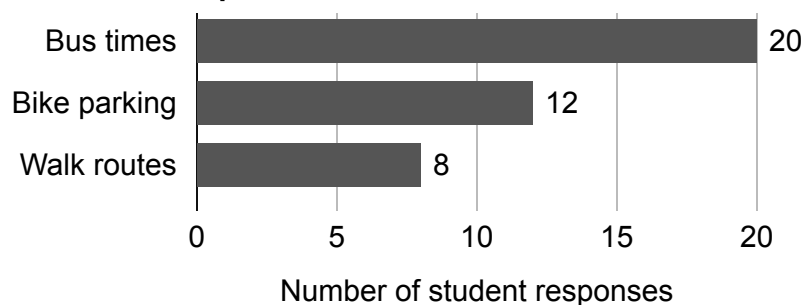
Eastview eighth graders, visit the travel table by the west entrance at Monday lunch. Compare options with your family; your usual ride may still be the best choice.

Student voice: "I wanted a place to ask questions before changing my trip," says Nia in this fictional campaign.

What did students ask for?

In an invented homeroom poll, each of 40 students chose the one kind of help they most wanted. The chart reports these responses, not everyone's needs or the safety of any route.

Most wanted travel help



Invented poll: 40 eighth graders, one choice each. These are requests for information, not travel-mode counts.

Ask. Compare. Choose.

- Bring a question to the travel table at Monday lunch.
- Take a paper planning card home to discuss with your family.

Family note: Choose an option that fits your circumstances. No student must change a ride.

What would make your trip easier? Tell the travel team on a paper comment card at the table.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How do the announcement and Nia’s testimonial serve different reader needs?

- 2** How do the chart’s labels and caption prevent a misleading reading?

- 3** Evaluate how “Ask. Compare. Choose.” and the family note influence readers.

3 YOUR TURN

Your own words

Create a campaign card asking eighth graders for feedback on library lunch spaces. Use the invented poll: 18 of 30 students chose quiet seats, 8 chose group tables and 4 were unsure. Combine an announcement and clearly fictional testimonial with a real bar chart, caption and paper call to action. Use two craft choices such as direct address, a question or repetition.

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 two craft choices and the chart suit your audience. Revise one feature to make its meaning clearer and record what changed.

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 announcement and Nia's testimonial serve different reader needs?	The announcement tells eighth graders when and where to get help. Nia's personal comment gives a relatable reason for asking questions before changing travel.
2	How do the chart's labels and caption prevent a misleading reading?	They identify requests for information from 40 students who chose once. Readers should not confuse the bars with travel modes, assume everyone was surveyed or treat a route as safe.
3	Evaluate how "Ask. Compare. Choose." and the family note influence readers.	The parallel short commands make a clear sequence. The family note respects different circumstances and reduces pressure to choose an unsuitable ride.

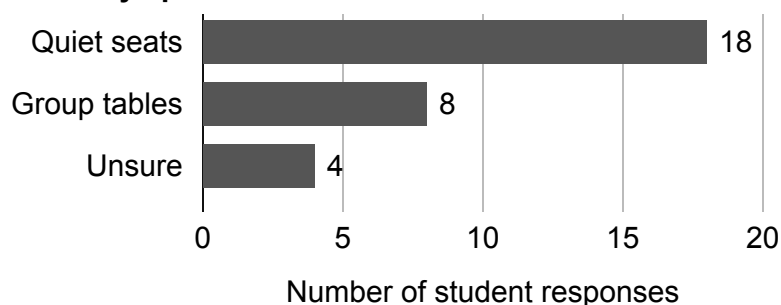
PART 3 · YOUR TURN (SAMPLE ANSWER)**Quiet corners, useful choices**

Eighth graders, what would help you use the library at lunch? Our invented poll of 30 students found that 18 chose quiet seats, 8 chose group tables and 4 were unsure.

Student voice: “I need a calm place to finish a chapter,” says fictional reader Sam.

Choose a seat. Choose a book. Choose a focused lunch. Tell the student council which space would help you on a paper card at Friday lunch. The poll describes these 30 responses; it does not settle every student’s need.

Design review: Direct address and repeated “Choose” invite eighth graders to respond. I added “30 students” to the caption so the poll is not mistaken for the whole school.

Preferred library space

Invented poll of 30 students; one response per student. This group does not represent the entire school.

TEACHER ASSESSMENT NOTES

All settings, quotations and counts are invented classroom practice. A poll is not a representative school survey unless evidence supports that claim. Preserve the named sample and one-response rule. Evaluate integration of genres, actual visual/text features and craft; do not accept descriptions of absent visuals as a completed multimodal product. The model uses an actual chart and audience-specific action.