

Design That Moves

Use a chart and personal voice without overstating the evidence.

9.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.

A Campaign for Waiting Space

More waiting space, more room to move

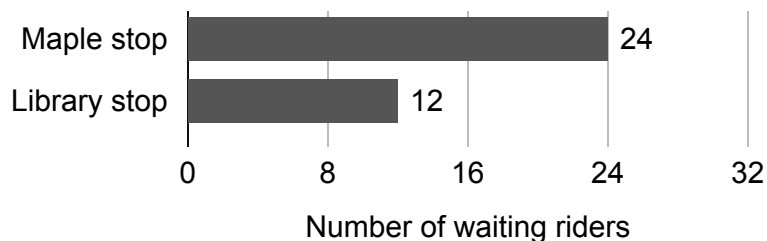
Maple bus riders and nearby residents: ask the youth council to study a larger waiting area. At Friday's 4 p.m. practice forum in the library, share your experience or leave a written comment.

Rider voice: "People crowd the path when a bus is late," says fictional ninth grader Amaya.

A snapshot, not the whole route

In an invented Tuesday observation at 3:15 p.m., volunteers counted 24 waiting riders at Maple and 12 at Library Stop. The counts do not show waiting-area size, bus frequency, other times or why the groups differ.

Riders waiting at 3:15 p.m.



Invented observation at two stops on one Tuesday at 3:15 p.m. Different routes and spaces may affect counts.

Make your experience count

- Speak at the Friday practice forum or read a prepared comment.
- Leave a paper comment at the library desk before the forum.

Who has room to wait? Who has room to pass? Tell the council where movement is difficult and which change to study. A cost estimate and access review are still needed before a plan can be approved.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How do the chart and Amaya's quotation make different contributions to the campaign?

- 2 What should a reader learn from the caption and the limits under "A snapshot, not the whole route"?

- 3 Evaluate how the repeated questions and the two response options fit this audience.

3 YOUR TURN

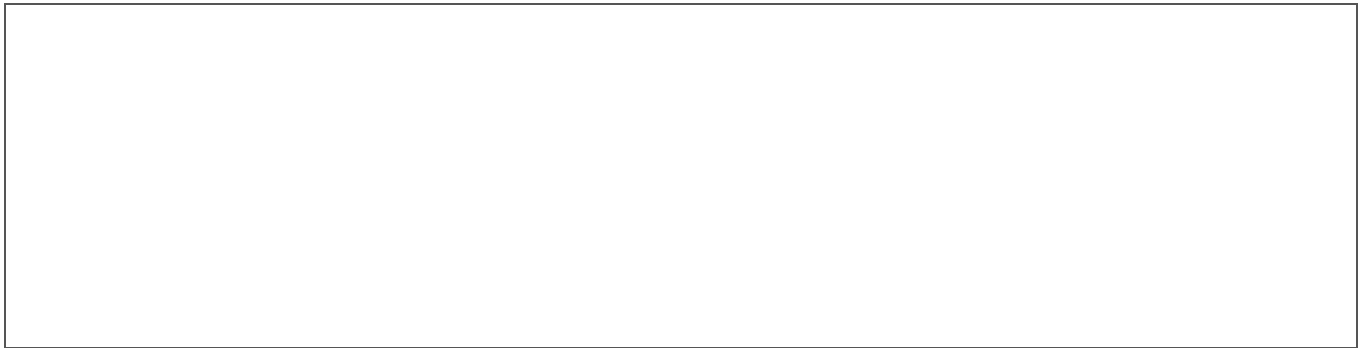
Your own words

Create a complete campaign addressed to the student council about library lunch seating. Use this invented Tuesday count at 12:10 p.m.: 18 students seated and 6 waiting. Include an announcement, a clearly fictional brief quote, an actual chart and caption, and two paper or in-person ways to respond. Use a deliberate craft choice. Acknowledge what the snapshot cannot prove.

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

Evaluate one textual choice and one visual choice for the student council. Revise one misleading or unclear feature, then record the before-and-after 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 chart and Amaya's quotation make different contributions to the campaign?	The chart gives a numerical snapshot of waiting riders, while the quote gives one person's experience. Together they give reasons to investigate, but neither proves the proposed solution will work.
2	What should a reader learn from the caption and the limits under "A snapshot, not the whole route"?	The data are invented observations at one time and two stops. Counts do not measure space, bus frequency or other periods, so a larger group does not by itself prove crowding or its cause.
3	Evaluate how the repeated questions and the two response options fit this audience.	The questions focus attention on waiting and passing space. Spoken and paper options let residents contribute in different ways, including people who cannot attend or do not want to speak.

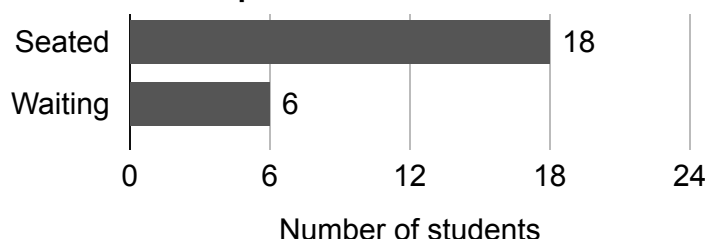
PART 3 · YOUR TURN (SAMPLE ANSWER)**Make room at lunch**

Student council members, study a trial with more library lunch seating. In our invented Tuesday 12:10 count, 18 students were seated and 6 were waiting. One count cannot establish demand across every lunch.

Student voice: “I left because I could not find a place,” says fictional student Eli.

Room to read. Room to think. Could a small seating trial help without blocking walkways? Bring a comment to Friday’s council meeting or leave a paper suggestion in the library box. Check space and cost before choosing furniture.

Design review: The quote makes the count personal, while the repetition emphasizes access. I added the observation time and the one-count limit so the chart does not promise a proven need every day.

Library lunch count at 12:10 p.m.

Invented Tuesday observation at one library. These are students counted at one moment, not all-day totals.

TEACHER ASSESSMENT NOTES

The bus and library situations are invented, including quotations and counts. Do not invent causal effects, safety findings, prices or universal demand from a single observation. The standard requires consuming and producing integrated modes; the student draws the visual and writes the actual campaign. Judge the audience-specific genre/craft choices and accurate integration of evidence. The teacher sample includes a real chart and a recorded revision.