

Routes Through Evidence

Use words and visuals to guide a reader from evidence to action.

12.T.SS.1.c "Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the background and the two actual proposal panels. Underline First, However, Therefore and Finally in the panels. Label the relationship each signals: sequence, limit, result or last step. The local situation and data are fictional practice material.

A Cooler Waiting Place

- ① A city committee is considering shade at the Oak Avenue bus stop. The waiting area has no roof. In a fictional site check on one clear July afternoon, surface temperatures were 129°F on asphalt, 92°F on shaded concrete and 88°F on grass. These are surface readings, not air temperatures or predictions of every day.
- ② Panels A and B are two parts of one printed proposal. Read A before B. The bar chart uses a common scale beginning at zero. The flow diagram shows a proposed process, not a completed project. Words and visuals should agree about what the evidence shows and what still needs checking.
- ③ A redesign needs more than a temperature comparison. Staff must check utilities, access, installation costs and maintenance before recommending a canopy. A short trial could collect rider comments, but those comments alone would not measure every safety or health effect. A responsible proposal keeps its next step conditional on those checks.

A · Classroom simulation: proposal, first panel

Start with the evidence

Asphalt

Shade

Grass

0

70

140°F

129

92

88

First, compare the three surfaces: the shaded concrete was cooler than the asphalt in this site check. That gives us a reason to consider shade for waiting riders. However, one afternoon does not establish every day's conditions, and these are not air temperatures.

Surface temperature in °F. Fictional readings from one clear July afternoon.

B · Classroom simulation: proposal, second panel

Turn the evidence into a next step

Check site + costs

↓

Install if approved

↓

Review rider reports

Therefore, ask staff to check whether a canopy is practical at this stop. The diagram keeps site and cost checks ahead of installation. Finally, request the report before a vote, with a plan to collect rider comments during any approved trial.

Proposed sequence. Approval and installation have not occurred.

2

ANSWER WITH EVIDENCE

Use the media and background

1

How does First connect panel A's words to its chart?

2

What limit does However signal? Why does the distinction matter?

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Student page 2 of 4

3 How does Therefore connect A to B, and how does B's diagram clarify that relationship?

4 What does Finally ask the committee to do now? How does that differ from claiming the project is already approved?

3 YOUR TURN

Your own words

Create a cohesive two-panel proposal using the supplied fictional facts. Choose riders or the budget committee as your audience. In Message 1, state the problem and draw a labeled evidence chart. In Message 2, propose a conditional plan and draw a labeled process diagram. Write short connected text around both visuals. Use at least four varied transitions to guide the reader across the two messages. Below, explain how one transition and one design choice help your chosen audience.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Read the background and the two actual proposal panels. Underline First, However, Therefore and Finally in the panels. Label the relationship each signals: sequence, limit, result or last step. The local situation and data are fictional practice material. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does First connect panel A's words to its chart?	It directs the reader to start with the surface comparison as evidence for considering shade.
2	What limit does However signal? Why does the distinction matter?	One afternoon's surface readings do not establish every day's conditions or air temperature. The claim must remain limited to the supplied evidence.
3	How does Therefore connect A to B, and how does B's diagram clarify that relationship?	It moves from a reason to consider shade to checking a possible response. The diagram orders checks, conditional installation and review.
4	What does Finally ask the committee to do now? How does that differ from claiming the project is already approved?	It asks for a site-and-cost report before a vote. Installation follows only if approved; the panel does not claim that checks or approval have occurred.

PART 3 · YOUR TURN (SAMPLE ANSWER)

The printed panels A and B are one complete model for the budget committee: A begins with First and limits the chart with However; B uses Therefore to connect the evidence to feasibility checks and Finally to request the report before a vote. Both actual visuals are supplied above. A student can reorganize the same facts for riders, using plain language about the wait and inviting comments after a trial. Require the student's own complete written-and-drawn messages, not labels standing in for absent pictures.

Explanation example: Therefore connects the comparison to a possible response; the ordered boxes help committee members see that cost checks come before installation.

Check all four transition functions and their logical relationships, not just a count of transition words. Accept other varied transitions if they fit the intended sequence, limitation, result or next step. Actual charts must use a common, labeled scale and the given surface readings; actual diagrams must keep site/cost checks before conditional installation and review. Two labeled placeholders do not count as multimodal production. The teacher model is the complete printed pair A/B and the accompanying explanation, not an unavailable digital destination. The scenario and data are classroom fiction, and no live QR code or outside material is needed.