Design With Purpose

Study how a school campaign combines words, data, visuals, and action.

7.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 _____

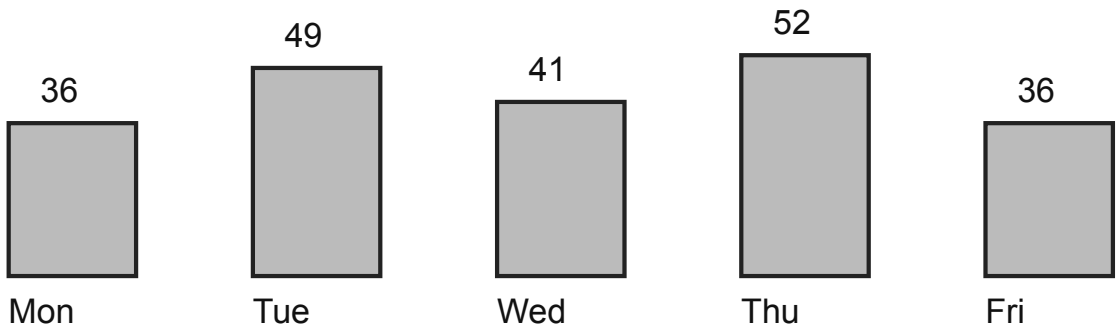
1 READ AND MARK

Read it twice

YOUR JOB Underline three words or phrases that invite the reader to act. Circle three features that combine words with another mode, such as a data display, image cue, or checklist, and number them 1, 2, and 3 in the order you notice them.

Tray by Tray, We Can Waste Less

Fictional Jefferson Middle School campaign. Five-day count: 214 unopened items left uneaten across trash AND donation bins. Donated items were recovered; this total does not measure discarded waste alone.



Unopened items left uneaten by day. Small choices add up.



"I checked my tray and shared two unopened items," says fictional seventh grader Maya Chen.

Take the Tray Check

□ Choose only what I plan to eat. □ Follow school rules for sharing unopened items. □ Ask an adult where compost goes. Name: _____

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this campaign? Give two clues from the passage that support your answer.

2. How do the 214-item total and the daily data strip work together to influence readers?

3. How do Maya's quote and the sharing flow diagram work together to persuade readers?

4. How do the checklist and signature line change what readers can do after reading?

3 YOUR TURN

Your own words

Create a mini campaign card for a school improvement you choose. Include a headline, a one- or two-sentence fact box with an accurate fact with its source (or clearly labeled invented practice data), a short quote from an identified person, a visual feature you draw, and two clear actions for a specific school audience.

ANSWER KEY

Design With Purpose

GRADE 7 · 7.P.AC.3.d

PART 1 · READ AND MARK

Underline three words or phrases that invite the reader to act. Circle three features that combine words with another mode, such as a data display, image cue, or checklist, and number them 1, 2, and 3 in the order you notice them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the most likely audience for this campaign? Give two clues from the passage that support your answer.	**Jefferson Middle School students: the school name, cafeteria trays/share table and fictional seventh-grade speaker indicate this audience.**
2	How do the 214-item total and the daily data strip work together to influence readers?	**The total shows 214 unopened items left uneaten across the two kinds of bins, while the daily numbers show the pattern across five days and make it specific. Donated or recovered items are not the same as discarded waste; these totals alone do not reveal how many were thrown away.**
3	How do Maya's quote and the sharing flow diagram work together to persuade readers?	**The explicitly fictional peer example makes the action relatable. The arrows show how an unopened item can reach another student through a share table, making the action concrete.**
4	How do the checklist and signature line change what readers can do after reading?	**They invite a specific commitment to choosing, sharing according to school rules, and asking about compost.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

FOR BUS RIDERS: KEEP OUR STOP CLEAN Fact box: Plastic bottles and wrappers can enter storm drains when rain washes litter along streets. Litter can harm places where people and wildlife live. "After I started carrying my wrapper home, our stop looked better," says Jordan, a fictional seventh grader. [Draw a bus stop with three arrows pointing to a trash can.] 1. Pocket your trash until you reach a bin. 2. Pick up one safe item before the bus arrives. Add your name to the Clean Stop list.

Accept supported inferences about audience, purpose, and the effects of design choices. For the campaign card, accept varied school issues if the response includes every required element and uses them purposefully for its stated audience. The chart totals 214, with Thursday highest at 52. Do not equate all 214 with discarded waste. Require an actual integrated student visual. No QR code or digital destination is supplied.