Shade on Screen

How digital choices shape a story's meaning

7.DL.15 "Utilize digital tools and/or products to enhance meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four digital features Maya uses. Number each feature and the words that explain how it helps viewers understand her point with the same number.

Two Stops Apart

1 On a July afternoon, Maya walked from a sunny bus stop to a shaded park entrance. The air felt hot in both places, but the pavement near the bus stop felt hotter to her hand. For a class project about city heat, she built a short digital story called *Two Stops Apart*. Its opening shows two photos of the same sidewalk, one in direct sun and one under a tree. A sliding button lets viewers compare the spots without flipping between separate pages.

2 Next, Maya added a recording of a bus rider describing how she waits beside a narrow patch of shade. The rider says she moves as the shadow shifts during the afternoon. Maya kept the clip short so the rider's voice, not a long speech, would carry the feeling of waiting in the heat. She also wrote captions that match the rider's words. Someone who cannot play the audio can still learn what the rider says, and anyone listening can follow the words on screen.

3 At the end, viewers can tap two labeled spots in the photos. One note explains that dark pavement absorbs sunlight and can become hotter than nearby shaded pavement. The other points out that a tree blocks some sunlight from reaching the ground. Maya did not add flashing effects or music, since those might distract from her point. She wanted viewers to notice the contrast, hear one person's experience, and understand why shade can change how a short walk feels on a hot day.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the sliding button help viewers understand Maya's point better than two separate pages would?

2. Why does Maya include the rider's recorded voice instead of only describing the rider's wait?

3. How do the tap-to-open notes add meaning to the photos?

4. If a viewer cannot play the recording, how do the captions help Maya's story still make sense?

3 YOUR TURN

Your own words

Plan a digital mini-story about a lost item finding its owner at school. In four or five sentences, state your message, name two digital features you would add, and explain how each would help viewers understand the story.

ANSWER KEY

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GRADE 7 · 7.DL.15

PART 1 · READ AND MARK

Underline four digital features Maya uses. Number each feature and the words that explain how it helps viewers understand her point with the same number. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the sliding button help viewers understand Maya's point better than two separate pages would?	**It lets viewers compare the sunny and shaded spots directly, making the contrast easier to notice.**
2	Why does Maya include the rider's recorded voice instead of only describing the rider's wait?	**The rider's voice helps viewers feel what waiting in the heat is like for a person.**
3	How do the tap-to-open notes add meaning to the photos?	**They explain why pavement in sunlight can get hotter and how a tree shades the ground.**
4	If a viewer cannot play the recording, how do the captions help Maya's story still make sense?	**The captions give the rider's words in text, so the viewer can still understand her experience.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My mini-story shows how returning a lost library book can make someone's day easier. Viewers could tap a clue at each place the book was left to follow its path through school. This would help them see how several small choices led to its return. A short recording of the owner saying thank you would show why getting the book back mattered.

Accept explanations that connect each feature to a specific idea or experience in the passage. For Part 3, look for an original message and two digital features whose effects are explained.