Make Meaning Click

Read how digital choices shape a story.

8.DL.14 "Utilize digital tools and/or products to enhance meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three digital features Nia uses. Circle a detail near each one that helps you infer what the feature adds to her story.

Where the Rain Goes

1 After a heavy rain, water gathers beside the bike racks at Nia's school. Across the yard, a shallow garden filled with grasses stays damp but does not form a deep puddle. Nia wants classmates to understand why the garden is there, so she builds a digital story called *Where the Rain Goes*. Her opening screen asks, "Where would this water go without the garden?" A short video shows rain running off the pavement and into the planted area. Nia films from the same spot throughout the storm.

2 Nia also adds a tap-to-reveal image of the garden. At first, viewers see only the plants and a drain at the far edge of the yard. When they tap labels, text identifies the shallow dip, the soil beneath it, and the route excess water can take toward the drain. Nia avoids a bright animated arrow that would make the water seem to move in one fixed path. Rain gardens can hold and absorb some runoff, but during a large storm, extra water may still flow away.

3 Before sharing the story, Nia tests it with her cousin, who watches on a noisy bus. He cannot make out her spoken explanation in the video. Nia adds captions that repeat her words and describe the sound of rushing water. She also writes a brief text summary below the video for anyone who cannot play it. When a classmate says the garden looks dry in one frame, Nia keeps that frame and adds a note: the soil can absorb water even when the surface is not covered.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Nia's video show that the question on her opening screen cannot show by itself?

2. How do the tap-to-reveal labels help viewers understand the garden? Why would the animated arrow be less accurate?

3. How do the captions and text summary help viewers who cannot get information from the video in different ways?

4. What misunderstanding does Nia's note on the dry-looking frame help prevent?

3 YOUR TURN

Your own words

Choose a school issue other than rainwater and plan a short digital message about it. State your main point, name two digital features and explain what each adds, then include a way to access the meaning if someone cannot hear or see a feature.

ANSWER KEY

Make Meaning Click

GRADE 8 · 8.DL.14

PART 1 · READ AND MARK

Underline three digital features Nia uses. Circle a detail near each one that helps you infer what the feature adds to her story. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Nia's video show that the question on her opening screen cannot show by itself?	**It shows rain moving off the pavement and into the planted area, making the water's movement visible.**
2	How do the tap-to-reveal labels help viewers understand the garden? Why would the animated arrow be less accurate?	**The labels identify the shallow dip, soil, and possible route for extra water. The arrow could falsely suggest that all water follows one fixed path.**
3	How do the captions and text summary help viewers who cannot get information from the video in different ways?	**Captions provide the spoken words and rushing-water sound for someone who cannot hear them. The summary gives the main information to someone who cannot play the video.**
4	What misunderstanding does Nia's note on the dry-looking frame help prevent?	**A viewer might think the garden is not taking in water because its surface looks dry. The note explains that the soil can still absorb water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My message asks students to take only the cafeteria food they expect to eat. A short video of uneaten food being scraped into a bin would make the waste visible. A chart showing measured amounts of discarded food on different days would help viewers compare the results. Captions would explain the video to people who cannot hear it, and text labels would make the chart clear without relying on color.

Accept answers that connect each digital feature to a specific meaning it adds or makes accessible. For Part 3, look for a distinct school issue, two purposeful features, and an access option suited to at least one feature.