

Displays With Purpose

Choosing visuals that clarify a presentation.

CCSS.ELA-Literacy.CCRA.SL.5 "Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every phrase that names a digital medium or visual display. Circle the words that explain how each display helps the audience understand Maya's message.

Maya's Cafeteria Plan

- ① Maya is preparing a three-minute presentation for the city council about food waste at her school. She begins with one clear claim: the cafeteria can throw away less food. On her opening slide, Maya places a large photo of a lunch tray with uneaten fruit. The image helps council members picture the problem before they hear numbers. She does not cover the slide with sentences, because the audience should listen to her explanation instead of trying to read a crowded screen.
- ② Next, Maya shows a bar graph made from the cafeteria manager's weekly records. The graph compares pounds of unopened food, scraped food, and compost collected during five school days. Maya points to the tallest bar and explains what it means, rather than expecting the graph to speak for itself. She also names the source of the records, so listeners can judge whether the information is trustworthy. The graph lets the council compare amounts quickly, which would be harder to do by listening to a list of numbers.
- ③ To end, Maya plays a ten-second video of students sorting leftovers into labeled bins. The video comes after she has explained the graph, so viewers know why sorting matters. Then she displays a simple two-column table that shows her proposed steps, "share unopened items" and "add compost bins," beside the people responsible for each step. Maya uses only media that support her claim. Each display has a job: create interest, show evidence, or make the plan easy to follow. She practices timing her words so the displays add meaning instead of distracting from her message.

2 ANSWER WITH EVIDENCE Use the passage

1 What display does Maya use at the beginning, and why is it a useful choice for that moment?

2 What information does Maya's bar graph compare? Why is a graph more useful than only saying the numbers aloud?

3 How does Maya help listeners decide whether the graph's information is trustworthy?

4 Why does Maya show the video after explaining the graph? How does the table support her ending?

3 YOUR TURN Your own words

Choose a school issue you want to improve. Plan a one-minute presentation with a clear claim and two visual or digital displays. For each display, state what it will show, when you will use it, and how it will help your audience understand your claim.

PART 1 • READ AND MARK

Underline every phrase that names a digital medium or visual display. Circle the words that explain how each display helps the audience understand Maya's message. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What display does Maya use at the beginning, and why is it a useful choice for that moment?	She uses a photo of a lunch tray with uneaten fruit. It helps the council picture the problem before hearing numbers.
2	What information does Maya's bar graph compare? Why is a graph more useful than only saying the numbers aloud?	It compares pounds of unopened food, scraped food, and compost during five school days. A graph lets listeners compare the amounts quickly.
3	How does Maya help listeners decide whether the graph's information is trustworthy?	She says that the graph comes from the cafeteria manager's weekly records and names the source.
4	Why does Maya show the video after explaining the graph? How does the table support her ending?	The graph helps viewers understand why sorting matters before they see the video. The table makes the proposed steps and responsible people easy to follow.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Claim: Our school should add more water refill stations. I will begin with a photo of students waiting at one crowded fountain, so the audience can see the problem. After I state my claim, I will show a bar graph of plastic bottles collected during a one-week recycling audit. The graph will provide evidence that many single-use bottles are used at school.

Accept answers that identify the named display and connect it to its stated purpose in the passage. For Part 3, accept varied school issues when the student includes a clear claim, two purposeful displays, and a logical order for using them.