

Shared Screen Studio

Study how a team plans, revises, and publishes a digital message.

ELA.10.C.5 "Creating and Collaborating"

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline three details that show the team creating its presentation, and circle three details that show the team collaborating. These details reveal how a shared product becomes accurate, clear, and useful for its audience.

A Video for the Council

- ① For their city council presentation, Maya, Jordan, and Eli are designing a three-minute video about reducing plastic waste at school. Before drafting, they identify their audience: council members deciding whether to fund refill stations. In a shared planning document, Maya writes the purpose, Jordan lists evidence they need, and Eli adds a deadline chart. The group agrees that each claim must be supported by a reliable source. They also decide the video should include captions so viewers can follow its spoken information without sound or in noisy rooms.
- ② Jordan locates a report from the Environmental Protection Agency and saves the link in the team's source list. Rather than pasting statistics immediately, he highlights a figure and leaves a comment asking whether it answers the council's funding question. Maya replies that the figure needs a local comparison, then adds data from the district's waste audit. Eli notices that the audit is two years old, so he labels its date beside the statistic. During a video call, the team chooses one claim for each slide. Their choices keep the presentation focused, and the source list lets every member check where information came from.
- ③ After assembling a draft, Maya records the narration, Jordan builds simple charts, and Eli checks the captions against the audio. Each person uses suggestion mode instead of changing another person's work without explanation. When Jordan suggests cutting a chart, he explains that its labels are too small for a council chamber screen. The group keeps a different chart and enlarges its labels. Before publishing the video, they credit the EPA report and the district audit on a final slide. They also test the video on a phone and a laptop. The final product reflects shared decisions, clear evidence, and attention to viewers.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the team shape its presentation for its audience? Name two choices from the passage.

2 What process does the team use to give feedback without silently overwriting another person's work?

3 How does the team make its evidence accurate and traceable? Give two actions.

4 Describe Jordan's feedback about a chart and the group's response.

3 YOUR TURN _____ Your own words

Plan a four-slide digital presentation with a partner about a school improvement you choose. Write 80 to 100 words that name the audience and purpose, divide two roles, describe one feedback step, identify one reliable source you would use, and name one accessibility feature.

PART 1 • READ AND MARK

Underline three details that show the team creating its presentation, and circle three details that show the team collaborating. These details reveal how a shared product becomes accurate, clear, and useful for its audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the team shape its presentation for its audience? Name two choices from the passage.	It uses one claim per slide and enlarges chart labels for the council chamber screen. Captions are another acceptable choice.
2	What process does the team use to give feedback without silently overwriting another person's work?	Each person uses suggestion mode and explains the reason for a proposed change.
3	How does the team make its evidence accurate and traceable? Give two actions.	It saves source links in a shared source list, checks whether evidence answers the funding question, and labels the date of the two-year-old audit. Any two are acceptable.
4	Describe Jordan's feedback about a chart and the group's response.	Jordan says the chart's labels are too small for the council chamber screen. The group keeps a different chart and enlarges its labels.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our four-slide presentation asks the principal to add shaded benches near the bus loop. Our audience is the principal and student council, and our purpose is to show how shade can make waiting safer on hot days. I would photograph the area and draft slides one and two. My partner would research heat-safety guidance from the National Weather Service and create slides three and four. We would use comments to question each claim before revising. Every slide would use large, high-contrast text, and images would include alt text.

Accept paraphrased answers that accurately connect collaboration choices to a clearer, more reliable, or more accessible product. For Part 3, accept any school-focused plan that includes every requested element and stays within the stated word range.