Pitch With Purpose

Study how a short presentation uses visual, spoken, and audio modes.

7.T.C.1.c "Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle every bold mode label, then write S beside each **SCREEN**, P beside each **SPEAKER**, and A beside each **SOUND**; these labels name modes, while the details that follow are features of those modes.

A Seed Library Pitch

1. At Monday's lunch, Maya gives a 90-second presentation to seventh graders. Her purpose is to recruit volunteers for the school seed library, a cabinet where students can borrow packets of flower and vegetable seeds. **SCREEN**: A close-up photo shows hands planting bean seeds. Under it, a caption reads, "Borrow, plant, return seeds." **SPEAKER**: Maya says, "You can grow food or flowers in a pot, then save seeds for someone else." The photo gives the audience a quick picture, while her words explain the idea.

2. Next, **SOUND**: For three seconds, Maya plays a recording of rain and then stops it. The brief sound helps listeners imagine a garden before she gives details. **SCREEN**: A simple three-step list appears: "Choose a packet," "Plant it," and "Bring back saved seeds." Each step has a small seed-shaped icon beside it. **SPEAKER**: Maya asks, "Could you give ten minutes on Thursday?" She tells students to sign up at the library desk. The list makes the action clear.

3. To end, **SCREEN**: The final slide shows the words "Thursday, 3:15, Library Desk" in large type, with an arrow pointing toward the sign-up location. **SOUND**: A short bell chime plays as the time appears. **SPEAKER**: Maya says, "Bring a friend, or come alone. We need six helpers to sort packets and label jars." She repeats the meeting time once and says that volunteers should arrive by 3:10. The clear date, place, and task help busy students decide whether they can join.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is Maya's audience, and what does she want that audience to do?

2. Name one **SCREEN** feature from the first paragraph. How does it support Maya's purpose?

3. What does the rain recording help listeners imagine, and when does Maya play it?

4. How do the large type and arrow on the final **SCREEN** help Maya's audience?

3 YOUR TURN

Your own words

Create a three-panel plan for a 45-second presentation that persuades seventh graders to join one school activity. Use all three modes, **SCREEN**, **SPEAKER**, and **SOUND**: include a simple screen sketch with a caption, spoken words that ask for action, and a sound cue; label each panel with its mode.

ANSWER KEY

Pitch With Purpose

GRADE 7 · 7.T.C.1.c

PART 1 · READ AND MARK

Circle every bold mode label, then write S beside each **SCREEN**, P beside each **SPEAKER**, and A beside each **SOUND**; these labels name modes, while the details that follow are features of those modes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is Maya's audience, and what does she want that audience to do?	**Her audience is seventh graders. She wants them to volunteer for the school seed library.**
2	Name one **SCREEN** feature from the first paragraph. How does it support Maya's purpose?	**The photo of hands planting bean seeds or the "Borrow, plant, return seeds" caption gives students a quick, clear picture of what the seed library is for.**
3	What does the rain recording help listeners imagine, and when does Maya play it?	**It helps listeners imagine a garden. Maya plays it before she gives details.**
4	How do the large type and arrow on the final **SCREEN** help Maya's audience?	**The large type makes the meeting day, time, and place easy to notice. The arrow points students toward the sign-up location.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Panel 1, SCREEN: Sketch students holding trash bags near a playground. Caption: "Clean-Up Crew, Friday!" Panel 2, SPEAKER: "Join us Friday at 3:15 to pick up litter around the playground. Sign up in Room 12." Panel 3, SOUND: Play two quick drumbeats as the final sign-up message begins.

Accept equivalent descriptions of the audience, purpose, modes, and features when they are supported by the passage. For the three-panel presentation plan, accept any school activity if it identifies seventh graders, includes all three labeled modes, and uses each required feature for a persuasive purpose.