Show What Matters

Match presentation choices to the ideas they clarify

6.CC.7 "Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each image, visual display, or sound the speaker plans to use, and circle the words that explain how it helps listeners understand.

A Rain Garden Presentation

1. When rain hits a school parking lot, it cannot soak through the pavement. Water flows toward a drain, carrying bits of dirt with it. For my presentation about rain gardens, I will begin with a close-up photo of water pooling beside a curb. I will ask, "Where will this water go?" Then I will show a simple labeled drawing of a rain garden: a shallow planted area, a path for incoming water, and soil beneath the plants. The drawing makes the water's route easier to follow than a long spoken description.

2. Next, I will display two large arrows, one showing water moving across pavement and another showing water moving down into garden soil. As I point to each arrow, I will explain that some water can soak into the ground instead of rushing toward a drain. I will keep the labels short so listeners can look up while I speak. I will not add a picture of every plant species because the names would pull attention away from the path of the water.

3. At the end, I will play a short recording of rain striking pavement, then pause it before I speak again. The sound gives listeners a familiar starting point, but it does not explain how a rain garden works on its own. I will return to the labeled drawing and trace the route with my finger as I summarize. For anyone who cannot hear the recording, I will also say, "Rain is tapping on hard pavement." Each part has a job: spark interest, show the route, or support my explanation.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the opening photo show, and how does the speaker use it to start the presentation?

2. What three features appear in the labeled drawing, and what does the drawing help listeners follow?

3. How do the two arrows help explain the difference between pavement and garden soil?

4. Why does the speaker pause the recording before speaking and describe its sound aloud?

3 YOUR TURN

Your own words

Plan a short presentation that teaches a new student how to pack a backpack for school. In four sentences, describe an image, a labeled visual display, and a sound you would use, explain how each helps, and include a way to share the sound's information with someone who cannot hear it.

ANSWER KEY

Show What Matters

GRADE 6 · 6.CC.7

PART 1 · READ AND MARK

Underline each image, visual display, or sound the speaker plans to use, and circle the words that explain how it helps listeners understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the opening photo show, and how does the speaker use it to start the presentation?	**It shows water pooling beside a curb. The speaker uses it to ask where the water will go.**
2	What three features appear in the labeled drawing, and what does the drawing help listeners follow?	**It shows a shallow planted area, a path for incoming water, and soil beneath the plants. It helps listeners follow the water's route.**
3	How do the two arrows help explain the difference between pavement and garden soil?	**One arrow shows water moving across pavement, while the other shows it moving down into garden soil.**
4	Why does the speaker pause the recording before speaking and describe its sound aloud?	**Pausing keeps the sound from competing with the explanation. Describing it shares the information with listeners who cannot hear it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would show a photo of a packed backpack so students can see the finished goal. A labeled sketch showing the book pocket and front pocket would help students decide where supplies belong. I would play a brief zipper sound to signal the final step, closing the bag after checking its pockets. I would also describe the zipper closing aloud so students who cannot hear it know the bag is shut.

Accept equivalent descriptions of how each presentation choice clarifies information. For Part 3, look for three distinct choices, a clear purpose for each, and an accessible description of the sound.