Messages That Move

Study how one message reaches students in different ways.

5.7.W "Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the poster's message, circle the words describing its planned picture, and write 1 by the speaking choice and 2 by the classroom gestures to see how the parts work together.

A Reminder to Return Books

1. Our class wants to help students return library books before winter break. Our audience is students in grades three through five. On a hallway poster, I would write, "Books due Friday: bring yours back to the library!" Below the words, I would draw a backpack with a book peeking out. The backpack picture helps students remember to check their bags.

2. At morning announcements, I would say, "Check your desk and backpack for library books. Please return them by Friday." I would speak slowly on the word "Friday" so the deadline stands out. If I visited classrooms, I would hold up a library book, then point toward the library sign. Those actions give listeners a simple picture of what to do next.

3. I would place the poster near the hallway doors that students use after lunch. The first line would be large enough to read while walking past. The drawing would sit just below the words, so a reader connects the backpack to the return request. The announcement reaches students who might not pass the poster, while the poster gives them another chance to notice the message.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the poster's words and planned backpack drawing work together to help students?

2. Which word would the speaker say slowly, and why?

3. What two gestures would the speaker use in classrooms? How would they support the message?

4. How would the poster's location and large first line help its audience?

3 YOUR TURN

Your own words

Imagine your school is having a field day. Create a reminder for second graders to bring a filled water bottle: write one poster sentence, describe a drawing you would add, and describe a gesture or speaking choice for an in-person reminder. Explain how two of your choices help second graders understand the message.

ANSWER KEY

Messages That Move

GRADE 5 · 5.7.W

PART 1 · READ AND MARK

Underline the poster's message, circle the words describing its planned picture, and write 1 by the speaking choice and 2 by the classroom gestures to see how the parts work together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the poster's words and planned backpack drawing work together to help students?	**The words tell students to return their books by Friday. The drawing reminds them to check their backpacks for books.**
2	Which word would the speaker say slowly, and why?	**The speaker would say "Friday" slowly to make the return deadline stand out.**
3	What two gestures would the speaker use in classrooms? How would they support the message?	**The speaker would hold up a library book and point toward the library sign. These gestures show what students need to return and where to take it.**
4	How would the poster's location and large first line help its audience?	**Students use the hallway doors after lunch, so they may pass the poster. The large first line helps them read it as they walk by.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My poster would say, "Field day is tomorrow! Bring a filled water bottle." I would draw a bottle with water inside next to the words. While speaking to second graders, I would pretend to take a drink from a bottle. The picture shows what to pack, and the gesture reminds them why they will need water.

Accept equivalent explanations that connect each choice to what the intended audience should notice or do. For Part 3, look for a clear poster sentence, a described drawing, an in-person choice, and an explanation of two choices.