

One Issue, Three Sources

Interpret a map, a chart and a spoken report to explain a school issue.

CCSS.ELA-Literacy.SL.6.2 "Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

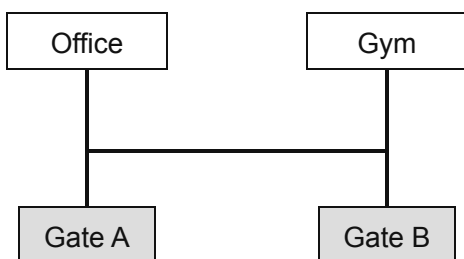
YOUR JOB Read the setup and inspect A-B. Complete listening step 1 before answering the questions. Your teacher supplies the spoken source from the key; it is not printed on the student pages.

Where Should the Helper Stand?

- ① Cedar School can place one extra adult helper at either Gate A or Gate B during dismissal. Sources A and B show the gate layout and waiting students on one Tuesday. These are invented classroom records. The map gives locations, not distances or measured walking times.
- ② The chart counts students still waiting at each gate at two moments on that Tuesday. It does not follow individual students or tell why a queue changed. The teacher will read Source C, a staff member's report, twice. Listen for information that the map and chart do not supply.
- ③ Use all three sources to recommend which gate to help first during a rainy dismissal. More than one recommendation may be reasonable. Explain each source's contribution and identify what remains uncertain; the available evidence does not prove which placement will work best.

A • Classroom simulation: campus office map

Two dismissal gates

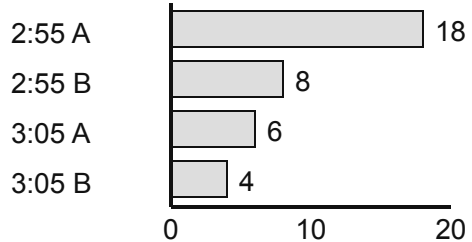


Solid lines show walkway connections. This is a schematic, not a scale drawing. The labels locate the office and gym beside different gates; no distances or walking times are supplied.

Source A. Tuesday's gate layout; shelter and waiting times are not marked.

B • Classroom simulation: dismissal count**Students still waiting**

Time / gate



Each bar is a count at one moment, not the number of arrivals or the length of anyone's wait. All four observations were made on the same Tuesday.

Source B. Horizontal scale: number of students, starting at zero.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1** What spatial relationship can you read from map A? Explain how it contributes to the gate-placement decision.

- 2** Read chart B. How do the two gates compare at both times, and what does this contribute? Name one conclusion it cannot support.

- 3** From the spoken report C, record two details absent from A-B. Explain how one changes or strengthens your interpretation.

- 4** Recommend a gate for the rainy dismissal. Connect one contribution from each format and identify information you still need.

3 YOUR TURN _____ Your own words

Required: a teacher with the answer key, a partner, pencils and one student copy each. The teacher reads Source C twice before students answer. Keep A-B visible while listening; provide the printed script or captions for access when needed.

Carry out the listening and partner work below. Answer the four questions after step 1. Your final explanation must connect information from the actual map, chart and spoken report.

1. Listen before answering

Listen to the teacher's two readings of C with A-B visible. On the second reading, link a spoken detail to a location or count. Then answer questions 1-4.

Record two heard details and one link to A or B.

2. Explain each contribution

With a partner, take turns explaining what the map, chart and oral report each add to the decision. Each student must interpret all three. Ask for clarification when a detail is unclear.

Record one distinction between what two formats contribute.

3. Test a recommendation

Each partner gives a recommendation using all three sources. The listener asks a question about the evidence or an uncertainty. Respond using a source or acknowledge the missing information.

Record the actual question you received and your response.

4. Give your final explanation

Each student delivers a brief explanation to the partner or teacher: a recommendation, the contribution of each format, and one limit. Revise your reasoning if the exchange revealed a gap.

Record one change or confirmation and your listener's initials.

PART 1 • READ AND MARK

Read the setup and inspect A-B. Complete listening step 1 before answering the questions. Your teacher supplies the spoken source from the key; it is not printed on the student pages. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What spatial relationship can you read from map A? Explain how it contributes to the gate-placement decision.	Gate A connects to the office and Gate B to the gym; a walkway links the branches. This locates the two choices and helps relate the spoken staff report to the campus. The map gives no distances or shelter information.
2	Read chart B. How do the two gates compare at both times, and what does this contribute? Name one conclusion it cannot support.	A has 18 versus B's 8 at 2:55, and A has 6 versus B's 4 at 3:05. A has more waiting students at both observed moments, useful evidence about observed crowd size. Counts alone do not establish waiting duration, causes or typical conditions.
3	From the spoken report C, record two details absent from A-B. Explain how one changes or strengthens your interpretation.	A has a covered waiting area; B is uncovered; a gym cart crossed B's walkway twice yesterday; the speaker did not observe A then. These add shelter or possible crossing concerns. They do not establish which gate is generally riskier.
4	Recommend a gate for the rainy dismissal. Connect one contribution from each format and identify information you still need.	For B: the map locates the gym-side gate, C reports no cover and two cart crossings, and B has fewer students in the snapshot but still needs attention. For A: larger observed queues may justify help despite cover. Require actual map, chart and oral details plus a limit, such as counts on several rainy days.

PART 3 · YOUR TURN (SAMPLE ANSWER)

SOURCE C: TEACHER READ-ALoud SCRIPT. Read this entire quotation twice, with a pause for notes: “I supervise dismissal at Cedar School. Gate A has a covered waiting area, but Gate B does not. Yesterday I worked at Gate B beside the gym. A staff member pushed a cart across its walkway twice while students were waiting. I did not observe Gate A yesterday, so I cannot compare the two gates’ crossings. I would want someone to check both gates during rainy dismissal.”

Illustrative discussion record: I linked the gym on A to the cart crossings in C. My partner asked whether the two crossings prove B is always more difficult. I said no: it is one person’s report from one day. I still recommended checking B first in rain because it has no cover, while acknowledging A’s larger Tuesday queues. The chart adds crowd counts, the map locates the choices, and the spoken report adds conditions the other sources omit.

Keep the script off student desks until the listening task, except for access accommodations. Say “Source C, a staff member’s report” before reading; pause and repeat the complete script. Observe each student interpreting all three formats and explaining their contribution, not merely naming them. Accept either gate with accurate evidence and a limit. Do not treat queue counts as waiting times or infer that either helper placement has a proven benefit. The example record is illustrative; students must supply their own real exchange.