

Make the Paper Message Clear

Combine evidence, visuals and a spoken explanation.

4.C.3 "Integrating Multimodal Literacies Select, organize, and create engaging presentations that include multimedia components and visual displays..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

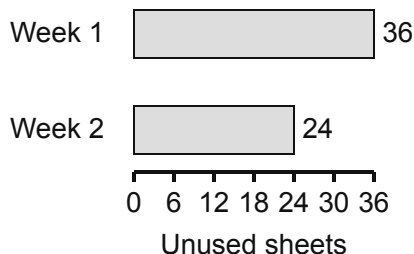
YOUR JOB Study displays A and B. Circle a graph value and trace the arrows. Consider what each visual adds to the written words.

Use These Practice Facts

- ① This fictional class wants to waste less paper. Display A compares unused sheets from two weeks. In week 2, the class tried a reuse tray. The counts show a change, but do not prove that the tray caused it; other classroom activities may have changed too.
- ② Display B shows the order for using the tray. Check whether a sheet has a blank side. Choose a usable sheet for a draft. Return any still-usable sheets after writing. The words explain each action; the arrows make the order easy to follow.
- ③ Create a presentation for another class using NEW practice data: Room 8 counted 30 unused sheets in week 1 and 18 in week 2. Its tray routine is Check, Choose, Return, as described above. Explain both the counts and the routine.

A • Invented classroom example

Did the Paper Count Change?

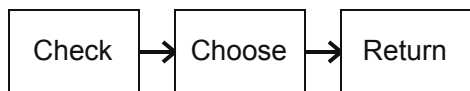


Week 1: 36 unused sheets. Week 2: 24. A reuse tray was tried in week 2. This graph compares counts; it does not identify the cause.

Both bars use the same scale, starting at zero.

B • Invented classroom example

Use the Reuse Tray



Check for a blank side. Choose a usable sheet for a draft. Return sheets that are still usable after writing.

Read the arrows from left to right.

2 ANSWER WITH EVIDENCE Use the media and background

1 What change does graph A show? Does it prove that the tray caused the change?

2 How do the arrows in B and its written explanation work together?

3 Which visual would you use to compare amounts, and which to explain the routine? Why?

3 YOUR TURN _____ Your own words

Message 1: title and draw a bar graph for Room 8: week 1 = 30, week 2 = 18. Label both bars and a number scale starting at 0 with equal steps. Add a cautious sentence about the change. Message 2: title and draw Check, Choose, Return with arrows and short action notes. Present both to a partner, pointing as you explain. Ask what was unclear, then improve one detail. On the lines, explain what each visual adds and record your improvement.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Study displays A and B. Circle a graph value and trace the arrows. Consider what each visual adds to the written words. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What change does graph A show? Does it prove that the tray caused the change?	Unused sheets decreased from 36 to 24, a drop of 12. The comparison alone does not prove the tray caused it; other activities may have changed.
2	How do the arrows in B and its written explanation work together?	The arrows show Check, then Choose, then Return. The written explanation tells what to do at each step.
3	Which visual would you use to compare amounts, and which to explain the routine? Why?	A graph makes amounts easy to compare; a flow diagram shows the order of the actions.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Message 1: "Room 8: Unused Paper" shows bars ending at 30 and 18 on the same 0, 6, 12, 18, 24, 30 scale. Caption: "There were 12 fewer unused sheets; we cannot tell the cause from these counts alone." Message 2: "Use the Tray" has Check (find a blank side), then Choose (take a usable sheet), then Return (put back usable sheets), linked by arrows. Spoken explanation points to the comparison and follows the steps. Reflection: The graph compares amounts; the arrows show order. I added clearer step labels after feedback.

Require two actual student displays and oral delivery, not a plan describing absent visuals. Accept any equal-step zero-based scale and proportionate bars ending at 30 and 18. Both data sets are invented and distinct. No causal conclusion follows from a two-week comparison. The process must include all three actions in order. Judge accurate communication and legibility, not drawing realism. Confirm the student uses both visuals while speaking and makes a specific improvement after actual feedback.