

Results That Fit

Match your results to your audience and purpose.

3.13.H “use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline 'written report' in paragraph 2 and 'multimodal presentation' in paragraph 3. Circle one reason each choice fits its audience. Multimodal means combining modes, such as speech and a picture.

Sharing Playground Shade Results

- ① Maya's class investigated shade on the playground. For five days, teams counted how many students sat under the trees at recess. They also noted the weather. The class found that more students used shade on sunny days than on cloudy days. Now they needed to share their results with people who could help plan a cooler playground.
- ② First, the class made a one-page written report for the principal. It included a table with the daily counts and a short paragraph explaining the pattern. The principal could read the report later, compare the numbers, and keep it with other planning papers. A written report fit an adult who needed details before making a decision.
- ③ Next, students gave a short multimodal presentation to their classmates: they spoke while holding up a bar graph. Spoken words were the oral part, and the graph was the visual part. Classmates could hear the main finding and see the counts quickly. This choice fit classmates who were busy at recess. The class chose each delivery mode to match its audience and purpose.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Give any two reasons the written report fit the principal's needs.

- 2** What two parts made the classmates' presentation multimodal? Why did that combination help?

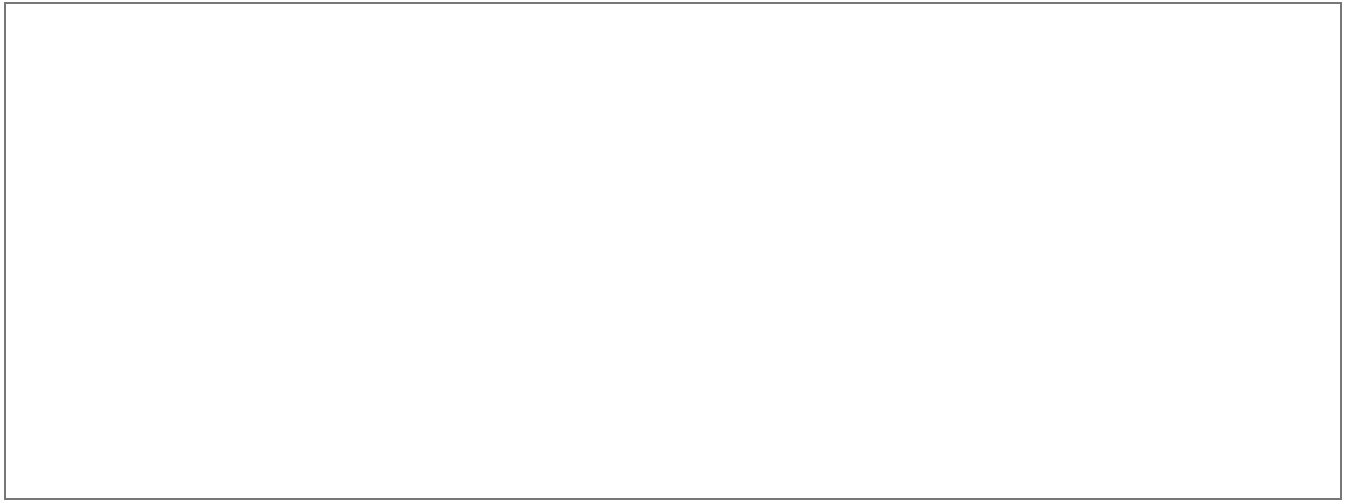
- 3** The principal wants to compare daily counts again next week. Which example from the passage fits that need? Explain.

- 4** Your audience has one minute and can both see and hear you. Would you use speech alone or speech with a simple graph? Give a reason for your choice.

3 YOUR TURN

Your own words

A class survey asked 12 students when they prefer read-aloud time: 8 chose after lunch and 4 chose morning. Share BOTH results with your teacher. Choose: write a short report in the box; prepare notes in the box and speak to the teacher; or draw a labeled picture/graph in the box and explain it aloud. Use the lines to name your choice and explain why it fits the teacher's planning needs. Then deliver what you prepared.



PART 1 • READ AND MARK

Underline 'written report' in paragraph 2 and 'multimodal presentation' in paragraph 3. Circle one reason each choice fits its audience. Multimodal means combining modes, such as speech and a picture. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Give any two reasons the written report fit the principal's needs.	Accept any two: the principal could read it later, compare the numbers, or keep it with planning papers.
2	What two parts made the classmates' presentation multimodal? Why did that combination help?	Speech and a bar graph worked together. Classmates could hear the main finding and see the counts quickly.
3	The principal wants to compare daily counts again next week. Which example from the passage fits that need? Explain.	The written report fits because its table preserves the daily counts for later comparison.
4	Your audience has one minute and can both see and hear you. Would you use speech alone or speech with a simple graph? Give a reason for your choice.	Either is acceptable with a reason: speech alone can share a few numbers quickly; speech with a simple graph also lets the audience compare counts visually. No single choice is required.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Written option: Of 12 students, 8 chose after lunch and 4 chose morning. More students preferred after lunch. Reason: I chose a written report so the teacher can reread the counts while planning. An oral response may say the same results aloud. A multimodal response may show two labeled bars, After lunch 8 and Morning 4, while explaining those counts aloud.

Require both counts with labels in every option. The report is submitted; oral and multimodal options must actually be presented, not merely planned. Accept any sensible audience-based reason. The blank box supports writing, notes or a visual; lines support the reason. The passage is a fictional classroom example; no additional shade data are needed. Marking accepts any relevant reason from each specified paragraph.