Displays With Purpose

Choosing visuals that clarify a presentation.

CCSS.ELA-Literacy.CCRA.SL.5 "Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every phrase that names a digital medium or visual display. Circle the words that explain how each display helps the audience understand Maya's message.

Maya's Cafeteria Plan

1. Maya is preparing a three-minute presentation for the city council about food waste at her school. She begins with one clear claim: the cafeteria can throw away less food. On her opening slide, Maya places a large photo of a lunch tray with uneaten fruit. The image helps council members picture the problem before they hear numbers. She does not cover the slide with sentences, because the audience should listen to her explanation instead of trying to read a crowded screen.

2. Next, Maya shows a bar graph made from the cafeteria manager's weekly records. The graph compares pounds of unopened food, scraped food, and compost collected during five school days. Maya points to the tallest bar and explains what it means, rather than expecting the graph to speak for itself. She also names the source of the records, so listeners can judge whether the information is trustworthy. The graph lets the council compare amounts quickly, which would be harder to do by listening to a list of numbers.

3. To end, Maya plays a ten-second video of students sorting leftovers into labeled bins. The video comes after she has explained the graph, so viewers know why sorting matters. Then she displays a simple two-column table that shows her proposed steps, "share unopened items" and "add compost bins," beside the people responsible for each step. Maya uses only media that support her claim. Each display has a job: create interest, show evidence, or make the plan easy to follow. She practices timing her words so the displays add meaning instead of distracting from her message.

2 ANSWER WITH EVIDENCE

Use the passage

1. What display does Maya use at the beginning, and why is it a useful choice for that moment?

2. What information does Maya's bar graph compare? Why is a graph more useful than only saying the numbers aloud?

3. How does Maya help listeners decide whether the graph's information is trustworthy?

4. Why does Maya show the video after explaining the graph? How does the table support her ending?

3 YOUR TURN

Your own words

Teacher: provide a shared device with a slide or chart tool. Use these fictional practice counts of bottles in a school recycling bin: Mon 12, Tue 18, Wed 15, Thu 20, Fri 10. Plan in the table, then create two digital slides: a clear claim about reducing disposable bottles, and a labeled bar graph of these counts with a zero baseline and equal scale. Present for about one minute, displaying the slides and pointing to data that support your message. A listener states one comparison the graph clarified; record that feedback. Label the data “Fictional practice counts.”

DISPLAY	WHAT IT SHOWS	WHEN I USE IT	HOW IT HELPS

ANSWER KEY

Displays With Purpose

GRADES K-12 · CCRA.SL.5

PART 1 · READ AND MARK

Underline every phrase that names a digital medium or visual display. Circle the words that explain how each display helps the audience understand Maya's message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What display does Maya use at the beginning, and why is it a useful choice for that moment?	**She uses a photo of a lunch tray with uneaten fruit. It helps the council picture the problem before hearing numbers.**
2	What information does Maya's bar graph compare? Why is a graph more useful than only saying the numbers aloud?	**It compares pounds of unopened food, scraped food, and compost during five school days. A graph lets listeners compare the amounts quickly.**
3	How does Maya help listeners decide whether the graph's information is trustworthy?	**She says that the graph comes from the cafeteria manager's weekly records and names the source.**
4	Why does Maya show the video after explaining the graph? How does the table support her ending?	**The graph helps viewers understand why sorting matters before they see the video. The table makes the proposed steps and responsible people easy to follow.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

DISPLAY	WHAT IT SHOWS	WHEN I USE IT	HOW IT HELPS
Claim slide	Try reusable bottles to reduce disposable bottles	Opening	Makes the proposed action clear
Bar graph: Mon 12, Tue 18, Wed 15, Thu 20, Fri 10; Fictional practice counts	Number of bottles each day, equal scale from zero	Evidence explanation	Shows Thursday has the most and Friday the fewest

Keep the source-based answers for Parts 1 and 2. For Part 3, provide device access and check two actual digital slides, not descriptions alone. The graph must show the five correct counts, day labels, bottle-count axis, equal scale starting at zero and the fictional-data label. Observe the learner display and use it while speaking, linking a comparison to the claim; ask the listener what became clearer. Thursday is highest at 20 and Friday lowest at 10; total 75. These fictional counts do not establish actual school waste or prove a refill station will reduce it. Accept a reasoned trial proposal rather than an unsupported causal guarantee.