Make It Stand Out

Notice how the order and placement of media guide an audience.

ELA.4.C.5.1 "Arrange multimedia elements to create emphasis in oral or written tasks."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each visual or text feature Maya uses, and number the features in the order she presents them. Circle words that tell how size, position, or order makes an idea stand out.

Maya's Monarch Talk

1. At the library, Maya gave a short talk about monarch butterflies. Her first slide showed a large photo of an orange-and-black monarch on a purple flower. Above the photo, the title read, "Help Monarchs Find Food." The photo filled most of the slide, so the audience looked at the butterfly before reading the smaller words. This opening made the main idea clear.

2. Next, Maya placed a simple map beside two short labels: "Mexico" and "Canada." A bright arrow moved from Mexico to Canada, showing the monarchs' migration path. She did not put the map at the beginning. After seeing the butterfly photo, listeners could use the map to understand where it travels. The arrow drew attention to the long trip.

3. For her last slide, Maya used a small bar graph below the words, "Plant milkweed." The graph compared the number of monarchs seen in two school gardens, one with milkweed and one without it. She placed the action words at the top in bold print. The graph came after the request, giving listeners a reason to act. At the end, Maya repeated the photo from slide one.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which multimedia element appears first, and why is it large?

2. Why does Maya show the map after the butterfly photo instead of at the beginning?

3. Where does Maya place the words “Plant milkweed,” and what makes them stand out?

4. What comes after Maya’s request to plant milkweed, and how does that order help her message?

3 YOUR TURN

Your own words

Plan a three-part oral message that asks students to save water. Describe at least three multimedia elements, where you would place each one, and how your order makes the main action stand out. Then create the actual three-panel poster on an extra sheet. Draw a large labeled faucet picture in panel 1, a two-picture comparison of tap on versus tap off in panel 2, and a water-drop symbol beside the action words in panel 3. Use deliberate size, order and placement to emphasize the action. Add short captions, show the finished poster to a partner, and explain one arrangement choice. No invented numerical water-use data are needed.

ANSWER KEY

Make It Stand Out

GRADE 4 · ELA.4.C.5.1

PART 1 · READ AND MARK

Underline each visual or text feature Maya uses, and number the features in the order she presents them. Circle words that tell how size, position, or order makes an idea stand out. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which multimedia element appears first, and why is it large?	**A large photo of a monarch appears first. Its size makes the audience notice the butterfly and understand the main idea.**
2	Why does Maya show the map after the butterfly photo instead of at the beginning?	**After seeing the butterfly, listeners can use the map to understand where it travels.**
3	Where does Maya place the words "Plant milkweed," and what makes them stand out?	**She places them at the top of the last slide in bold print.**
4	What comes after Maya's request to plant milkweed, and how does that order help her message?	**A bar graph comes after the request. It gives listeners a reason to act.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, I would show a large photo of a dripping school faucet with the title "Every Drop Counts" above it. Next, I would place a simple bar graph comparing water used when a tap is on or off. Last, I would show the bold words "Turn It Off" beside a small water-drop icon so the audience remembers the action.

This sample is a plan. The learner must also make the three actual panels. A non-numerical two-picture comparison can replace the planned bar graph when no measured data are available; check how the created elements emphasize the action.

Accept answers that correctly identify the photo, map and arrow, bold action words, and bar graph, with their stated purposes. For the open task, accept any logical arrangement of at least three multimedia elements that clearly emphasizes saving water. Provide an extra sheet and drawing tools. Inspect actual arranged picture/comparison/symbol and captions in the finished poster, not only future descriptions. Ask the learner to point to a size/order/placement choice and explain the emphasis it creates. A written poster is sufficient; no device, authentic photograph or unsupported numerical graph is required.