One Message, Many Media

See how digital pieces work together in a clear explanation.

ELA.7.C.5.1 "Integrate diverse digital media to build cohesion in oral or written tasks."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each phrase that tells how one medium connects to another, and number the media in the order visitors use them. Your marks will show how the digital pieces build one message.

A Stream Story Online

1. Our class website opens with a short article about how beavers change streams. The article explains that a beaver dam slows moving water and can create a pond. Beside the first paragraph, a labeled photograph shows a dam made from branches and mud. Its caption points out the pond behind the dam. The photo helps readers picture the change described in the article, so the words and image introduce the same idea instead of competing for attention.

2. Next, an interactive map lets visitors click three points along a local creek: upstream, the dam, and downstream. Each point shows a drawing of the water level and a one-sentence note. A link from the article leads to the map after the writer mentions where water travels. Because the map follows that question, it adds location rather than repeating the photograph. The same blue creek line appears in the article graphic and on the map, helping visitors know that both media show one connected stream.

3. Finally, visitors can play a 25-second audio clip of a park ranger describing how slow water can give fish shelter near a dam. The clip appears below the map because listeners have already seen where the dam sits. A sentence above the play button says, “Listen for the shelter created by slower water.” This direction connects the ranger’s words to the article’s explanation. Together, the article, photograph, map, and audio clip build one clear message: beavers can reshape a stream habitat.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the photograph support the article at the beginning of the website?

2. Why does the interactive map come after the article mentions where water travels?

3. What repeated visual detail connects the article graphic and the interactive map?

4. How does the sentence above the audio play button connect the audio clip to the written article?

3 YOUR TURN

Your own words

Digital explanation workshop

Your teacher will provide a school-approved slide, document or drawing tool on a device, with supported shared access if needed. Create native shapes, text and chart bars; no external images are needed.

Fictional practice information

An invented reading room has a doorway beside a reading corner. A clear walkway must connect the doorway to the corner. The planning card lists 12 current reading seats and 18 seats in a proposed layout. These are invented planning counts, not observed results.

Write a 3–4-sentence outline naming three media pieces and their connections. Then actually create and save a short digital explanation containing three different pieces: a brief written introduction, a labeled room diagram and a bar chart comparing 12 current and 18 proposed seats. Keep the walkway clear on the diagram. Use a repeated heading or symbol and explicit transitions to connect the introduction, location diagram and comparison; explain the proposed gain without claiming it already happened. Label the chart categories and number scale from zero, use readable contrast, and credit the fictional card. Show the finished explanation to a partner and record which connection helped them follow the message.

ANSWER KEY

One Message, Many Media

GRADE 7 · ELA.7.C.5.1

PART 1 · READ AND MARK

Underline each phrase that tells how one medium connects to another, and number the media in the order visitors use them. Your marks will show how the digital pieces build one message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the photograph support the article at the beginning of the website?	**It shows a beaver dam and the pond behind it, helping readers picture the dam slowing water and creating a pond.**
2	Why does the interactive map come after the article mentions where water travels?	**The map answers the location question by showing points upstream, at the dam, and downstream.**
3	What repeated visual detail connects the article graphic and the interactive map?	**The same blue creek line appears in both.**
4	How does the sentence above the audio play button connect the audio clip to the written article?	**It tells listeners to notice shelter created by slower water, the same idea explained in the article.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My introduction will explain the fictional reading-corner proposal. Next, the labeled diagram will show the corner and clear route from the doorway, answering where the change would happen. Finally, the bar chart will compare 12 current seats with 18 proposed seats, showing a planned gain of 6. The repeated heading “Reading Corner Plan” and transitions linking location to capacity will make the three pieces part of one explanation.

This is an outline, not a completed digital product. Check actual saved introduction, diagram and chart, their connections, audience use and real partner observation.

Accept answers that accurately explain how the media are sequenced and connected in the passage. For Your Turn, provide device/tool access and inspect the actual three-part digital product, not just named future media. Check logical order and visible or written connections among introduction, location diagram and comparison, then its use with a partner. Independently verify 18 − 12 = 6 proposed additional seats, correct 0-based chart labels and clear walkway. The card supplies fictional proposed data, not proof of a real outcome. Check source credit/readability and real audience observation; no interactive website, live interview or public sharing required.