# Screens With Purpose

Read how a speaker uses visuals to make a claim clearer and more convincing.

**8SL5** "Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline Maya's claim, circle the chart evidence she names, and number 1, 2, and 3 beside the three visual or digital display choices she makes. Your marks should show how each choice clarifies information, supports evidence, or engages listeners.

### A Case for More Sleep

1 At a student council meeting, Maya proposes moving the school's first bell 20 minutes later. Her claim is not that every student would feel the same. Instead, she says a later start could give many students more time to sleep. To clarify the issue, she projects a bar chart from an anonymous survey of 120 eighth graders.

**REPORTED SLEEP ON SCHOOL NIGHTS**




students in an anonymous survey of 120 eighth graders

2 The chart makes the survey evidence easier to compare than a list of 120 responses would. Maya points to the longer bar and states that 72 students reported sleeping under eight hours on school nights. She explains that the chart supports her concern about sleep, but it does not prove that a later bell will solve every student's problem.

3 To keep listeners interested, Maya avoids leaving the chart on the screen while she discusses a student quote about catching an early bus. She switches to a slide with the short quote in large type, then returns to a final slide. That slide lists her request, a 20-minute trial, and names the survey as evidence rather than hiding its limits.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is Maya's claim, and what words show that she does not promise the same result for every student?

2. Which bar-chart value does Maya use as evidence for her concern about sleep?

3. Why does Maya use a bar chart instead of a list of all 120 survey responses?

4. How do Maya's quote slide and final slide help engage listeners while keeping her presentation responsible?

## 3 YOUR TURN

Your own words

Choose a school issue. Plan three presentation slides in the table: include a clear claim, a specific piece of evidence, and a visual or digital display that helps the audience understand or care about the issue. Then create or select one actual display from your plan and use it in a brief presentation to a partner. Point out how it supports your claim or finding. Use checked evidence, identify its source, and ask what the display helped your partner understand or notice. Adjust an unclear part. Teacher-provided paper, sources and accessible presentation support are welcome. Include one purposeful feature that engages your audience; ask your partner whether it helped.

| SLIDE OR DISPLAY | WHAT IT SHOWS | HOW IT HELPS THE AUDIENCE |
|---|---|---|
| | | |
| | | |
| | | |

ANSWER KEY

# Screens With Purpose

GRADE 8 · 8SL5

## PART 1 · READ AND MARK

Underline Maya's claim, circle the chart evidence she names, and number 1, 2, and 3 beside the three visual or digital display choices she makes. Your marks should show how each choice clarifies information, supports evidence, or engages listeners. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What is Maya's claim, and what words show that she does not promise the same result for every student? | **Maya claims that a later first bell could give many students more time to sleep. She says, "not that every student would feel the same."** |
| 2 | Which bar-chart value does Maya use as evidence for her concern about sleep? | **72 students reported sleeping under eight hours on school nights.** |
| 3 | Why does Maya use a bar chart instead of a list of all 120 survey responses? | **The bar chart makes the survey results easier to compare.** |
| 4 | How do Maya's quote slide and final slide help engage listeners while keeping her presentation responsible? | **The large-type quote adds a student voice and keeps listeners interested. The final slide clearly states her request and identifies the survey as evidence with limits.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

| SLIDE OR DISPLAY | WHAT IT SHOWS | HOW IT HELPS THE AUDIENCE |
|---|---|---|
| Claim slide: Add a bike rack near the library. | The request for one new bike rack. | It states the claim clearly at the start. |
| Bar graph | Results from a five-day count of bikes left on grass and bikes at the existing rack. | It makes the need easier to compare than a written list. |
| Final request slide | The proposed rack location and the five-day count as evidence. | It gives listeners a clear action and names the evidence used. |

Accept answers that identify the claim, the 72-student evidence, the chart's comparison benefit, and the purposes of the quote and final slides. For the table, accept any realistic school issue if the plan includes a claim, relevant evidence, and a purposeful visual or digital display. Arrange usable sources and materials and observe the actual display being used during the presentation. Check the claim/evidence connection and the listener's understanding; descriptions of future displays alone are insufficient. A paper display is acceptable. The sample is an illustrative plan, not a completed investigation; its invented surveys or counts must not be presented as real learner findings. Check that the interest feature supports understanding rather than merely decorating the display, and that findings, reasoning and evidence are clear.