Slides With Purpose

Analyze how a presenter uses a visual display and digital details to support a claim.

9-10SL5 "Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience."

NAME _____ DATE _____

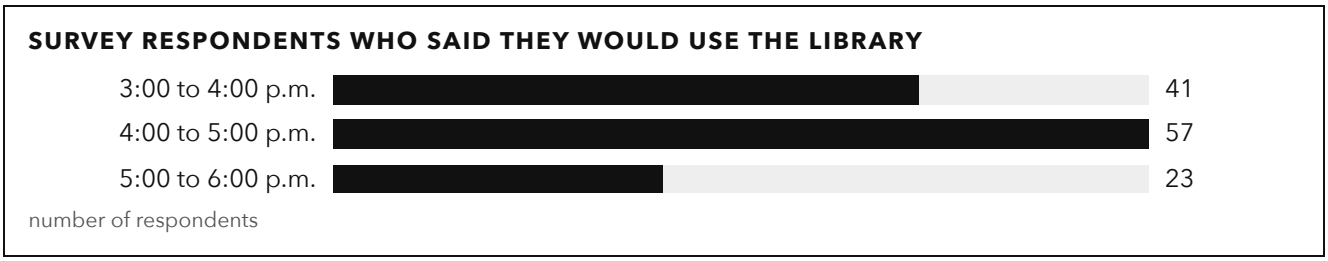
1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's claim, circle each visual or digital-media choice, and number the details that explain how a choice helps the audience.

A Case for Later Library Hours

1 At a school board meeting, Maya presents findings from a student survey about the library's after-school hours. She begins with one sentence that states her claim: keeping the library open until 5:00 p.m. would serve more students. Instead of placing every survey response on a slide, she shows a bar chart with the clearest comparison.



2 The chart uses a zero baseline and labels its unit, number of survey respondents, so the audience can judge the difference without guessing. Maya says aloud that 57 of 80 respondents reported they would use the library from 4:00 to 5:00 p.m. She also names the survey's limitation: it represents respondents, not every student.

3 To add interest, Maya includes a brief quotation from an anonymous survey response: "I wait outside for my ride after practice." The quotation makes the numbers feel connected to a student's experience, but it does not replace the chart. Her final slide lists the survey date, respondent count, and a link to full results so listeners can check her evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does Maya make at the beginning of her presentation?

2. Why is a bar chart a stronger choice than showing every survey response on one slide?

3. Identify two chart features that help the audience judge Maya's evidence accurately.

4. How does the quotation add interest, and why does Maya still need the chart?

3 YOUR TURN

Your own words

Plan one visual slide for a short presentation about a school issue you care about. In the table, state a claim, describe a visual with specific data, and explain how you will add interest while showing the source and a limitation of the evidence. 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 ELEMENT	YOUR PLAN

ANSWER KEY

Slides With Purpose

HIGH SCHOOL · 9-10SL5

PART 1 · READ AND MARK

Underline Maya's claim, circle each visual or digital-media choice, and number the details that explain how a choice helps the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim does Maya make at the beginning of her presentation?	**Keeping the library open until 5:00 p.m. would serve more students.**
2	Why is a bar chart a stronger choice than showing every survey response on one slide?	**A bar chart shows the clearest comparison, helping the audience quickly see how many respondents would use the library at each time.**
3	Identify two chart features that help the audience judge Maya's evidence accurately.	**The chart has a zero baseline and labels the unit as number of survey respondents.**
4	How does the quotation add interest, and why does Maya still need the chart?	**The quotation connects the issue to a student's experience. The chart is still needed because it provides numerical survey evidence, while one quotation is only one person's view.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

SLIDE ELEMENT	YOUR PLAN
Claim	The school should add two water refill stations near the gym.
Visual and data	A bar chart will show that 68 of 90 survey respondents refill water bottles after physical education, while 22 do not.
Interest element	I will include one anonymous quotation about waiting in line for a fountain.
Source and limitation	I will cite a March 2026 student survey of 90 respondents and explain that the survey does not represent every student.

Accept equivalent explanations that connect a media choice to audience understanding, evidence, or engagement. For the open task, accept varied school-related claims if the visual, evidence, source, and limitation fit the claim. 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.