Results That Reach

Match your presentation method to your audience and purpose.

6.12.J "use an appropriate mode of delivery, whether written, oral, or multimodal, to present results."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each mode of delivery the group uses. Underline the detail that explains why that mode fits the audience or purpose.

One Study, Three Ways to Share It

1. Sixth graders studied how students traveled to school for a month. Their survey showed that 58 students walked, 41 rode in cars, 23 biked, and 18 took buses. Maya needed to share the numbers with the principal, who was deciding where to add bike racks. She made a one-page written report with a table and a bar graph. The graph let the principal compare travel methods quickly, while the short paragraphs explained how the survey was collected and why the results mattered.

2. Later, Maya's group spoke at a student council meeting. Instead of reading every number aloud, they gave a two-minute oral summary. Maya named the biggest finding, that walking was the most common choice, and asked council members to support safer crosswalks. Her partner answered questions about the survey. The oral delivery fit this audience because council members could respond right away, and the group could adjust its explanation when a listener wanted more details. Their spoken message focused on the decision the council needed to make.

3. For families at an evening open house, the group chose a multimodal display. A large map showed where students started their trips, colored strings traced common routes, and a screen displayed the bar graph. Students also gave brief explanations beside the display. Families could see the data, hear the group's ideas, and point to routes that concerned them. Using several modes helped visitors who had different questions and gave them a clear picture of both the results and the safety problem. The group used the same research, but changed its delivery for each purpose and audience.

2 ANSWER WITH EVIDENCE

Use the passage

1. What mode of delivery did Maya use for the principal? Name two parts of her presentation that helped the principal use the results.

2. Why was an oral summary a good choice for the student council meeting? Use two details from the passage.

3. What made the open-house presentation multimodal? Name two different ways the group shared information.

4. How did the group change its delivery for families, and what need did that change meet?

3 YOUR TURN

Your own words

Choose results from a class survey or investigation. Write a 50-70-word plan that names an audience, chooses written, oral, or multimodal delivery, includes two results or features you will show or say, and explains why that mode fits. Your teacher may provide these fictional survey results if needed: 36 students prefer paperbacks and 19 prefer e-books, 55 students total. After the plan, actually create and present one results product in your chosen mode to a classmate or teacher: a short written report, a brief spoken report, or a visual with an explanation. Include accurate results. Ask the audience to state the main finding, then record your product, audience and response. Use extra paper if needed.

ANSWER KEY

Results That Reach

GRADE 6 · TEKS 6.12.J

PART 1 · READ AND MARK

Circle each mode of delivery the group uses. Underline the detail that explains why that mode fits the audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What mode of delivery did Maya use for the principal? Name two parts of her presentation that helped the principal use the results.	**She used a written report. The table and bar graph helped the principal compare travel methods quickly, and the paragraphs explained the survey and its importance.**
2	Why was an oral summary a good choice for the student council meeting? Use two details from the passage.	**Council members could respond immediately and ask questions. The group could adjust its explanation and focus on the crosswalk decision.**
3	What made the open-house presentation multimodal? Name two different ways the group shared information.	**The group used visual materials, such as a map, colored strings, and a bar graph, plus brief spoken explanations.**
4	How did the group change its delivery for families, and what need did that change meet?	**They used a multimodal display instead of only a written report or oral summary. It let families see data, hear explanations, ask different questions, and understand the safety problem.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will use a multimodal display for families at curriculum night. Our class survey found that 36 students prefer paperback books and 19 prefer e-books. I will show a bar graph and display sample covers, then explain the results aloud. Families can compare the choices quickly and ask questions about books they might donate.

Completed-product model, written report for a family reader: In this fictional class survey, 36 students preferred paperbacks and 19 preferred e-books. There were 55 responses. Paperbacks received 17 more votes. These results suggest starting with paperback donations while also offering an e-book option.

Sharing example: I gave my report to a classmate acting as a family reader. The reader identified paperbacks as the more popular choice.

Accept answers that accurately connect each delivery choice to its audience and purpose using passage details. For the open response, accept any appropriate mode if the student names an audience, includes two results or presentation features, and gives a logical reason for the choice. Before the task, provide actual class results or the printed fictional data and an available audience. Require one actually created and presented product plus audience understanding, not only a plan. Assess the 50-70 word plan separately from product/record; all three modes are accepted. Verify 36+19=55 and 36-19=17 when using the fictional data.