More Than Words

Interpret a graph and a spoken message about a fictional restoration project.

6.C.4.A "Interpret information presented in diverse media formats and explain how it contributes to the topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each named media format, then number the underlined formats and write a brief note in the margin about the information each one adds to the display's topic. This is a fictional classroom display. Study the supplied graph, then listen twice as your teacher reads the short audio script from the key. Use both actual formats for Question 5.

Willow Creek Display

1 At the Riverside Library, visitors can explore a display about the return of native plants to Willow Creek. A large map uses blue lines to show the creek and green patches to show areas planted by volunteers. The map helps visitors see that the work happened along several miles, not at one small site. Beside it, a before-and-after photograph shows a bare bank in 2019 and the same bank covered with grasses and flowers in 2024. The photo makes the change easy to notice.

2 A bar graph compares the number of plant species found at three creek sites in 2019 and 2024. At every site, the 2024 value is higher, so the graph gives evidence that more kinds of plants grew after restoration. A short caption under the graph says that volunteers removed invasive plants before adding local seeds. This written detail explains one action that may have helped the numbers rise. Together, the graph and caption connect the volunteers' work to a result visitors can measure.

CLASSROOM GRAPH: PLANT SPECIES AT FICTIONAL CREEK SITES



Number of plant species. Invented teaching data, not field measurements. Caption: Volunteers removed invasive plants before adding local seeds.

③ Visitors can also listen to a one-minute audio clip from Malik, a student volunteer. He describes pulling garlic mustard, a fast-spreading invasive plant, and feeling surprised when monarch butterflies appeared near the new flowers. His voice adds a personal point of view that numbers and maps cannot provide. The display also includes a QR code linking to the creek group's planting schedule. That digital format tells interested visitors how to join a future workday. Each format adds different information, helping the display explain both the restoration and the people involved.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the map contribute differently from the before-and-after photograph?

2. What evidence does the bar graph provide about the creek sites?

3. How does the caption under the graph help readers interpret the graph's information?

4. What information does Malik's audio clip add that the map and graph do not provide?

5. Read the supplied graph and listen to the teacher-read audio message. Which site gained the most plant species, and by how many? Give one concrete detail you heard in the message and explain what that spoken account adds beyond the graph.

3 YOUR TURN

Your own words

Choose a school or community topic. Plan a mini-display using two different media formats, and write 2 to 3 sentences explaining what each format would contribute.

ANSWER KEY

More Than Words

GRADE 6 · 6.C.4.A

PART 1 · READ AND MARK

Underline each named media format, then number the underlined formats and write a brief note in the margin about the information each one adds to the display's topic. This is a fictional classroom display. Study the supplied graph, then listen twice as your teacher reads the short audio script from the key. Use both actual formats for Question 5. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the map contribute differently from the before-and-after photograph?	**The map shows where and how widely planting happened along the creek. The photograph shows the visible change at one bank over time.**
2	What evidence does the bar graph provide about the creek sites?	**The higher 2024 values show that more plant species were found at every site after restoration.**
3	How does the caption under the graph help readers interpret the graph's information?	**It explains that volunteers removed invasive plants and added local seeds, actions that may have helped plant-species numbers rise.**
4	What information does Malik's audio clip add that the map and graph do not provide?	**It adds a student volunteer's personal experience and feelings about the work and the butterflies.**
5	Read the supplied graph and listen to the teacher-read audio message. Which site gained the most plant species, and by how many? Give one concrete detail you heard in the message and explain what that spoken account adds beyond the graph.	**Site B gained 6 species (10 minus 4), compared with 4 at A and 2 at C. Heard details include working on Saturday, muddy gloves or feeling hopeful enough to return. The spoken personal account adds experience and motivation; the graph compares counts. Neither establishes that volunteer work alone caused the increase.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a display about reducing cafeteria waste, I would use a bar graph to show how much food is thrown away each week. I would add a short video interview with a cafeteria worker to show what happens to leftover food and why students can help.

Accept answers that identify the purpose or contribution of each format, not just its name. In Part 3, students should choose two different formats and clearly explain the distinct information each would add. Before Question 5, read this classroom audio script aloud twice while learners listen: "I spent Saturday pulling garlic mustard near Site B. My gloves got muddy. When I saw butterflies beside the new flowers, I felt hopeful enough to return." This is a performed fictional volunteer message, not an authentic recording. Provide the transcript or accessible equivalent when needed. Check actual graph values and an observed message detail; naming hypothetical formats alone is insufficient. The original map, photograph and QR code are described scaffolds, not supplied artifacts or links. Questions 1–4 use that description; Question 5 uses the supplied graph and performed message.