Show the Story

Choose visuals that make a presentation clearer.

6.SL.5 "Include relevant multimedia components and visual displays in presentations to clarify information."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each visual or multimedia component Nia uses. Underline the information that each component helps her audience understand.

Nia's Rain Garden Presentation

1. At the start of her presentation, Nia asks, "Where does rain go when it hits our school parking lot?" She shows a photo taken after a storm: water pools beside a storm drain on the pavement. Nia points to the puddle and explains that hard pavement keeps much of the water from soaking into the ground. The photo lets her audience see the problem at a familiar place before she introduces a solution. She does not use a pretty picture of flowers just to fill the screen.

2. Next, Nia displays a labeled side-view drawing of a rain garden, a shallow planted area that collects runoff. Her labels name the lowered planting bed, soil, and an overflow path. As she speaks, she traces where water enters the bed and explains that some water soaks into the soil instead of rushing straight to a drain. The overflow path matters too: when rain is heavy, extra water needs a way out. The drawing reveals parts that a photo of flowers would not show.

3. Finally, Nia plays a twelve-second video filmed during a storm. It shows water moving from a paved walkway into a nearby rain garden. She pauses the clip when water spreads across the planting bed and asks listeners to notice that the flow slows as it spreads out. The moving image helps the audience follow a process that one still picture might miss. Nia keeps the sound off because wind noise would cover her explanation. She ends by saying a rain garden can reduce runoff, not stop every flood.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Nia show the photo of the parking lot instead of a picture of flowers?

2. What does the labeled drawing help the audience understand that a photo of flowers would not show?

3. Why is the video useful even though Nia has already shown a drawing?

4. How does turning off the video's sound help Nia's presentation?

3 YOUR TURN

Your own words

Plan a one-minute presentation about how students can reduce food waste at lunch. Describe two different visual or multimedia components you would use, what each would show, and how each would help your audience understand your message.

ANSWER KEY # Show the Story

GRADE 6 · 6.SL.5

PART 1 · READ AND MARK

Circle each visual or multimedia component Nia uses. Underline the information that each component helps her audience understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Nia show the photo of the parking lot instead of a picture of flowers?	**The parking lot photo shows the audience where rainwater pools at a familiar place, making the runoff problem clear.**
2	What does the labeled drawing help the audience understand that a photo of flowers would not show?	**It shows the rain garden's planting bed, soil, and overflow path, helping the audience follow where the water goes.**
3	Why is the video useful even though Nia has already shown a drawing?	**The video shows water moving into the rain garden and spreading across the bed during a storm.**
4	How does turning off the video's sound help Nia's presentation?	**It prevents wind noise from covering Nia's explanation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would show a photo of a lunch tray with untouched food about to be thrown away. It would help my audience see what food waste can look like at school. Then I would show a bar chart comparing the number of unopened items thrown away on two days, using counts my class collected. The chart would help listeners see whether our plan to waste less food made a difference.

Accept other passage-supported explanations of how each component clarifies Nia's message. For Part 3, look for two distinct components with a specific purpose for each.