

Click, Watch, Learn

Notice how a digital page uses features beyond regular text.

5.9.F “recognize characteristics of multimodal and digital texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each feature that gives information in a way besides regular paragraph text.
Circle each feature that a reader can click, play, or turn on to interact with the page.

Tide Pool Watch

- ① When Maya opened the Harbor Science Center's “Tide Pool Watch” webpage, a large photo filled the top of the screen. A caption pointed to a purple sea star clinging to a rock. Beside the photo, a map showed rocky shore sites in the area. Maya could click map dots to see each site's low-tide times. These features helped her choose a place and time to visit.
- ② Below the map, Maya found a two-minute video about walking safely near tide pools. The video showed a ranger stepping on bare rock instead of wet seaweed. A play button started the video, and captions displayed the ranger's spoken words. Maya could turn on an audio description that explained actions shown on screen. The moving images, sound, and captions gave information in more than one way.
- ③ At the bottom, an infographic used blue bars to compare water temperatures during four months. A short key explained what each shade of blue meant. Maya could also choose a language button to read the page in Spanish, and a link opened a list of rules for protecting tide-pool animals. Unlike a printed poster, this digital page let readers click, play, and change how they received information.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What does the map help Maya find, and what does clicking a map dot let her see?

2 Name two ways the video gives information besides its moving images.

3 Why does the infographic include a key?

4 What are two actions a reader can take on this digital page that cannot be done on a printed poster?

3 YOUR TURN _____ Your own words

Plan a digital guide for a nearby outdoor place, such as a park, garden, or trail. Write 3 or 4 sentences that name at least three digital or multimodal features and explain how each feature helps a visitor.

PART 1 • READ AND MARK

Underline each feature that gives information in a way besides regular paragraph text. Circle each feature that a reader can click, play, or turn on to interact with the page. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does the map help Maya find, and what does clicking a map dot let her see?	The map shows rocky shore sites in the area, and a map dot shows that site's low-tide times.
2	Name two ways the video gives information besides its moving images.	Captions display the ranger's spoken words, and audio description explains actions shown on screen.
3	Why does the infographic include a key?	The key explains what each shade of blue means in the water-temperature bars.
4	What are two actions a reader can take on this digital page that cannot be done on a printed poster?	Answers may include clicking map dots or links, playing the video, turning on audio description, or choosing a language button.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On my "Park Bird Watch" page, I would place a photo of a robin with a caption naming its red breast. A sound button would play the robin's song, so visitors could hear it. A map with clickable trail markers would help families find bird-viewing spots. A link to park rules would show visitors how to protect birds.

Accept accurately identified features and purposes that are supported by the passage. For Part 3, accept any appropriate outdoor place and at least three multimodal or digital features, as long as each feature has a clear purpose for visitors.