

Beyond the Screen

Analyze how digital features shape a reader's experience.

8.8.F “analyze characteristics of multimodal and digital texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the multimodal and digital features in the passage: write 1 beside a feature that informs or supplies evidence, 2 beside a feature that helps readers navigate or take action, and 3 beside a feature that makes information accessible or easier to understand. A feature can have more than one number.

River Watch: A Digital Exhibit

- ① When Maya opens the River Watch webpage, a full-screen photo shows a plastic bottle caught in reeds. A caption reads, “Trash can travel from streets to streams.” Above the image, a menu offers Explore, Data, and Take Action. The page title, “Where Does Our Litter Go?” appears in large type. These choices help visitors quickly identify the topic and select a path through the exhibit rather than reading every section in order from top to bottom first.
- ② Selecting Data opens a bar graph titled “Most Common Items Found, April Cleanup.” The bars show that food wrappers outnumber bottles, cans, and straws. A note below the graph says that 240 volunteers sorted the items during one Saturday cleanup. Visitors can tap each bar to see its total. This interactive feature lets readers examine details without crowding the main screen, while the graph makes comparisons faster than a list of numbers would for many readers.
- ③ The Take Action section includes a 35-second video of a storm drain, followed by a button labeled “Pledge to Use Reusable Containers.” A transcript under the video gives the spoken words in print. At the bottom, links lead to the city recycling guide and the cleanup registration form. By combining video, text, data, and links, the exhibit can inform visitors, make its evidence easier to access, and direct interested readers toward a specific next step.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which feature helps visitors choose a path through the exhibit, and how does it affect the way they read the page?

2 How does the bar graph communicate the cleanup results differently from a list of numbers?

3 What can readers do with the interactive bars, and why is that useful in a digital text?

4 How do the transcript and the links serve different reader needs?

3 YOUR TURN _____ Your own words

Design a three-feature digital notice about a school or community issue. Name each feature and write one sentence explaining whether it will 1 inform with evidence, 2 help readers navigate or take action, or 3 make information accessible or easier to understand.

FEATURE	PURPOSE

PART 1 • READ AND MARK

Number the multimodal and digital features in the passage: write 1 beside a feature that informs or supplies evidence, 2 beside a feature that helps readers navigate or take action, and 3 beside a feature that makes information accessible or easier to understand. A feature can have more than one number. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which feature helps visitors choose a path through the exhibit, and how does it affect the way they read the page?	The Explore, Data, and Take Action menu helps visitors navigate. It lets them select a section instead of reading every section in order.
2	How does the bar graph communicate the cleanup results differently from a list of numbers?	The graph lets readers compare the amounts visually and quickly see that food wrappers are the most common item.
3	What can readers do with the interactive bars, and why is that useful in a digital text?	Readers can tap a bar to see its total. This gives them details without crowding the main screen.
4	How do the transcript and the links serve different reader needs?	The transcript provides the video's spoken words in print, making the information more accessible. The links send readers to recycling information and cleanup registration, helping them take action.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To promote bike safety, I would use an infographic showing helmet-use survey results to inform readers with evidence (1). I would add a "Find a Free Helmet Fitting" button that helps readers take action (2). I would include alt text describing the infographic so readers who cannot see it can access its information (3).

Accept accurate explanations of how each feature affects navigation, access, comparison, evidence, or action. For the open task, accept any appropriate school or community topic with three named digital or multimodal features and clear purpose explanations.