Make It Matter

See how words, sounds, and visuals can work together in a presentation.

5.C.3 "Integrating Multimodal Literacies Select, organize, and create engaging presentations that include multimedia components and visual displays..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states Maya's main message. Circle each presentation part that uses a different mode, such as a photo, graph, sound, spoken words, or written list, and number the circles in the order Maya uses them.

Maya's Rainwater Plan

1. At the school garden meeting, Maya gave a short presentation about saving rainwater. Her first slide showed a photo of a rain barrel beside the garden beds. While classmates looked at the photo, Maya said that a rain barrel catches water flowing from a roof. The picture helped listeners see where the barrel would go near the vegetables.

2. Next, Maya used a simple bar graph. It compared the amount of rainwater collected in three storms. She pointed to each bar as she explained that larger storms filled the barrel more. The graph and her spoken explanation worked together. The graph showed the amounts quickly, and Maya explained what the pattern could mean for watering plants.

3. Maya ended with a ten-second recording of dripping rain, then displayed a list of three steps: place a barrel under a downspout, cover the opening, and use the water on garden plants. The sound gained attention, but the list gave clear actions. Together, the sound, words, and displays supported Maya's main message: collecting rainwater can help the garden.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Maya's main message? Name two modes that support this message.

2. How do the photo and Maya's spoken words work together on her first slide?

3. What does the graph do, and what does Maya's spoken explanation add?

4. Which presentation part gains attention, and which part gives the audience clear actions?

3 YOUR TURN

Your own words

Plan a three-part presentation that encourages students to protect one school resource, such as water, paper, or electricity. In the panels, sketch a visual display, write words you would say, and add a sound or action cue. Then write one sentence telling how the parts work together.

ANSWER KEY

Make It Matter

GRADE 5 · 5.C.3

PART 1 · READ AND MARK

Underline the sentence that states Maya's main message. Circle each presentation part that uses a different mode, such as a photo, graph, sound, spoken words, or written list, and number the circles in the order Maya uses them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Maya's main message? Name two modes that support this message.	**Maya's main message is that collecting rainwater can help the garden. Answers may name the photo, graph, sound recording, spoken words, or written list.**
2	How do the photo and Maya's spoken words work together on her first slide?	**The photo shows where the rain barrel would go, and Maya's words explain that it catches water flowing from a roof.**
3	What does the graph do, and what does Maya's spoken explanation add?	**The graph quickly shows the amounts of rainwater from three storms. Maya explains that larger storms filled the barrel more and connects the pattern to watering plants.**
4	Which presentation part gains attention, and which part gives the audience clear actions?	**The recording of dripping rain gains attention. The written list of three steps gives clear actions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Panel 1: Sketch a recycling bin with paper, cans, and bottles. Say, "Sort your lunch waste into the right bin." Panel 2: Sketch a bar graph showing less trash after recycling. Say, "Recycling can keep useful materials out of the landfill." Panel 3: Add the sound cue "clink" as a can drops into a bin. Say, "Choose the recycling bin every day." The pictures and graph show why recycling matters, while the words and sound tell students what action to take.

Accept answers that accurately explain how at least two different modes support one clear message. For the open task, accept any school resource and any three connected parts that include a visual display, spoken words, and a sound or action cue.