Message With Modes

Study how a speaker combines words, visuals, and actions to support a clear purpose.

6.C.3.A "Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that state Maya's purpose. Circle each visual, spoken, or gesture mode she uses, then number the details that explain how a mode helps the council understand her message.

Maya's Refill Station Proposal

1. For the student council meeting, Maya plans a short presentation asking for approval to place a water-bottle refill station beside the cafeteria entrance. Her purpose is to show that this spot will be easy to find and useful during lunch. She begins with a spoken greeting and a slide titled "Refill Here." The slide includes a photo of the entrance, so council members can picture the exact location. Maya keeps the written words brief because the photo carries the location message.

2. Next, Maya uses a simple map on her second slide. A blue line traces the path from the lunch line to the refill station beside the cafeteria entrance. She points along the line while saying, "Students can refill bottles after getting food without crossing the room." The map organizes the route, while her gesture and spoken sentence explain why the route matters. She also shows a bar graph comparing the number of plastic bottles collected during one lunch period with the number of students who carry reusable bottles.

3. In her final slide, Maya writes, "Approve one refill station beside the cafeteria entrance for a two-week trial." She explains that the graph does not prove how many bottles the station will replace. Instead, it helps the council see why students may need a convenient refill spot. Maya ends by repeating her request aloud and inviting questions. Her presentation combines written language, spoken language, a photo, a map, a graph, and a gesture. Each mode has a clear job, so the council can understand both her request and her reasons.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Maya's purpose, and where does she want the refill station placed?

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

3. How do Maya's map, gesture, and spoken sentence help explain the station's location?

4. Why does Maya explain what the bar graph cannot prove?

3 YOUR TURN

Your own words

Create a three-part presentation plan that asks a school leader to approve one school improvement. State your purpose, then use written language, a sketch or other visual, and spoken language or a gesture, explaining how each mode will help your audience understand your request.

ANSWER KEY

Message With Modes

GRADE 6 · 6.C.3.A

PART 1 · READ AND MARK

Underline the words that state Maya's purpose. Circle each visual, spoken, or gesture mode she uses, then number the details that explain how a mode helps the council understand her message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Maya's purpose, and where does she want the refill station placed?	**Her purpose is to gain approval for a refill station beside the cafeteria entrance.**
2	How do the photo and the brief written words on Maya's first slide work together?	**The photo helps council members picture the location, while the short written title states the main idea.**
3	How do Maya's map, gesture, and spoken sentence help explain the station's location?	**The map shows the route from the lunch line, and her gesture and spoken words explain that students can reach the station without crossing the room.**
4	Why does Maya explain what the bar graph cannot prove?	**She makes clear that the graph cannot prove how many bottles the station will replace, but it can show why students may need a convenient refill spot.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Purpose: Ask the principal to approve a shaded bench near the playground for students waiting for rides. Part 1, written title and spoken opening: “A Cooler Waiting Spot.” I will explain that students wait outside in the sun. Part 2, sketch and gesture: I will point from the school doors to the bench location, showing that it is close to supervision. Part 3, bar graph and spoken request: The graph will show hot-day temperatures at dismissal. I will say, “Please approve one bench with a shade cover.”

Accept any marking that follows this job and points at the right text. For Part 3, accept varied school-improvement ideas when the purpose is clear and at least two communication modes have specific, useful jobs.