

More Than Words

Read how maps, images, data, and audio build one topic.

6.C.4.A "Interpret information presented in diverse media formats and explain how it contributes to the topic."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each named media format, then number the underlined formats and write a brief note in the margin about the information each one adds to the display's topic.

Willow Creek Display

- ① At the Riverside Library, visitors can explore a display about the return of native plants to Willow Creek. A large map uses blue lines to show the creek and green patches to show areas planted by volunteers. The map helps visitors see that the work happened along several miles, not at one small site. Beside it, a before-and-after photograph shows a bare bank in 2019 and the same bank covered with grasses and flowers in 2024. The photo makes the change easy to notice.
- ② A bar graph compares the number of plant species found at three creek sites in 2019 and 2024. At every site, the 2024 bar is taller, so the graph gives evidence that more kinds of plants grew after restoration. A short caption under the graph says that volunteers removed invasive plants before adding local seeds. This written detail explains one action that may have helped the numbers rise. Together, the graph and caption connect the volunteers' work to a result visitors can measure.
- ③ Visitors can also listen to a one-minute audio clip from Malik, a student volunteer. He describes pulling garlic mustard, a fast-spreading invasive plant, and feeling surprised when monarch butterflies appeared near the new flowers. His voice adds a personal point of view that numbers and maps cannot provide. The display also includes a QR code linking to the creek group's planting schedule. That digital format tells interested visitors how to join a future workday. Each format adds different information, helping the display explain both the restoration and the people involved.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the map contribute differently from the before-and-after photograph?

2 What evidence does the bar graph provide about the creek sites?

3 How does the caption under the graph help readers interpret the graph's information?

4 What information does Malik's audio clip add that the map and graph do not provide?

3 YOUR TURN Your own words

Choose a school or community topic. Plan a mini-display using two different media formats, and write 2 to 3 sentences explaining what each format would contribute.

PART 1 • READ AND MARK

Underline each named media format, then number the underlined formats and write a brief note in the margin about the information each one adds to the display's topic. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the map contribute differently from the before-and-after photograph?	The map shows where and how widely planting happened along the creek. The photograph shows the visible change at one bank over time.
2	What evidence does the bar graph provide about the creek sites?	The taller 2024 bars show that more plant species were found at every site after restoration.
3	How does the caption under the graph help readers interpret the graph's information?	It explains that volunteers removed invasive plants and added local seeds, actions that may have helped plant-species numbers rise.
4	What information does Malik's audio clip add that the map and graph do not provide?	It adds a student volunteer's personal experience and feelings about the work and the butterflies.

PART 3 • YOUR TURN (SAMPLE ANSWER)

For a display about reducing cafeteria waste, I would use a bar graph to show how much food is thrown away each week. I would add a short video interview with a cafeteria worker to show what happens to leftover food and why students can help.

Accept answers that identify the purpose or contribution of each format, not just its name. In Part 3, students should choose two different formats and clearly explain the distinct information each would add.