

Make Meaning Visible

Study how a speaker combines modes to explain an idea.

8.C.3.A.iii “Plan and present a multimodal presentation that Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that describe spoken language, circle visual or written items, and number the actions Maya uses to help her audience understand. These marks show how several communication modes work together.

A Cooler Court Proposal

- ① For a student council meeting, Maya plans a short presentation about adding shade near the outdoor basketball court. Her goal is to show that hot pavement can make recess uncomfortable and that shade could help. She opens with a spoken question: “Where do you wait when the court feels too hot?” While she asks it, she points to a simple map of the playground. The map uses orange to show sunny pavement and blue to show existing shade. These choices help listeners picture the problem.
- ② Next, Maya shows one bar graph with temperatures measured by the science club at 1:00 p.m. on the same day. A label says, “Sunlit pavement: 118°F. Grass under a tree: 86°F.” She does not read every number aloud. Instead, she says, “The surface in direct sun was 32 degrees hotter.” Then she holds her hands far apart to emphasize the difference. Her slide also includes a short written claim: “More shade can create cooler waiting spaces.”
- ③ To finish, Maya displays a photo of students standing along a fence after lunch, then returns to the playground map. She explains that the council is asking the principal to consider two shade sails beside the court. Her final slide lists the request, a possible location, and a question for the audience: “What concerns should we study before choosing a design?” Maya pauses after the question and looks at the council members. The visual evidence, spoken explanation, written request, and gesture work together to make her proposal clear.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Identify two visual elements Maya uses. Explain how each one helps her audience understand her proposal.

- 2 How does Maya use spoken language and gesture to make the temperature graph easier to understand?

- 3 What communication modes does Maya use in the final part of her presentation? Give evidence from the passage.

- 4 Why does Maya end with a question for the audience instead of only repeating her request?

3 YOUR TURN Your own words

Choose one improvement for a school space. On the back, plan and present a one-minute proposal that includes a title, one drawn visual, three or four lines you will say, and labels for at least two communication modes; present it to a partner, small group, or class.

PART 1 • READ AND MARK

Underline details that describe spoken language, circle visual or written items, and number the actions Maya uses to help her audience understand. These marks show how several communication modes work together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Identify two visual elements Maya uses. Explain how each one helps her audience understand her proposal.	The playground map shows where pavement is sunny and where shade already exists. The bar graph compares the much hotter sunlit pavement with grass under a tree. The photo also shows students waiting along a fence.
2	How does Maya use spoken language and gesture to make the temperature graph easier to understand?	She states the main comparison, that direct-sun pavement was 32 degrees hotter, instead of reading every number. She holds her hands far apart to emphasize the difference.
3	What communication modes does Maya use in the final part of her presentation? Give evidence from the passage.	She uses visual modes, a photo and map; spoken language, her explanation and question; written language, the final slide; and gesture or body language, pausing and looking at council members.
4	Why does Maya end with a question for the audience instead of only repeating her request?	The question invites the council to share concerns that should be studied before a design is chosen, making the presentation interactive and helping the group consider the proposal.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Title: Quiet Corner for the Library [Visual mode: Draw a simple library map with a small corner labeled “Quiet Corner,” two beanbag chairs, a lamp, and a bookshelf.] [Spoken language and gesture: Point to the corner on the map while presenting.] 1. Our library has many useful books, but some students need a calmer place to read. 2. This map shows a quiet corner beside the history shelves. 3. Two chairs, a lamp, and a small rug could make the space comfortable without blocking the aisle. 4. What rules would help everyone use this space respectfully?

Accept answers that identify communication modes and explain how those modes support Maya’s meaning, using evidence from the passage. For the presentation, accept varied topics when the student plans and actually presents using at least two clearly labeled modes.