Start, Show, Act

Trace how a speaker puts ideas in an order that makes sense.

8.C.3.A.i "Plan and present a multimodal presentation that Sequences ideas logically."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that show Maya is moving to a new idea. In the margin, number the three main parts of her presentation in the order the audience receives them.

A Proposal That Flows

1. During an assembly, Maya presents a four-minute proposal for installing a water-bottle filling station at school. She begins with a full-screen photo of an overflowing recycling bin and asks, "How many disposable bottles do we use in one week?" This opening gives the audience a problem before offering a solution. Next, she shows a simple bar graph made from the cafeteria's five-day count of discarded bottles. Maya explains what the bars show, then states her goal: to help the school use fewer single-use bottles.

2. After the graph, Maya moves to the station itself. A labeled diagram appears as she points out the filter, sensor, and digital counter. Then, a 12-second silent video shows a student refilling a bottle, so listeners can see the process instead of only hearing about it. Maya follows the video with a slide listing the station's cost and possible funding sources. This order answers two likely questions, first "How would it work?" and then "How could we pay for it?"

3. Finally, Maya returns to the recycling-bin photo from her first slide. Beside it, she displays a mock-up of the cleaner space the school could create and says, "Imagine this area after one month of refilling." She summarizes the problem, the station's operation, and the funding plan in that same order. Her last slide gives a clear next step: students can scan a QR code to read the proposal and sign up to speak at the next student council meeting. A brief pause lets the audience act.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem does Maya introduce at the beginning, and which visual helps her introduce it?

2. Why does Maya show the diagram and video before she shows the cost and funding slide?

3. What does the silent video add that the diagram alone does not add?

4. How does Maya connect her ending to her beginning, and what action does she ask the audience to take?

3 YOUR TURN

Your own words

Plan a five-slide multimodal presentation that asks your school to create a quiet study zone. List the slides in order, state the main idea of each slide, and name a visual, audio, or interactive element for at least three slides. Then make five simple paper panels from the plan, using sketches or other usable media for at least three. Present them aloud to a partner in order. Ask the listener to restate the progression and identify any confusing transition; record feedback and revise. Label invented practice data. Teacher support and extra paper are welcome; software is optional.

SLIDE	MAIN IDEA	MULTIMODAL ELEMENT

ANSWER KEY # Start, Show, Act

GRADE 8 · 8.C.3.A.i

PART 1 · READ AND MARK

Underline words or phrases that show Maya is moving to a new idea. In the margin, number the three main parts of her presentation in the order the audience receives them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem does Maya introduce at the beginning, and which visual helps her introduce it?	**She introduces the problem of disposable bottle use. A photo of an overflowing recycling bin helps introduce it.**
2	Why does Maya show the diagram and video before she shows the cost and funding slide?	**The diagram and video explain how the station works before Maya explains how it could be paid for.**
3	What does the silent video add that the diagram alone does not add?	**The video lets the audience see a student use the filling station.**
4	How does Maya connect her ending to her beginning, and what action does she ask the audience to take?	**She returns to the recycling-bin photo and contrasts it with a cleaner-space mock-up. She asks students to scan a QR code, read the proposal, and sign up to speak at a student council meeting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. Why Focus Matters: Open with a 10-second audio clip of a noisy hallway and ask, "Where can students read without distractions?" 2. The Need: Show a bar graph of responses from a student survey about finding quiet places. 3. The Space: Use a labeled floor-plan photo to identify an unused corner of the library. 4. The Plan: Display a table showing materials, rules, and volunteer jobs. 5. Take Action: Return to the hallway audio, then show a QR code for students to vote on the proposal.

Accept equivalent answers that accurately identify Maya's sequence: problem and evidence, operation and funding, then summary and action. For the open task, accept any five-slide plan with a logical progression and at least three appropriate multimodal elements. Observe the actual five-panel presentation with its media, not only the plan. Check that the listener can follow the sequence and that revisions address any unclear transition. Simple paper sketches, a drawn layout and spoken explanation can replace the sample's recordings or QR code. Do not invent survey findings as real data. Assess logical order and meaningful modes, not technology sophistication.