Details That Matter

Identify evidence that makes a presentation clear and focused.

8.C.3.A.ii "Plan and present a multimodal presentation that Uses pertinent descriptions, facts, and details."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each description, circle each fact or number, and number each mention of a visual that helps Maya explain her proposal. These choices show how a presenter selects pertinent information for an audience.

Maya's Rain Garden Proposal

1. For a student council presentation, Maya proposed installing a rain garden beside the school parking lot. Her first slide showed a photo of the low, puddled area after a storm, with arrows pointing to the drains. She explained that rain gardens are shallow planted areas that collect stormwater and let some of it soak into the ground. Instead of opening with a general claim, Maya described the problem students could see from the bus line: water spreading across cracked pavement.

2. Next, Maya used a simple map to show where runoff from the roof and parking lot moves during heavy rain. A caption named the proposed garden site and listed its planned size: 600 square feet. Maya also included a bar graph based on the school's facilities records. It showed that staff reported standing water near the entrance on 18 school days last year. These details helped her audience understand both the location and the repeated effect of the drainage problem.

3. To close, Maya gave details about the garden's appearance and care. She said native plants with deep roots would hold soil in place, and a labeled drawing showed stones at the inlet where water would enter. Her final slide listed a cost estimate of $2,400 and cited the district grounds manager as its source. Maya did not add facts about unrelated benefits, such as playground equipment. Each description, visual, and number answered a question her audience might have about the proposal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two visual elements on Maya's first slide help the audience see the drainage problem?

2. Which fact from the facilities records makes Maya's proposal more convincing? Explain why it is pertinent.

3. How do the map and its caption help the audience understand Maya's plan?

4. Why did Maya leave out facts about playground equipment?

3 YOUR TURN

Your own words

Plan three slides for a short multimodal presentation proposing one improvement for your school. For each slide, name a visual and write one or two sentences that include a pertinent description, fact, or detail. Cite a source for any fact or number you use. Then create the three panels on extra paper using simple drawings or available images, and present them to a partner with your spoken explanations. Ask which details and visuals made the proposal clear and relevant; record feedback and improve unclear support. Teacher help is welcome; label imagined practice scenes or data.

ANSWER KEY

Details That Matter

GRADE 8 · 8.C.3.A.ii

PART 1 · READ AND MARK

Underline each description, circle each fact or number, and number each mention of a visual that helps Maya explain her proposal. These choices show how a presenter selects pertinent information for an audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two visual elements on Maya's first slide help the audience see the drainage problem?	**A photo of the low, puddled area after a storm and arrows pointing to the drains.**
2	Which fact from the facilities records makes Maya's proposal more convincing? Explain why it is pertinent.	**Staff reported standing water near the entrance on 18 school days last year. It shows that the drainage problem happened repeatedly.**
3	How do the map and its caption help the audience understand Maya's plan?	**They show the location of the proposed garden and its planned size of 600 square feet.**
4	Why did Maya leave out facts about playground equipment?	**Playground equipment is unrelated to the rain garden proposal and would not answer the audience's questions about it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Slide 1, visual: a photo of the west-side blacktop at lunch. The photo shows benches in direct sun and students squeezed into a thin strip of wall shade. It identifies the exact place the proposal would improve.

Slide 2, visual: a labeled map of benches, the fire lane, and proposed trees. The map places three trees beside the benches, not in the fire lane, so the audience can judge the plan's location.

Slide 3, visual: a simple diagram of shade from mature tree canopies. The Centers for Disease Control and Prevention advises people to seek shade during hot weather, so shade near lunch seating is pertinent to student comfort. Source: Centers for Disease Control and Prevention, Heat and Health.

Accept equivalent descriptions of how each fact, detail, or visual supports Maya's specific proposal. For the open task, accept varied school improvements when the visuals and details clearly relate to the proposal and any factual claims are sourced. Inspect the actual panels and observe the short presentation with pertinent spoken details, not merely descriptions of intended slides. Check cited factual support and the listener's relevance feedback. The sample's school scene is imagined; learners may sketch it as a labeled proposal. Do not require photography or software. For real proposals, verify factual sources with teacher support.