Shade Plan Spotlight

Analyze how a presentation builds a case for a specific audience.

8.C.3 "Integrating Multimodal Literacies Plan and present a multimodal presentation that Sequences ideas logically. Uses pertinent descriptions, facts, and details. Uses two or more communication modes to make meaning (e.g...."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the presentation's claim, circle facts or details that support it, and number the major presentation steps in order. These marks show how Maya uses evidence, sequence, and communication modes to make meaning.

A Plan for Playground Shade

1. At the next school board meeting, Maya will present a plan to add shade structures near the middle school playground. She will begin with a claim written on the first slide: "Our school should add shade because summer heat makes outdoor activity less safe and less comfortable." A photo of the blacktop at noon will show the problem. Then Maya will explain that shade can lower the temperature of surfaces exposed to direct sunlight, while also giving students a cooler place to wait, talk, or exercise.

2. Next, she will show a bar graph from a student survey. Of 120 students who responded, 92 said they avoided the playground on very hot days. Maya will explain what the graph does and does not prove: it reports student experiences, but it does not measure the playground's exact temperature. She will add a Phoenix weather chart showing that July is usually the hottest month there. By placing the photo, survey, and weather information in that order, she builds her reasoning step by step.

3. Maya will then address different views. Some families may support the project because children need protection from strong sunlight. Others may worry that shade structures cost money or could reduce space for games. She will state these concerns fairly before proposing a smaller, covered seating area as a first step. For board members, her final slide will list an estimated price, possible funding sources, and a request to study locations. She will speak clearly, point to each image, and pause after key facts so the audience can follow her plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write Maya's claim. Then name two pieces of information she uses to support it.

2. Why does Maya say that the survey does not prove the playground's exact temperature? How does saying this improve her reasoning?

3. Name two communication modes Maya plans to use. Explain what each one helps the audience understand.

4. Describe two different views Maya includes. What does she ask board members to do at the end?

3 YOUR TURN

Your own words

Plan a 100 to 140 word presentation for the principal and parent council about one school improvement. Use five numbered steps that include a claim, two relevant facts or details, at least two communication modes, a different viewpoint with a fair response, and a final request for your audience. Then make a simple paper visual or labeled sketch from your plan and present the message aloud to a partner acting as your audience. Use the visual when explaining its point. Ask how the two modes supported your claim; record feedback and revise. Use extra paper and teacher support as needed; label invented practice data.

ANSWER KEY

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GRADE 8 · 8.C.3

PART 1 · READ AND MARK

Underline the presentation's claim, circle facts or details that support it, and number the major presentation steps in order. These marks show how Maya uses evidence, sequence, and communication modes to make meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write Maya's claim. Then name two pieces of information she uses to support it.	**Claim: The school should add shade because summer heat makes outdoor activity less safe and less comfortable. Supporting information may include the noon blacktop photo, the survey in which 92 of 120 students avoided the playground on very hot days, and the Phoenix weather chart.**
2	Why does Maya say that the survey does not prove the playground's exact temperature? How does saying this improve her reasoning?	**The survey reports students' experiences, not a temperature measurement. Stating this limit makes her reasoning more trustworthy because she does not claim the survey proves more than it does.**
3	Name two communication modes Maya plans to use. Explain what each one helps the audience understand.	**The noon photo, a still image, shows the hot blacktop problem. Maya's spoken explanation helps the audience understand how shade affects surfaces and how the evidence supports her plan.**
4	Describe two different views Maya includes. What does she ask board members to do at the end?	**Some families support shade because children need protection from strong sunlight. Others worry about cost or losing game space. Maya asks board members to study possible locations.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. To the principal and parent council, I will claim that our school should install a water-bottle refill station near the cafeteria. 2. First, I will show a photo of the long line at the only fountain and a bar graph of my three-day count, which recorded 64 disposable bottles during lunch. 3. Next, I will speak about how a nearby refill station could shorten the line and help students refill reusable bottles. 4. I will acknowledge that equipment and installation cost money. I will respond that the school can request vendor estimates and compare them with possible fundraising support. 5. I will point to the graph, then end with a written request: approve a location study this semester.

Accept equivalent evidence-based answers that accurately refer to the passage. For the open task, check for five sequenced steps, an audience-specific request, a claim with support, two or more communication modes, and a fair treatment of another viewpoint. Observe the actual presentation and created visual together with the five-step plan. Check meaningful visual/spoken integration and the listener's explanation of its connection to the claim; a list of future media alone is insufficient. The sample's 64 bottles and scene are imagined practice, not actual school findings. Learners may draw a proposed refill-station location and explain it instead of obtaining photographs or making an unsupported data graph. Keep the original five-step word range for the plan; feedback is separate.