

Creek Plan in Action

Study how a presentation builds meaning with words, visuals, and viewpoints.

8.C.3.A “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., still or moving images, gestures, spoken language...)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline facts or details that support the plan. Circle words that name a communication mode, and number the three parts that show the presentation's logical sequence.

A Plan for Willow Creek

- ① At the town library, Maya opened her presentation about restoring Willow Creek’s wetland. On the first slide, a map showed where rainwater flows into the creek. Maya pointed to the blue arrows and said, “This area slows floodwater before it reaches nearby streets.” Next, she displayed two photos: one of tall grasses at the creek edge and one of a muddy bank after a storm. The images helped the audience see why plant roots matter. Her spoken explanation and written captions gave the map and photos clear meaning.
- ② Then Maya explained the evidence. According to the U.S. Environmental Protection Agency, wetlands can store water and improve water quality by trapping some pollutants. A bar graph on her second slide compared rainfall totals from three recent storms with the number of flooded intersections reported afterward. Maya did not claim that the wetland alone would prevent every flood. Instead, she explained that restoration could work with storm drains and careful street planning. She paused beside the graph, tracing the tallest bar with her hand so listeners could connect the data to the problem.
- ③ Finally, Maya presented two viewpoints. A homeowner whose basement had flooded supported restoration because slower water could reduce damage. A shop owner worried that construction near the creek might block parking and reduce customers. Maya showed a short, silent video of volunteers planting native grasses, then faced the audience and summarized both concerns. She proposed a project schedule that keeps the busiest parking area open and includes public updates. Her last slide listed the next step: attend the city council meeting and ask officials to consider the restoration plan.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Maya sequence her presentation from beginning to end?

2 Name two communication modes Maya uses. How does each one help the audience understand her message?

3 What two pieces of evidence does Maya use to support wetland restoration?

4 How does Maya respond to the shop owner's concern about parking?

3 YOUR TURN _____ Your own words

Choose a school or community improvement. Write a three-part plan for a short presentation that sequences your ideas, includes two pertinent facts or details, uses at least two communication modes, and explains two viewpoints and how your proposal responds to them.

PART 1 • READ AND MARK

Underline facts or details that support the plan. Circle words that name a communication mode, and number the three parts that show the presentation's logical sequence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Maya sequence her presentation from beginning to end?	She begins with the creek problem and visuals, presents evidence and a possible solution, then compares viewpoints and gives a next step.
2	Name two communication modes Maya uses. How does each one help the audience understand her message?	The map and photos help the audience see water flow and creek conditions. Her spoken explanation and written captions explain what the visuals mean.
3	What two pieces of evidence does Maya use to support wetland restoration?	She cites the EPA statement that wetlands store water and trap some pollutants, and she uses a graph comparing rainfall from three storms with reported flooded intersections.
4	How does Maya respond to the shop owner's concern about parking?	She proposes a construction schedule that keeps the busiest parking area open and includes public updates.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. During a five-day lunch count, student council volunteers found 300 plastic drink bottles in cafeteria bins. I will show a photo of the bins and explain why the count matters. 2. The nearest refill station is across the gym, so students lose lunch time walking there. I will display a map and point to the route. 3. Students with reusable bottles support a nearby station, while the custodian worries about spills and cleaning. I will propose a station beside an existing drain and a daily check, then ask the principal to review the plan.

Accept answers that accurately identify evidence, communication modes, sequence, and viewpoints from the passage. For the open task, look for a logical three-part structure, at least two relevant details, two modes, two viewpoints, and a response to the viewpoints.