



Visual Displays for Presentations

FREE SAMPLE

A complete reading selection, one focused task, and matching teacher guidance.

WHAT'S INCLUDED

- Complete source reading selection
- Focused task with response space
- Teacher guidance and source notes
- Published Saint Pierre license

2017 NC ELA SCOS | In use for 2026-27

Supplemental practice for the named skill. Print-ready PDF.

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FICTIONAL SCENARIO | READING PRACTICE

Choosing the Right Visual

Name: _____ Class: _____ Date: _____

Read and annotate the complete selection. Then complete the included focused task.

1. Electricity costs had risen and residents struggled to interpret the bills displayed at a meeting. Officials proposed permanently cutting the center's opening hours. Some residents supported shorter hours; others wanted to compare a new service schedule before reducing access. Before choosing a side, Owen wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Neighbors visited the center to exchange energy-saving information and help one another understand bills. One resident called its crowded entrance outdated; another called it the heart of local support. The energy presentation explained an issue at this real setting within the story. Owen wanted a decision that recognized both community history and present needs.
3. Owen and a friend counted arrivals and noted queues blocking the information desk. They also recorded which labels on the displayed bills prompted questions. These observations described access and communication; they did not measure electricity savings. Owen crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied dated electricity-use charts, opening-hour records and volunteer service logs. Entries documented residents organizing advice sessions during an earlier period of high bills. The chart showed recorded use; the service log showed how neighbors had responded. Owen asked where the materials came from and copied a dated detail. The volunteer distinguished personal recollections from documentation; an appealing account still needed support.
5. At a planning session, energy volunteers explained that residents needed understandable information and access to help without avoidable operating costs. Owen listened, then restated the concern to check understanding. One speaker replied, "That is exactly the problem we keep describing." They recognized a shared problem without agreeing on a solution.

Choosing the Right Visual | continued

6. Back home, Owen sorted the notes into direct observations, reported statements and questions still needing investigation. The dated record supplied historical context, not a prediction of future costs or outcomes. Owen changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Owen's draft began with the present difficulty, then gave observations and dated evidence. It proposed a limited trial of scheduled advice sessions and clearer displays before reducing opening hours permanently. The plan called for checking queues, attendance and recorded electricity use during comparable periods, with staffing costs and public review. The trial was a proposal for gathering information, not a claim that a permanent solution had already succeeded.

8. One classmate thought the draft gave history too much space; another feared that numbers alone would erase residents' experiences. Owen placed an account from energy volunteers beside a direct observation. The revision explained that the account could clarify concerns and the observation could describe one period, but neither established future effectiveness or complete costs.

9. At the final meeting, participants asked what the trial would cost and how well it would improve access. Owen cited useful observations and openly identified missing estimates and other research needs. A supporter of a permanent cut in opening hours still agreed that the public should see trial results. An official suggested a progress report and a volunteer offered to gather more observations.

10. The group voted to collect more evidence before making an irreversible change. No permanent plan was approved. Passing the community energy-advice center in Glendale afterward, Owen saw that the practical problem and disagreement remained. Yet the group had agreed to test claims, listen to one another and return to the decision with better information.

MEDIA EXCERPT (written description of a companion presentation): A camera begins with a close view of the worn entrance, then cuts to crowded movement beside the site. A narrator says, "People disagree about the answer, but we can measure the question." A graphic shows an empty column labeled "Evidence still needed." Soft music stops during the public discussion so individual voices can be heard. Unlike the written account, this version uses silence, framing, and sequence to direct attention.

DISCUSSION NOTES: The group agreed to let each person finish, paraphrase an idea before challenging it, and ask for evidence when claims seemed too broad. One speaker summarized the opposing position fairly, another displayed a legible chart, and a third explained what the chart could not prove. The presenter adjusted vocabulary for visitors unfamiliar with the project while keeping the central findings unchanged.

SL.7.5 | Focused lesson

Design and use a visual that clarifies a claim or finding.

Companion material

Simulated practice data

Blocked arrivals BEFORE a trial: 8

Blocked arrivals DURING a trial: 4

Observation periods: 20 minutes before and 20 minutes during, in the same afternoon

Counting rule for both periods: count one arrival if a queue forces that visitor to stop before reaching the desk; count that arrival only once.

Repair cost: not measured

The equal durations and common rule support comparison. Total visitor numbers and other conditions are unknown, so the counts do not establish a cause or a typical-day result. These invented numbers support visual-design practice. They are not research findings or data supplied by the original story.

Completed model

A title such as "Blocked arrivals during two 20-minute periods" identifies what was counted and the comparison period. "Proof that the plan always works" would overstate the numbers. Label the counts rather than implying a rate when total visitor numbers are unknown.

Name: _____ Date: _____

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SL.7.5 | Sample teacher guidance

Task 1

The display must show 8 before and 4 during, two equal 20-minute periods in one afternoon, the blocked-arrival definition, and no cost measure. A bar chart should use a zero baseline and equal intervals.

The full packet includes retained comprehension questions and keys, all three focused tasks, and further teacher guidance.

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