

Presentation Playbook

Build a clear recommendation, one speaking move at a time.

HIGH SCHOOL • SL.11-12.4

CCSS.ELA-Literacy.SL.11-12.4 "Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen fully before you respond.

2 Play a card only after you say its starter naturally.

3 Use specific examples, observations, or reasons.

4 Keep your ideas focused on the task and audience.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read the task aloud.
2. Each player takes one ROLE card and follows that job during the round.
3. Use two sets of MOVE cards, shuffle them, and deal four cards to each player.
4. Take turns adding to the group presentation. When you genuinely use a card's starter, place it in the middle.
5. Keep speaking until every player's four cards are in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I stated a clear perspective.

☐ I used a specific example, observation, or reason.

☐ I explained how support connects to the claim.

☐ I addressed another view and helped listeners follow our ideas.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later School Start Should your school begin classes 30 minutes later? Prepare a recommendation for the principal.	Phone Storage Plan Should students place phones in a class storage spot during instruction? Prepare a recommendation for the principal.	Service Hour Rule Should students complete a set number of community service hours to graduate? Prepare a recommendation for the school board.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Path Finder Watch the order of ideas and point out when the group needs a clearer connection.	Proof Scout Listen for specific examples, observations, and reasons that support the group's claim.	View Finder Make sure the group considers a different viewpoint or possible concern.	Audience Coach Listen for language that fits the audience named on the TOPIC card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE PERSPECTIVE “My main claim is that ____.”	STATE PERSPECTIVE “From my perspective, ____.”	SUPPORT CLAIM “A specific example is ____.”	SUPPORT CLAIM “One piece of evidence is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EXPLAIN LINK “This supports our claim because ____.”	ADDRESS CONCERN “Some people may argue ____, but ____.”	GUIDE LISTENERS “To connect this to our main point, ____.”	FIT AUDIENCE “For an audience of ____, I would explain ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Give each group two printed sets of MOVE cards so every player can receive four cards. Listen for cards being used as meaningful contributions, not as isolated sentences. If one student speaks much less, have the group pause after each round of turns until that student plays one card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My main claim is that our school should begin classes 30 minutes later.
Noah	One piece of evidence is that members of our group have arrived tired after late homework, jobs, or long bus rides.
Ava	This supports our claim because students who arrive more rested may focus better during first period.
Diego	Some people may argue that a later start would disrupt bus schedules, but the school could study transportation changes before making a final decision.
Maya	To connect this to our main point, a later start could improve student readiness while the principal considers transportation concerns.

LISTEN FOR

- A distinct claim that answers the task
- Specific support followed by an explanation of its relevance
- A fair opposing view and a reasoned response
- Clear transitions and language suited to the named audience

There are no right answers to the topic cards. Score the moves students make, not their opinions.