

Present It Forward

Build a clear, logical recommendation together.

HIGH SCHOOL • SL.9-10.4

CCSS.ELA-Literacy.SL.9-10.4 "Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak in complete, connected sentences.

2 Play a card only after you use its starter.

3 Build on the group's main recommendation.

4 Listen for the point each speaker adds.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its audience and task.
2. Each player takes one Role card.
3. Make a deck with four Move cards per player, using copies of the eight card designs as needed. Deal four cards to each player.
4. Take turns adding to the group's presentation. When you genuinely use a card's starter, place that card in the middle.
5. Keep speaking until every dealt card is in the middle. Then use the reflection checks.

AFTER THE ROUND Check what you did

- ☐ I stated a clear recommendation or main point.
- ☐ I used a specific example or observation as support.
- ☐ I explained how support connected to the recommendation.
- ☐ I used clear order words and language that fit the audience.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Use Plan What phone-use rule should the school adopt? Prepare a recommendation for the principal.	Lunch Period Change What one change would improve the lunch period? Prepare a recommendation for the school leadership team.	Homework Balance What homework guideline would best support students? Prepare a recommendation for the teachers.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Logic Scout Watch for a clear main recommendation and ask how each point connects to it.	Evidence Hunter Listen for specific examples or observations that support the group's point.	Roadmap Keeper Track the order of ideas and prompt the group to make its sequence clear.	Audience Lens Check that the group's words, details, and tone fit the audience.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE CLAIM "Our group recommends ____ because ____."	STATE CLAIM "The strongest choice is ____ because ____."	ADD SUPPORT "One example or observation that supports this is ____."	ADD SUPPORT "A specific detail our audience should consider is ____."
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EXPLAIN LINK "This matters because ____, which supports our recommendation by ____."	EXPLAIN LINK "This supports our point because ____."	SHOW ORDER "First, ____; next, ____; and finally, ____."	CHECK AUDIENCE "Our audience needs to understand ____, so we should explain ____."

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

RUNNING THE ROUNDS

Prepare exactly four move-card copies per player, selecting from the eight designs so every player receives four cards and no cards are left out of the round. Rotate roles and Topic cards in later rounds. If one student speaks less, have the Roadmap Keeper pause after a turn and invite a player with unplayed cards to add the next connected point.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Our group recommends a rule that phones stay away during direct instruction because students need fewer distractions.
Liam	One example or observation that supports this is that students sometimes miss directions while checking notifications.
Sofia	This matters because missed directions lead to repeated questions, which supports our recommendation by protecting learning time.
Noah	First, phones should be away during direct instruction; next, teachers can allow them for class tasks; and finally, students can use them during passing time.
Maya	Our audience needs to understand that the rule is not a total ban, so we should explain when phone use is allowed.

LISTEN FOR

- A clear recommendation stated early
- Specific observations or examples used as support
- Explicit explanations linking support to the claim
- Signposts and audience-aware wording that make the reasoning easy to follow

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