Listen Before Deciding

Select, acquire, and assess spoken evidence for a public decision.

11.RL.26 "Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Source menu: A, library director's count; B, podcast host's poll; C, staff member's staffing concern. Keep scripts covered, select sources relevant to later Thursday hours, and request their oral delivery from the teacher; ask for repeats and additional sources as needed.

Three Practice Spoken Sources

1. Source A. I am Elena Ruiz, director of a fictional public library. At this practice advisory meeting, I report our September count: on four Thursdays, 18 to 26 people were still inside at the 7 p.m. closing time. We did not ask how long each person wanted to stay. This count is evidence of people present at closing, not a survey of demand for a 9 p.m. closing time.
2. Source B. Welcome to the fictional student podcast Keep the Lights On. I think everyone wants two more library hours. Forty-seven listeners answered our online poll. I have not explained how they were recruited or whether they use the library on Thursdays. A caller also says the last bus leaves at 7:15 p.m., but I have not checked the current transit timetable.
3. Source C. I am a staff member in this practice advisory meeting. Later opening would require a second employee at the desk. I have no cost estimate to give today. Someone has asked about weekend hours, but that is a different proposal. Before deciding about Thursdays, we need an actual staffing estimate and a current bus timetable rather than treating unanswered questions as facts.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source did you request to find evidence of people present at closing? State its useful finding and limit.

2. Evaluate the podcast poll after hearing it. Why is “everyone” not established?

3. What spoken claims would you check before recommending later hours, and where would you check them?

4. How did your source selection or request for a repeat help answer the Thursday-hours question?

3 YOUR TURN

Your own words

Choose two of the spoken sources and request any needed repeats. In five sentences, defend a provisional recommendation about Thursday hours, distinguish what the sources establish from what they do not, and name one essential follow-up check.

ANSWER KEY

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GRADE 11 · 11.RL.26

PART 1 · READ AND MARK

Source menu: A, library director's count; B, podcast host's poll; C, staff member's staffing concern. Keep scripts covered, select sources relevant to later Thursday hours, and request their oral delivery from the teacher; ask for repeats and additional sources as needed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source did you request to find evidence of people present at closing? State its useful finding and limit.	**Source A: 18 to 26 people were present at closing on four September Thursdays. It does not establish how long they would stay.**
2	Evaluate the podcast poll after hearing it. Why is "everyone" not established?	**Only 47 listeners responded, and recruitment and Thursday library use are not described. It may show those respondents' views, not everyone's.**
3	What spoken claims would you check before recommending later hours, and where would you check them?	**Check the bus time against the current transit timetable and the staffing requirement/cost with current library staffing records or responsible staff.**
4	How did your source selection or request for a repeat help answer the Thursday-hours question?	**Accept a specific account of a source actually requested or replayed and how it clarified relevant evidence, uncertainty, or credibility.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would seek a cost estimate before recommending a trial of later Thursday hours. Source A shows people were present at closing on four Thursdays. It does not prove they would stay until 9 p.m. Source C identifies a staffing need but gives no cost. I would check a current staffing estimate and bus timetable before deciding whether a trial is practical.

Teacher: use a separate copy to deliver sources students select, one paragraph per named source; do not have students read the scripts first. Record source requests and repeat requests as evidence of acquiring audible information. Accept supported recommendations and credibility judgments, not just agreement with the sample; all sources are explicitly fictional classroom simulations.