Cues That Count

Sort the ways presenters draw attention to evidence.

11.1.S.3 "Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues."

NAME _____ DATE _____

VERBAL CUE

A verbal cue uses your voice to draw attention to evidence. You might change your volume, pace, or pronunciation.

At a theater fundraiser, speak clearly when you cite ticket receipts.

NONVERBAL CUE

A nonverbal cue uses a visible action, such as a gesture or eye contact, to draw attention to evidence.

At a cooking demonstration, hold up a measuring cup while describing the recipe's test results.

1 SORT

8 items

Circle the cue type for each item; in Part 2, choose two items, one from each category, and explain how you knew.

1.	During a science talk, the speaker stresses "warmer" while citing temperature records.	VERBAL NONVERBAL
2.	While sharing library survey results, the speaker points to the survey total.	VERBAL NONVERBAL
3.	While citing a safety report, the speaker makes eye contact with the audience.	VERBAL NONVERBAL
4.	During a club update, the speaker pauses after giving attendance numbers.	VERBAL NONVERBAL
5.	While reporting a poll result, the speaker says the key number more slowly.	VERBAL NONVERBAL
6.	During a history talk, the speaker opens a hand toward the audience after citing a letter.	VERBAL NONVERBAL
7.	After quoting a research study, the speaker raises their volume for the conclusion.	VERBAL NONVERBAL
8.	In a class debate, the speaker pronounces the source's name carefully before giving a statistic.	VERBAL NONVERBAL

2 PROVE IT

Explain your thinking

Choose two items, one from each category, and explain how you knew.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new example of a presenter using a verbal cue to highlight evidence and one using a nonverbal cue to highlight evidence.

VERBAL _____

NONVERBAL _____

CHALLENGE

Write and deliver a two-sentence mini-presentation that cites evidence for a claim; mark one voice cue in parentheses and one body cue in brackets.

ANSWER KEY

Cues That Count

GRADE 11 · 11.1.S.3

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	During a science talk, the speaker stresses "warmer" while citing temperature records.	**VERBAL**	Stressing a word changes how it sounds.
2	While sharing library survey results, the speaker points to the survey total.	**NONVERBAL**	Pointing is a visible gesture.
3	While citing a safety report, the speaker makes eye contact with the audience.	**NONVERBAL**	Eye contact is a visible action.
4	During a club update, the speaker pauses after giving attendance numbers.	**VERBAL**	A pause changes the timing of speech.
5	While reporting a poll result, the speaker says the key number more slowly.	**VERBAL**	Speaking more slowly changes vocal pace.
6	During a history talk, the speaker opens a hand toward the audience after citing a letter.	**NONVERBAL**	Opening a hand is a visible gesture.
7	After quoting a research study, the speaker raises their volume for the conclusion.	**VERBAL**	Raising volume changes how the words sound.
8	In a class debate, the speaker pronounces the source's name carefully before giving a statistic.	**VERBAL**	Careful pronunciation is a vocal choice.

PART 2 · PROVE IT

Task: Choose two items, one from each category, and explain how you knew.
Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **VERBAL**: When citing bus arrival logs, I say the on-time rate in a firm voice.
- **NONVERBAL**: While citing a park's tree count, I hold up three fingers to highlight the three new trees.

Challenge: [Face the audience.] According to the National Weather Service, lightning can strike miles from a storm. (Say "go indoors" firmly.) This evidence shows why we should go indoors when we hear thunder.

Part 2 explanations should identify the specific voice choice or visible action in each selected item. In the challenge, check that the student delivers two spoken sentences, cites evidence, and uses both marked cues.