After Four?

Listen to meeting evidence, weigh its credibility, and defend a position.

8.RL.24 "Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Teacher: read the three paragraphs aloud from a separate copy, including each speaker's comments and limits. Give students only the questions/response sheet (PDF page 2); retain this source page and key. Read twice and repeat on request. Collect first answers before sharing the text.

Teacher Read-Aloud: A Practice Library Meeting

1. At a student council meeting, the question was simple: Should the school library stay open until 5 p.m. on Tuesdays instead of closing at 4? Three speakers gave short comments. Ms. Chen, the librarian, said, "On the last two Tuesdays, I counted 22 and 27 students in the library at 3:45 p.m. I stood by the door and counted everyone inside." She added that she had not asked why they were there or how many would stay past 4. The council took notes as she spoke.

2. Next, Mr. Ruiz, the assistant principal, spoke about supervision. "Our school rules require an employee in the library whenever students are there," he said. "I checked next month's duty roster, and no employee is scheduled in the library after 4 on Tuesdays. The current budget also has no money set aside for an extra hour of paid coverage." He offered to show the council the roster and budget page. He did not say whether an employee could change shifts or whether funds could be moved from another expense.

3. Nia, an eighth grader, described waiting outside for a ride on Tuesdays. "I would use the library after 4 to finish homework," she said. "Five friends I talked to said they would use it, too, so most students probably want later hours." Nia had not surveyed other grades or asked students who leave right after school. One council member suggested asking students when they would actually use the library. Another asked whether a changed staff schedule might cover the extra hour without adding a paid shift.

2 ANSWER WITH EVIDENCE

Use the passage

1. After listening, how do Ms. Chen's counts help answer the council's question, and what can't the counts tell the council?

2. What makes Mr. Ruiz's statement about staffing worth considering? What part of the staffing question is still unanswered?

3. Is Nia's claim about what most students want well supported by the information she gives? Explain.

4. Why is Nia's account of waiting for a ride relevant in a different way from Mr. Ruiz's comments?

3 YOUR TURN

Your own words

After listening, write a 45- to 65-word statement recommending or opposing a one-Tuesday trial. Use information from two speakers and propose one way to gather missing evidence. Deliver your statement to a partner, then hear and answer a follow-up question.

After Four?

PART 1 · READ AND MARK

Teacher: read the three paragraphs aloud from a separate copy, including each speaker's comments and limits. Give students only the questions/response sheet (PDF page 2); retain this source page and key. Read twice and repeat on request. Collect first answers before sharing the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	After listening, how do Ms. Chen's counts help answer the council's question, and what can't the counts tell the council?	**They show that 22 and 27 students were in the library at 3:45 on two Tuesdays. They do not show how many would stay after 4 or why they came.**
2	What makes Mr. Ruiz's statement about staffing worth considering? What part of the staffing question is still unanswered?	**He checked the duty roster and offered to show it to the council. It is still unclear whether an employee could change shifts to cover the extra hour.**
3	Is Nia's claim about what most students want well supported by the information she gives? Explain.	**No. She asked only five friends, not a broad group of students, so their answers cannot establish what most students want.**
4	Why is Nia's account of waiting for a ride relevant in a different way from Mr. Ruiz's comments?	**Nia's account shows one reason a student might use the library after 4. Mr. Ruiz's comments address whether the school can supervise students during that hour.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend a one-Tuesday trial only if Mr. Ruiz can arrange an employee to supervise. Ms. Chen counted 22 and 27 students at 3:45, but those counts cannot show who would remain after 4. Before scheduling the trial, I would ask students when they leave and compare their answers with the available staff schedule.

Read the full fictional meeting account aloud before students see it. Accept either position if it uses two speakers accurately and proposes a specific evidence check. The counts do not prove demand after 4. Students must deliver their statement and respond to a heard follow-up; check the response against the evidence, allowing uncertainty.