

A Claim Worth Hearing

Present a clear recommendation with logically ordered facts and details.

CCSS.ELA-Literacy.SL.6.4 "Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional lunchroom evidence. Mark two useful details and one limit. Every learner will give a complete presentation.

Fictional lunchroom trial

- ① A class is considering a second tray-return station. During one lunch period with one station, an observer counted a line of twelve students at 12:20. During a lunch period on a different day with two stations, the observer counted seven students at 12:20. The counts show the line at one moment on each day; they do not measure average waiting time or prove that the extra station caused the difference.
- ② The second station fits beside the west wall, away from the marked walkway. A staff member would need to supervise it and check that trays reach the wash area. The manager can provide supervision for a three-day trial. Students must still sort waste as directed, and the walkway must stay clear. These are invented facts for a classroom exercise, not observations from your own school.
- ③ Recommend whether to run the three-day trial and what to observe. Build a presentation with a clear claim, two relevant source details and explanations connecting them to your claim. Arrange ideas so listeners can follow your reasoning. Describe the proposed location or procedure when it helps. End with a next step. Use appropriate eye contact, a voice your partner can hear and clear pronunciation.

2 ANSWER WITH EVIDENCE Use the passage

1 Why does the difference between twelve and seven not prove shorter average waiting time?

2 What two details would help you describe a workable trial?

3 Performance reflection: after presenting again, describe one change to your delivery and what your listener noticed.

3 YOUR TURN Your own words

Work in pairs. Each learner plans, delivers a 60-90 second presentation, receives feedback and presents again. Written notes support the speaking task.

1. Put the ideas in order

Outline your claim, two details with explanations, one useful description, and a closing next step. Use a logical order rather than repeating First and Next without connections.

2. Present and listen

Deliver your complete recommendation to your partner. The listener records a clear main idea, a detail that helped explain it, and one delivery improvement. Switch roles so both learners present and give feedback.

3. Improve and present again

Record one content improvement and one delivery improvement. Make them and deliver the complete presentation again. Your partner records the result. Switch roles, then answer Question 3.

PART 1 • READ AND MARK

Read the fictional lunchroom evidence. Mark two useful details and one limit. Every learner will give a complete presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why does the difference between twelve and seven not prove shorter average waiting time?	The counts record line length at one moment on different days. They do not time waiting or control other differences between the lunch periods.
2	What two details would help you describe a workable trial?	Accept the west-wall location outside the marked walkway, staff supervision, tray transfer to the wash area, waste sorting and the available three-day period.
3	Performance reflection: after presenting again, describe one change to your delivery and what your listener noticed.	Accept an actual change to eye contact, audible volume, pronunciation, pace or note use, supported by specific feedback from the second delivery.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative outline: I recommend a three-day trial of the second return station. First, the smaller observed line suggests an idea worth testing, but the two snapshots do not prove a shorter wait. Next, the west-wall location and available supervision make a limited trial possible while preserving the walkway. I propose checking supervision at both stations while students return trays and sort waste as directed. During the trial, time several students from joining the line to returning their trays, and check whether the walkway stays clear. Compare those observations with similar periods using one station before deciding to continue.

Illustrative feedback: The speaker connected supervision to feasibility but looked down during the conclusion. The speaker marks a pause before the next step and looks toward the listener while delivering it again. Record the actual listener response, not this invented example.

Observe every learner delivering a complete claim and findings with a logical sequence, pertinent facts, explanations and descriptions. Assess appropriate eye contact, adequate volume and clear pronunciation. Short contributions to a group plan do not replace this performance. Accept different recommendations supported by the packet. Provide usual communication supports and accessible ways to attend to the audience.