

Claim Card Challenge

Present a focused claim with evidence, reasoning and purposeful delivery.

CCSS.ELA-Literacy.SL.8.4 "Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional school proposal. Mark the most relevant evidence for a recommendation and one limitation. Each learner will plan, rehearse and deliver a complete presentation.

Fictional proposal: a quiet lunch option

- ① The student council is considering a quiet lunch room two days a week. In an anonymous survey of 120 students who chose to respond, 72 said they would like a quieter space at least sometimes, 30 preferred the current lunch room, and 18 were unsure. The school has 480 students. The survey did not ask which days students would attend or whether they would use the room regularly. A wish for a quieter space is not the same as a reservation, and volunteer responses may not represent everyone.
- ② The library can seat twenty students during lunch, but a staff member must supervise and food must stay at the designated tables. The librarian can supervise on Tuesdays and Thursdays for a four-week trial. The room must reopen for other students afterward. A sign-up and cleanup plan would therefore be needed. Existing student support arrangements would continue independently; this proposed trial would add an optional lunch space, not decide who may receive support.
- ③ The council must recommend whether to run that trial and how to judge its value. Possible evidence includes attendance, students turned away because seats are full, cleanup time and participant feedback. The council cannot conclude from the survey that seventy-two students will attend each day. A strong presentation selects the most useful facts, links them to a clear claim and addresses an important limitation. It ends with a feasible recommendation rather than a list of disconnected details.

2 ANSWER WITH EVIDENCE Use the passage

1 Why would "seventy-two students will attend each day" go beyond the survey evidence?

2 Which two constraints would most affect a workable trial plan? Explain the connection.

3 After delivering, name one delivery change you made and how listener feedback supports its effect.

3 YOUR TURN Your own words

Work in pairs with a worksheet each. Each learner gives a 90-second to two-minute presentation, receives feedback, then presents again. Use notes as cues.

1. Plan a coherent presentation

Outline your claim, two salient source details with reasoning, a limitation, and a feasible recommendation. Label predictions as predictions.

2. Rehearse and observe

Rehearse aloud once. Then present to your partner, using appropriate eye contact, audible volume and clear pronunciation. Your partner records one example of focused reasoning and one specific delivery improvement. Switch roles so both learners present and give feedback.

3. Revise and deliver again

Record one content change and one delivery change based on feedback. Make both changes and present the complete recommendation again. Your partner records what improved or still needs work. Switch roles, then answer Question 3.

PART 1 • READ AND MARK

Read the fictional school proposal. Mark the most relevant evidence for a recommendation and one limitation. Each learner will plan, rehearse and deliver a complete presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why would "seventy-two students will attend each day" go beyond the survey evidence?	Seventy-two volunteers expressed interest at least sometimes; the survey did not measure daily attendance or preferred days. It also sampled only self-selected respondents.
2	Which two constraints would most affect a workable trial plan? Explain the connection.	Accept supported pairs, such as twenty seats requiring a capacity/sign-up plan and cleanup needed before reopening. Tuesday/Thursday supervision limits available days.
3	After delivering, name one delivery change you made and how listener feedback supports its effect.	Accept an actual change to eye contact, audible volume, pronunciation, pace or use of notes, with specific listener feedback. Do not accept only a claim that it went well.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative outline: Run a four-week Tuesday/Thursday trial with a twenty-seat sign-up and a cleanup check. The 72 interested respondents suggest some demand, but do not predict daily attendance. The twenty-seat limit means a sign-up and a count of students turned away are necessary. Available supervision makes those two days feasible. Track attendance, turnaways, cleanup time and feedback before deciding whether to continue.

Illustrative feedback: The speaker linked the seat limit to the sign-up plan, but looked down throughout the recommendation and pronounced "anonymous" unclearly. The speaker marks pauses in the notes, practices that word and looks toward the listener at each main point. A second delivery tests these changes; the partner records the actual result. Learners must develop and deliver their own complete presentations.

Observe every learner presenting a focused claim, coherent sequence, relevant evidence, valid reasoning, and salient details with appropriate eye contact, volume and pronunciation. A single contribution to a group speech is insufficient. Accept different supported recommendations. Offer accessible ways to orient toward the audience and use usual speech/communication supports while retaining the individual presentation and feedback task. Do not infer a real school's needs from this fictional dataset.