

Present It Forward

Deliver a clear recommendation with evidence listeners can follow.

CCSS.ELA-Literacy.SL.9-10.4 "Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional planning brief. Underline evidence that matters to the decision. Circle a condition or limitation your audience needs to hear.

A School Supply Desk - fictional planning brief

- ① Riverview School is considering a two-week trial of a desk that lends pencils, rulers, and calculators. The principal must approve the schedule and supervision. Your task is to recommend a morning desk or a lunchtime desk, not to announce that either has been approved. The purpose is to help students borrow available supplies while keeping a workable return system. The principal needs a clear reason for the schedule, the cost, and a way to judge the trial.
- ② In one five-day classroom record, teachers logged 80 requests to borrow supplies: 60 before the first class and 20 at lunch. These are requests, not necessarily different students, and no later weeks were observed. Two student volunteers say they can help during the ten minutes before first class; one can help at lunch. An adult supervisor is still needed for either option. The school already has 40 pencils, 10 rulers, and 6 calculators available to lend, but the request record does not show how many requests were for each item.
- ③ The trial budget is \$30. Either schedule would need bins costing \$12 and a clipboard costing \$5; those are the only planned purchases. Supplies must be returned before students leave for the day. The principal is concerned about lost items and waits that make students late. A sign-out record could track borrowing and returns, but it would need to be quick to use. A successful recommendation explains how the desk would operate, names a risk, and identifies observations that would help decide whether to continue.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is your audience, what decision must they make, and how should that shape your presentation?

2 What do the 60 and 20 counts show? Name one conclusion they do NOT establish.

3 Check the planned cost and identify one condition your recommendation must preserve.

3 YOUR TURN

Your own words

Prepare and deliver your own 1-2-minute recommendation to a partner acting as the principal. Use this fictional brief as your evidence. A complete individual presentation is required; group sentence-starter turns do not replace it. Each person needs this worksheet, a pencil, and access to a clock.

1. Plan a logical presentation

Outline your recommendation, two exact supporting details and why each matters, a workable borrowing/return plan, a risk or limitation, and what to observe during the trial. Arrange the points in an order a listener can follow. Keep proposed actions separate from confirmed facts.

2. Deliver and check understanding

Speak for 1-2 minutes, using clear transitions, concise explanations, and language suited to the principal. Your partner listens without reading your plan, then tells you the recommendation, one supporting detail and its connection, and a condition or limitation they heard. Ask which connection was unclear. Record the listener's actual summary and feedback. Switch roles.

3. Improve and present again

Revise an unclear link, missing limitation, or audience mismatch identified by the listener. Record the change and why it helps. Deliver the improved presentation again within 1-2 minutes. Your partner checks whether the changed section now makes sense and records a specific observation here. Switch roles.

PART 1 • READ AND MARK

Read the fictional planning brief. Underline evidence that matters to the decision. Circle a condition or limitation your audience needs to hear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is your audience, what decision must they make, and how should that shape your presentation?	The principal must approve a workable trial schedule and supervision. Use respectful, concise language and explain the evidence, cost, operation, and limits.
2	What do the 60 and 20 counts show? Name one conclusion they do NOT establish.	They show that more borrowing requests were recorded before first class during those five days. They do not show 60 different students, future demand, daily peaks, or the demand for each type of item.
3	Check the planned cost and identify one condition your recommendation must preserve.	Bins and clipboard total \$17, leaving \$13 of the \$30 budget. Adult supervision and principal approval are still required; availability of student volunteers alone does not make the trial approved.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative presentation: Principal, I recommend a two-week morning supply desk, if adult supervision can be arranged. Teachers recorded 60 requests before first class and 20 at lunch over five days. That suggests the morning is the better starting point for this record, though it does not predict every later day. Two student volunteers are available then, but they do not replace an adult supervisor.

For the setup, I would buy the \$12 bins and \$5 clipboard, leaving \$13 of the budget. Borrowers could record their name and item at checkout and mark its return before leaving school. We should not promise every request can be filled because we do not know demand by item. Waiting time is another risk. During the trial, I propose recording unfilled requests, waits, and missing returns, then using those results to decide whether to change or continue the desk.

Illustrative feedback and revision: The listener heard the morning recommendation and the larger request count but missed the supervision condition. The speaker moves that condition into the opening and pauses after it. After the second delivery, the listener can state that approval depends on arranging an adult supervisor.

All school details and counts are fictional practice evidence. Either schedule can earn credit when the student justifies it accurately and handles the limitations. Check each learner's full live presentation for clear reasoning, suitable organization and development, relevant evidence, concise style, and fit to audience/purpose/task. The example shows a possible final talk and a hypothetical revision; inspect the actual listener evidence and second delivery. Do not infer individual performance from a group product or written outline.