Detail Detectives

Sort details that strengthen a presentation's main idea.

8.C.2.A.ii "Deliver collaborative and individual formal and informal interactive presentations This includes: Incorporating pertinent descriptions, facts, details, and examples to support the main ideas."

NAME _____ DATE _____

PERTINENT DETAIL

A pertinent detail explains, proves, or illustrates the main idea.

For a crosswalk proposal: "Cars speed past the playground at dismissal."

UNRELATED DETAIL

An unrelated detail does not support the main idea, even if interesting.

For that proposal: "The principal collects postcards."

1 SORT

8 items

The main idea is "Our school should install water-bottle refill stations to reduce plastic waste," so circle PERTINENT or UNRELATED for each detail, then in Part 2 choose two items and explain which words show your choices.

1.	Students can fill reusable bottles instead of buying new plastic bottles.	PERTINENT UNRELATED
2.	Many students buy drinks at lunch, so a station near the cafeteria would give them an alternative to plastic bottles.	PERTINENT UNRELATED
3.	The football team won last Friday's game.	PERTINENT UNRELATED
4.	Using a reusable bottle means fewer single-use bottles are thrown away.	PERTINENT UNRELATED
5.	The drama club is rehearsing a comedy this month.	PERTINENT UNRELATED
6.	The school was built in 1974.	PERTINENT UNRELATED
7.	A station with two spouts could serve more students during lunch.	PERTINENT UNRELATED
8.	Clear signs could show students how refilling bottles cuts plastic waste.	PERTINENT UNRELATED

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

For Part 3, write one new pertinent detail and one new unrelated detail for the refill-station main idea.

PERTINENT _____

UNRELATED _____

CHALLENGE

Write a main idea for a school presentation, add two pertinent details, and explain which detail is stronger support and why. Present your main idea and both details aloud to a partner. Ask the listener to identify each detail and explain its connection to your main idea. Answer a clarifying question and revise unclear support. Record brief feedback; label invented practice data.

ANSWER KEY # Detail Detectives

GRADE 8 · 8.C.2.A.ii

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Students can fill reusable bottles instead of buying new plastic bottles.	**PERTINENT**	It shows how refill stations can reduce use of single-use plastic bottles.
2	Many students buy drinks at lunch, so a station near the cafeteria would give them an alternative to plastic bottles.	**PERTINENT**	It connects the station to a time and place where students may choose plastic bottles.
3	The football team won last Friday's game.	**UNRELATED**	The game result does not relate to refill stations or plastic waste.
4	Using a reusable bottle means fewer single-use bottles are thrown away.	**PERTINENT**	It directly explains how reusable bottles can reduce waste.
5	The drama club is rehearsing a comedy this month.	**UNRELATED**	Drama club rehearsals do not support the main idea.
6	The school was built in 1974.	**UNRELATED**	The building's age does not support installing refill stations to reduce plastic waste.
7	A station with two spouts could serve more students during lunch.	**PERTINENT**	It gives a useful detail about making the station available to students.
8	Clear signs could show students how refilling bottles cuts plastic waste.	**PERTINENT**	It explains how students could understand the station's purpose.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **PERTINENT**: Refill stations would give athletes a place to fill bottles after practice.
- **UNRELATED**: The art club meets on Thursdays.

Challenge: Fictional practice example: Our school should add a quiet study room near the gym. A student survey found that 68 students want a silent place to study after school. The current library has only 12 open seats after school. The survey detail is stronger because it directly shows that students want the study room.

Accept any explanation that names the deciding feature from the rule box for the chosen item. For Part 2, students should name a specific connection, or lack of connection, between each chosen detail and the main idea. For the challenge observe the actual presentation and listener check of both details' relevance, including a clarifying exchange. The sample's 68 students and 12 seats are invented practice data; label them rather than present them as real findings. Accept either detail as stronger with a sound explanation. Written preparation alone does not complete the task.