



Presenting Findings for an Audience

FREE SAMPLE

A complete reading selection, one focused task, and matching teacher guidance.

WHAT'S INCLUDED

- Complete source reading selection
- Focused task with response space
- Teacher guidance and source notes
- Published Saint Pierre license

2017 NC ELA SCOS | In use for 2026-27

Supplemental practice for the named skill. Print-ready PDF.

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FICTIONAL SCENARIO | READING PRACTICE

Presenting the Playground Plan

Name: _____ Class: _____ Date: _____

Read and annotate the complete selection. Then complete the included focused task.

1. An uneven entrance and narrow path limited access to the play area. With a small improvement budget, officials proposed replacing one climbing structure while leaving the path unchanged. Some families favored new equipment; others argued that reaching the equipment should come first. Before choosing a side, Aaliyah wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Families gathered at the playground, exchanged neighborhood information, and helped supervise community activities. One resident called its layout outdated; another called it the heart of Kingsford. The inclusive-playground proposal concerned this existing site, not an imaginary place. Aaliyah wanted a decision that recognized both community history and present needs.
3. Aaliyah and a friend observed from the open path. They recorded where visitors paused, where the surface narrowed, and which routes people could use. They did not infer anyone's disability. The notes identified access obstacles without proving a particular design safe or affordable. Aaliyah crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied dated park maintenance records and accessibility feedback from earlier public meetings. The records documented volunteers helping families reach activities when a path was previously closed. The feedback described experiences, while the maintenance entries documented actions. Aaliyah asked where the materials came from and copied a dated detail. The volunteer distinguished personal recollections from documentation; an appealing account still needed support.
5. At a planning session, families and students explained that visitors needed a usable route to play areas as well as suitable equipment. Aaliyah listened, then restated the concern to check understanding. One speaker replied, "That is exactly the problem we keep describing." They recognized a shared problem without agreeing on a solution.

Presenting the Playground Plan | continued

6. Back home, Aaliyah sorted the notes into direct observations, reported statements and questions still needing investigation. The dated record supplied historical context, not a prediction of future costs or outcomes. Aaliyah changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Aaliyah's draft began with the present difficulty, then gave observations and dated evidence. It proposed an expert-approved temporary access arrangement before choosing a permanent path-and-equipment design. The plan called for checking route use and observed obstacles, together with design safety and cost estimates for public review. The trial was a proposal for gathering information, not a claim that a permanent solution had already succeeded.

8. One classmate thought the draft gave history too much space; another feared that numbers alone would erase residents' experiences. Aaliyah placed an account from families and students beside a direct observation. The revision explained that the account could clarify concerns and the observation could describe one period, but neither established future effectiveness or complete costs.

9. At the final meeting, participants asked what the trial would cost and how well it would improve access. Aaliyah cited useful observations and openly identified missing estimates and other research needs. A supporter of spending the available budget on the climbing structure alone still agreed that the public should see trial results. An official suggested a progress report and a volunteer offered to gather more observations.

10. The group voted to collect more evidence before making an irreversible change. No permanent plan was approved. Passing the existing public playground in Kingsford afterward, Aaliyah saw that the practical problem and disagreement remained. Yet the group had agreed to test claims, listen to one another and return to the decision with better information.

DISCUSSION NOTES: The group agreed to let each person finish, paraphrase an idea before challenging it, and ask for evidence when claims seemed too broad. One speaker summarized the opposing position fairly, another displayed a legible chart, and a third explained what the chart could not prove. The presenter adjusted vocabulary for visitors unfamiliar with the project while keeping the central findings unchanged.

SL.7.4 | Focused lesson

Deliver a coherent presentation and adapt it to purpose and audience.

Completed model

For a council: "A bounded trial could clarify access effects, but costs remain unknown." For younger visitors: "Let us test a small change and check how much it costs." The wording changes while the evidence and uncertainty stay the same.

Scope note: Combines both source sequences on presenting findings and adapting register under current NC SL.7.4. No separate NC SL.7.6 product is offered.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SL.7.4 | Sample teacher guidance

Task 1

A defensible claim recommends investigation rather than unsupported certainty. Details should come from the first scenario; missing cost/access information must be acknowledged.

The full packet includes retained comprehension questions and keys, all three focused tasks, and further teacher guidance.

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