



Evaluating a Speaker's Argument

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.

saintpierreresources.com

FICTIONAL SCENARIO | READING PRACTICE

The Speech About Screen Time

Name: _____ Class: _____ Date: _____

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

1. During a workshop, a speaker claimed that any screen use prevented all conversation. Officials proposed banning personal screens from the room permanently. Some families favored the ban; others wanted to compare guided device use with screen-free activities before deciding. Before choosing a side, Lucas wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Neighbors gathered in the room, exchanged information, and helped one another use digital services. One resident called its crowded arrangement outdated; another called it the heart of the center. Those uses did not prove that every kind of screen activity had the same effect. Lucas wanted a decision that recognized both community history and present needs.
3. Lucas and a friend recorded attendance, requests for help, and chairs obstructing access to shared tables. They also noted when conversation stopped or resumed. These were observations during one session, not proof that screens caused every interruption. Lucas crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied dated workshop logs and anonymous summaries of earlier usage surveys. The logs recorded volunteers helping families complete online forms when other services were unavailable. The survey summaries reported participants' views, which were not the same as observed behavior. Lucas 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, school counselors explained that families needed opportunities to talk, obtain help and use the room without being shut out. Lucas 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.

The Speech About Screen Time | continued

6. Back home, Lucas 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. Lucas changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Lucas's draft began with the present difficulty, then gave observations and dated evidence. It proposed a supervised trial offering both a guided device activity and a screen-free discussion period. The plan called for checking participation, interruptions and access using defined observation periods, plus staffing costs and a 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. Lucas placed an account from school counselors 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. Lucas cited useful observations and openly identified missing estimates and other research needs. A supporter of the permanent screen ban 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 family media room at the Creston community center afterward, Lucas 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.

ARGUMENT EXCERPT: A speaker claims, "A short trial is the strongest next step because it allows us to compare costs and access before acting permanently." The speaker cites the firsthand observations and requests a public progress report. An opponent argues that delay may have a financial cost; however, neither speaker has yet supplied a reliable estimate of that cost. Listeners must separate claims from reasons and determine which evidence is relevant but still incomplete.

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.7.3 | Focused lesson

Trace a spoken claim and evaluate its reasoning and evidence.

Companion material

Practice speech - read aloud once, then again for note checking.

"We should consider a short trial before changing the site permanently. A trial lets us observe access and review the result. In one afternoon, observers counted fewer blocked entries during a temporary change. That proves the change will work every day and cost nothing. A public progress report would help residents see the evidence."

This original simulated speech deliberately includes one exaggerated conclusion for evaluation. It does not report actual data from the story.

Completed model

An argument can contain a sound recommendation and an unsupported promise. Separate the speaker's exact claims before evaluating them.

Name: _____ Date: _____

[illegible]

SL.7.3 | Sample teacher guidance

Task 1

Claim: a trial should be considered. Reasons: it can reveal access effects and permit review. Evidence offered: a count during one afternoon.

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

Digital Resource License

Unless a listing says otherwise, each purchase includes a single-teacher license. The buyer may print and use the resource with their own students and may assign it through a password-protected classroom platform.

Allowed

Classroom, tutoring, and personal instructional use

Reasonable copies for the purchasing teacher's students

Posting inside a secure learning-management system for those students

Not allowed

Reselling, sharing, or giving the files to other educators

Posting files on a public website, shared drive, or social-media page

Removing the copyright notice or presenting the work as your own

Using the content to create a competing product

Schools and teams that need multiple users should contact support for additional licensing.

Published license: <https://saintpierreresources.com/policies#license>

License wording reproduced unchanged from the store policy recorded October 14, 2026.

Copyright 2026 Saint Pierre Learning Resources