

Presenting Claims and Findings

Name: _____

Date: _____

Score: _____ / 10



Quick Review

A strong Grade 6 presentation (1) opens with a clear CLAIM or topic and PREVIEWES the structure, (2) presents findings in LOGICAL ORDER, (3) supports each point with PERTINENT (relevant) facts, details, or examples, (4) uses appropriate EYE CONTACT, VOLUME, and CLEAR PRONUNCIATION, and (5) closes by tying findings back to the claim. Random hops between facts confuse the audience.

PART 1 — READ

Read the passage. Then answer the questions.

Transcript: Theo's presentation - How Hurricanes Form

(1) Today I'll explain how a hurricane forms in three connected stages: a warm ocean, a low-pressure spin, and a strengthening eye. (2) My main claim is that hurricanes are not random storms but the result of three predictable conditions coming together.

(3) FIRST, hurricanes need an ocean surface that is at least 80 degrees Fahrenheit, usually in late summer. (4) Warm water evaporates quickly, sending huge amounts of moisture into the air above it. (5) That moisture is the fuel the storm uses to grow.

(6) SECOND, winds from different directions converge over the warm water, and Earth's rotation begins to spin them in a slow circle. (7) This rotating column of moist, rising air is called a tropical depression. (8) If the column keeps strengthening, it becomes a tropical storm.

(9) THIRD, if the wind speeds inside the storm reach 74 miles per hour, the storm becomes a hurricane. (10) A clear center called the eye forms, surrounded by the most violent winds of all - the eyewall. (11) Hurricane hot dogs are pretty tasty according to my cousin.

(12) So in summary, three connected conditions - warm water, a low-pressure spin, and a strengthening eye - turn a quiet patch of ocean into a hurricane. (13) That is why meteorologists track sea-surface temperatures so carefully every summer.

PART 2 — PRACTICE

Read the presentation transcript and answer the items.



1. Which sentence is Theo's OPENING that announces the topic AND previews the structure?
 - A. Sentence (4) - Warm water evaporates quickly.
 - B. Sentence (10) - A clear center called the eye forms.
 - C. Sentence (6) - Winds from different directions converge over the warm water.
 - D. Sentence (1) - Today I'll explain how a hurricane forms in three connected stages.
2. Theo organizes his presentation as STAGE 1 then STAGE 2 then STAGE 3. What kind of organization is this?
 - A. Compare-and-contrast order between two opposite ideas.
 - B. Random order, with no clear plan.
 - C. SEQUENCE order in the actual time order the stages happen during a storm's formation.
 - D. Cause-and-effect order with multiple causes for the same effect.
3. Sentence (11) reads: *Hurricane hot dogs are pretty tasty according to my cousin.* What is the PROBLEM with this sentence in this presentation?
 - A. It is off topic - it is about food, not about how hurricanes form.
 - B. It is too short.
 - C. It is the only sentence and the presentation has no other sentences.
 - D. It is a fact about clouds.
4. Where would Theo's sentence (11) about hot dogs BEST go?
 - A. Right between sentences (3) and (4) inside stage 1.
 - B. Inside stage 3, after the eyewall description.
 - C. Cut it from this presentation entirely - it does not belong with a how-hurricanes-form claim.
 - D. At the very beginning, replacing sentence (1).
5. Which transition word from the presentation SIGNALS the next stage in the sequence?
 - A. By the way,
 - B. In contrast,
 - C. On the other hand,
 - D. THIRD,
6. Theo's CLOSING sentence (12) - (13) is strong because it...
 - A. ...asks a brand-new question with no answer.
 - B. ...summarizes the three stages AND ties them back to the topic by explaining why scientists track ocean temperatures.
 - C. ...repeats sentence (1) word for word.
 - D. ...starts a totally new topic about tornadoes.



7. Imagine Theo SCRAMBLES the presentation and gives the stages in the order 3 - 1 - 2. What is the MOST LIKELY effect on the audience?
- A. The audience will follow more easily because shorter is better.
 - B. The audience will be more interested because surprise is fun.
 - C. The audience will not notice any difference.
 - D. The audience will get confused because the stages no longer match the time order in which a hurricane actually forms.
8. Theo wants to ADD one more sentence to make stage 1 stronger. Which addition BEST fits the logical sequence of the presentation?
- A. The most expensive hurricane on record caused over \$125 billion in damage.
 - B. My family likes watching weather forecasts on TV in the evening.
 - C. Atlantic hurricane season runs from June 1 to November 30, when ocean temperatures are warmest, so that timing fits the 80-degree water requirement.
 - D. Some movies about hurricanes are pretty scary.
9. Plan a SHORT presentation on *How a thunderstorm forms*. Write a TOPIC SENTENCE that names the topic AND previews the order, the way Theo did.

10. Now write the CLOSING sentence for the same presentation. It must SUMMARIZE the stages AND tie back to why the topic matters.



Answer Keys

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 A B C D
- 5 A B C D

- 6 A B C D
- 7 A B C D
- 8 A B C D
- 9
- 10

Explanations


1. D	Sentence (1) NAMES the topic (how a hurricane forms) AND previews the structure (three stages). A is supporting detail for stage 1. B is supporting detail for stage 3. C is a body sentence.
2. C	C names the structure: each stage happens IN TIME ORDER as a hurricane forms. A is wrong (no comparison). B contradicts the clear plan. D is partly related but isn't the organizing structure.
3. A	Sentence (11) is unrelated to the formation process and interrupts the audience's understanding. A names the real problem. B is wrong (length isn't the issue). C is false. D is false.
4. C	Because the topic is HOW HURRICANES FORM, a food joke does not belong anywhere in this presentation. A and B insert it into the formation sequence. D would replace the topic sentence with an unrelated joke.
5. D	<i>THIRD</i> marks the next step in a time/stage sequence. <i>In contrast</i> and <i>On the other hand</i> signal opposition. <i>By the way</i> signals an aside, not sequence.
6. B	B names the work a strong closing does: summarize structure AND tie back to topic significance. A leaves the audience hanging. C is mere repetition. D abandons the topic.
7. D	Sequence presentations rely on TIME ORDER. Breaking that order forces listeners to mentally re-sort the information, which usually causes confusion. A is irrelevant to order. B confuses surprise with clarity. C is unrealistic.
8. C	C deepens stage 1 (the warm-water requirement) with a logically connected fact about WHEN the necessary temperatures occur. A is about cost. B is personal preference. D is opinion about movies.
9.	Answer: Examples: (1) Today I'll explain how a thunderstorm forms in three stages: a developing stage, a mature stage, and a dissipating stage. (2) A thunderstorm forms in three steps - first warm moist air rises, then the cloud builds rapidly, and finally rain and downdrafts end the storm. (3) I'll walk through the three main stages of a thunderstorm, starting with the rising air, moving through the mature cell, and ending as the storm fades. Accept any single sentence that (a) names the topic clearly and (b) PREVIEWES the structure with stages, steps, or parts. NOT acceptable: a topic-only sentence (<i>Today I'll talk about storms</i>), a sentence that lists stages out of order, or a sentence that names no clear structure.



10.	<p>Answer: Examples: (1) So a thunderstorm forms when rising warm air, a mature cloud, and a final downdraft work together - which is why meteorologists watch developing storms so carefully before warnings are issued. (2) In summary, the three stages - developing, mature, and dissipating - explain why a sky can go from sunny to severe in less than an hour, which matters for anyone planning to be outdoors. (3) From rising air to mature cell to fading downdraft, the stages explain how thunderstorms grow and end - and that's why understanding them helps people stay safe when one is forecast.</p> <p>Accept any single sentence that (a) names the stages from item 9 (or summarizes them) AND (b) connects back to the topic's importance or real-world significance. NOT acceptable: a closing that introduces a brand-new topic, a closing that just repeats the opening word for word, or a closing that names only one stage.</p>
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