

Speak With Evidence

Analyze how a speaker builds a focused, evidence-based position.

ELA.10.C.2.1 “Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the speaker’s main claim and final recommendation, circle each piece of evidence and its source, and number the words or phrases that show the speech’s order.

A Later Start for High School

- ① Good morning. Our district should move high school start times to 8:30 a.m. or later. This change would not make school easier, it would make learning more realistic for teenagers. The American Academy of Pediatrics recommends that middle and high schools begin at 8:30 or later because adolescents’ sleep cycles shift later during puberty. When students arrive exhausted, they may struggle to listen, solve problems, and participate. My position is not that sleep excuses unfinished work. Rather, a schedule that respects adolescent biology gives students a fairer chance to meet high expectations.
- ② First, research links later starts with more sleep. In a 2018 report, the Centers for Disease Control and Prevention found that 72.7 percent of U.S. high schools started before 8:30 a.m. The report also noted that insufficient sleep is common among high school students. Second, one district’s results show what a schedule change can look like. After Seattle high schools moved start times nearly an hour later in 2016, a 2018 study in Science Advances reported that students slept 34 minutes longer on school nights and had higher median grades. National data and a local case together make the case stronger.
- ③ Of course, changing a start time affects buses, sports, family schedules, and after-school jobs. Those concerns deserve planning, not dismissal. Our district could survey families, coordinate transportation options, and review attendance, sleep, and course-performance data during a one-year pilot. School leaders should also explain the results publicly before making the change permanent. Still, the central question is clear: should a schedule designed decades ago outweigh evidence about how teenagers learn? I believe the district should begin with a pilot of an 8:30 start. It is a practical step toward healthier, more alert classrooms.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the speaker's central perspective, and what specific action does the speaker recommend?

2 How does the speaker organize the information to keep the presentation focused?

3 What two pieces of evidence support the speaker's position? Include the source or the specific fact for each one.

4 How does the speaker respond to concerns about buses, sports, family schedules, and jobs?

3 YOUR TURN _____ Your own words

Write a 100-130-word oral presentation about a school improvement other than start times. State a clear perspective, use at least two signal words to organize your ideas, include one credible source with a specific fact, address one concern, and end with a recommendation.

PART 1 • READ AND MARK

Underline the speaker's main claim and final recommendation, circle each piece of evidence and its source, and number the words or phrases that show the speech's order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's central perspective, and what specific action does the speaker recommend?	The speaker believes high schools should start at 8:30 a.m. or later and recommends a one-year pilot of an 8:30 start.
2	How does the speaker organize the information to keep the presentation focused?	The speaker states a claim, gives national and local evidence, addresses practical concerns, and ends with a specific recommendation.
3	What two pieces of evidence support the speaker's position? Include the source or the specific fact for each one.	The CDC reported that 72.7 percent of U.S. high schools started before 8:30 a.m., and a Science Advances study found Seattle students slept 34 minutes longer and had higher median grades after later start times.
4	How does the speaker respond to concerns about buses, sports, family schedules, and jobs?	The speaker says the concerns need planning and proposes surveys, transportation coordination, and a one-year pilot that reviews results publicly.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add a 15-minute activity break between second and third period. First, movement can help students reset after long periods of sitting. The Centers for Disease Control and Prevention says children and adolescents ages 6 through 17 need at least 60 minutes of physical activity each day. A short, supervised walk or stretch break would help students build that habit without removing a full class period. Some people may worry that the schedule is already crowded. However, teachers could use a shared routine and begin class promptly afterward. Therefore, the school should test the break for one semester and compare attendance and student feedback.

Accept equivalent descriptions of the speaker's claim, organization, evidence, and response to concerns. For Part 3, look for a focused position, logical oral organization, credible specific evidence, a response to a concern, and a clear final recommendation.