Speak So Listeners

Notice how a speaker organizes ideas and uses delivery choices.

ELA.5.C.2 "Communicating Orally"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show the order of the talk. Circle each bracketed speaking or body-action cue that helps listeners follow and understand the speaker.

A Short Talk About Coral Reefs

1. Good morning, class. [Stand tall and look around the room.] Today I will explain why coral reefs matter. First, reefs are built by tiny animals called coral polyps. Although reefs cover less than 1 percent of the ocean floor, they provide homes and food for many sea animals. [Say "coral polyps" slowly and clearly so listeners can understand the term.]

2. Next, reefs help people, too. [Point to a map.] Reefs can reduce the force of waves before they reach some shores. Fish that live near reefs also support fishing and tourism in many coastal communities. [Use a steady, medium-loud voice.] This part shows that a reef can protect both animals and people who live nearby each day.

3. Finally, people can help reefs stay healthier. They can use less plastic, avoid touching coral while swimming, and choose reef-safe actions when visiting beaches. [Pause after the list, then nod.] To sum up, coral reefs are small areas with a big job. [Raise your voice slightly on "big job" and end clearly.] Thank you for listening today.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which words show the main order of the speaker's ideas?

2. How does the speaker say the words "coral polyps," and why?

3. Name one body-action cue from the talk and tell when the speaker uses it.

4. What vocal choice does the speaker use near the end of the talk?

3 YOUR TURN

Your own words

Write a four-sentence oral talk about one way to care for a shared place, such as a park, library, or playground. Put a sequence word in each of the middle two sentences, add one bracketed voice or body-action cue, and read your talk aloud using the cue.

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PART 1 · READ AND MARK

Underline the words that show the order of the talk. Circle each bracketed speaking or body-action cue that helps listeners follow and understand the speaker. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which words show the main order of the speaker's ideas?	**First, Next, Finally, and To sum up.**
2	How does the speaker say the words "coral polyps," and why?	**The speaker says them slowly and clearly so listeners can understand the term.**
3	Name one body-action cue from the talk and tell when the speaker uses it.	**Answers may include standing tall and looking around the room at the beginning, pointing to a map while discussing reefs helping people, or nodding after the list of ways to help reefs.**
4	What vocal choice does the speaker use near the end of the talk?	**The speaker raises their voice slightly on "big job" and ends clearly.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Today I will explain how our class can care for the playground. First, we can put snack wrappers in the recycling bin. Next, [point to the bin] we can remind friends to pick up loose paper. If we all help, the playground will stay clean and safe.

Accept equivalent order words and accurate descriptions of the delivery cues in the passage. For the open task, accept a logical four-sentence talk with sequence words in sentences two and three and at least one appropriate bracketed delivery cue.