

Speak for Water

Analyze a focused proposal and its delivery choices.

8SL4 “Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the speaker's claim, number the two evidence details 1 and 2, and circle each delivery choice that helps listeners understand the message.

A Proposal for the Gym Lobby

- ① Good afternoon, Student Council. Our school should install a water-bottle filling station in the gym lobby. The lobby is the hall just outside the gym, where students pass before and after physical education. A station there would give students a quick place to refill bottles without going to a distant fountain. I will explain the need, the evidence, and a practical response to one concern. The proposal is limited to one location, so it can be evaluated clearly.
- ② During a two-week count, staff recorded 214 uses of the fountain near the gym. The nurse also recorded 31 visits after physical education for headaches, dizziness, or requests for water. These numbers do not show how many different students used the fountain or visited the nurse. Still, they indicate substantial fountain use and repeated post-PE nurse visits, suggesting that convenient water access could help students after activity during busy class transitions.
- ③ Some may worry that a new station would cost too much or create litter. The principal can first ask the district facilities office for installation estimates and choose a station with a bottle counter and a drain designed for refilling. For delivery, I would face the council when stating my claim, speak loudly enough for the back row, and pronounce “facilities” and “convenient” carefully. I would pause after each number so listeners can connect the evidence to my reasoning.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the speaker's main claim, and where would the proposed station be located?

2 What two records does the speaker use as evidence? What important limit does the speaker state about those records?

3 Explain how the speaker connects the records to the claim for a station in the gym lobby.

4 How does the speaker respond to the cost or litter concern? Name three delivery choices the speaker plans to use.

3 YOUR TURN _____ Your own words

Choose a school improvement different from a water station. Write a 70-100-word speech script with a focused claim, two relevant evidence details, reasoning, and a response to one concern, plus two bracketed delivery cues, one for eye contact, volume, or enunciation and one for a pause. Present the script to a partner, following both cues.

PART 1 • READ AND MARK

Underline the speaker's claim, number the two evidence details 1 and 2, and circle each delivery choice that helps listeners understand the message. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's main claim, and where would the proposed station be located?	The school should install a water-bottle filling station in the gym lobby, the hall just outside the gym.
2	What two records does the speaker use as evidence? What important limit does the speaker state about those records?	Staff recorded 214 uses of the fountain near the gym, and the nurse recorded 31 post-PE visits. The records do not show how many different students used the fountain or visited the nurse.
3	Explain how the speaker connects the records to the claim for a station in the gym lobby.	The figures indicate substantial fountain use and repeated post-PE nurse visits, suggesting that students may need convenient water access after activity and during transitions.
4	How does the speaker respond to the cost or litter concern? Name three delivery choices the speaker plans to use.	The speaker suggests getting installation estimates and choosing a station with a bottle counter and refill drain. Delivery choices include facing the council, using enough volume for the back row, clearly pronouncing key words, and pausing after numbers.

PART 3 • YOUR TURN (SAMPLE ANSWER)

[Make eye contact, use an adequate volume, and enunciate key words clearly.] Our school should add two shaded tables near the playground. During three warm lunch periods, I counted 28 students eating on the ground because existing tables were full or sunny. I also saw students leave the area early to find shade. These observations support adding tables where students already gather. If cost is a concern, the school can seek a local business donation and buy one table first. [Pause after 28.]

For Part 3, accept any focused, supportable proposal that includes relevant details, clear reasoning, a practical response to a concern, and both delivery cues. During the partner presentation, listen for the named eye contact, volume, or enunciation cue and the planned pause.