Talk That Works

Notice how a speaker guides young listeners

4.1.S.3 "Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show who the talk is for, number the three actions the speaker asks listeners to remember, and circle a cue that would help the speaker be heard or understood.

A Talk for Garden Visitors

1. Hello, second graders! Have you ever seen an apple core left after lunch? Today I will show you how our class turns some food scraps into compost for our school garden. Compost is dark, crumbly material made as tiny living things break down old plants. I will explain what goes in our bin, what we do with it, and why it helps plants.

2. First, check your leftover food. Our bin takes fruit peels, apple cores, and vegetable pieces. Put wrappers and plastic forks in the trash, not the compost bin. Next, carry your scraps to the green bin by the garden gate. Drop them in, then close the lid to keep pests out. If you are unsure about an item, ask an adult before adding it.

3. Over time, the scraps break down. Garden helpers mix the compost into soil, where it helps the soil hold water and gives plants nutrients. *[Pause and look at the listeners.]* Here is the part I want you to remember: choose a plant scrap, use the green bin, and close its lid. Please tell your partner the three actions in that order. I will say them slowly so everyone can hear.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the first two sentences help the speaker connect with the listeners?

2. Why does the speaker explain what compost is?

3. Which three actions does the speaker repeat near the end, and how does that order help the listeners?

4. What will the speaker do to make the three actions easy to hear?

3 YOUR TURN

Your own words

Write a 4- to 5-sentence talk for first graders about caring for a shared classroom supply. Greet your listeners, give two actions in order, explain why one action matters, and add a bracketed cue for speaking clearly or loudly enough. Then present your talk aloud to a partner.

ANSWER KEY

Talk That Works

GRADE 4 · 4.1.S.3

PART 1 · READ AND MARK

Underline the words that show who the talk is for, number the three actions the speaker asks listeners to remember, and circle a cue that would help the speaker be heard or understood. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the first two sentences help the speaker connect with the listeners?	**The speaker greets second graders and asks about an apple core they may have seen at lunch.**
2	Why does the speaker explain what compost is?	**The second graders may not know the word, so the explanation helps them understand the talk.**
3	Which three actions does the speaker repeat near the end, and how does that order help the listeners?	**Choose a plant scrap, use the green bin, and close its lid. The order helps listeners remember what to do first, next, and last.**
4	What will the speaker do to make the three actions easy to hear?	**The speaker will say them slowly so everyone can hear.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Hello, first graders! First, put the caps back on the markers when you finish drawing. Next, return each marker to its cup. Caps keep markers from drying out. [Speak slowly and loudly enough for the back row.] Now everyone can find a marker that works.

Accept other accurate explanations that connect the speaker's choices to the second-grade audience, the order of the actions, or clear delivery. For Part 3, check that the student presents the talk aloud as well as writing it.