

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 facts attributed to named sources and the source names. Number the words or phrases that show the speech's order. Leave the speaker's general reasoning unmarked as sourced evidence.

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, national data show the scale of insufficient sleep. A 2018 Centers for Disease Control and Prevention report found that, in the 2015 national survey, 72.7 percent of high school students reported less than eight hours of sleep on an average school night. Second, a local study shows what a schedule change can look like. After Seattle moved high school starts nearly an hour later in 2016, a 2018 Science Advances study at two schools found a 34-minute increase in median sleep on school nights and higher median grades. These associations do not prove that later starts alone caused higher grades. Together, national sleep data and local measurements support testing a later schedule.

- 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. Then present it aloud to a partner, group or teacher and collect listener feedback.

1. Prepare your presentation

Write the 100-130-word script. Verify your source and practice reading it aloud.

[illegible]

2. Present and listen

Deliver your presentation aloud. Ask a listener to identify your perspective and source-based fact, then suggest one way to clarify the organization. Record the feedback.

PART 1 • READ AND MARK

Underline the speaker's main claim and final recommendation. Circle facts attributed to named sources and the source names. Number the words or phrases that show the speech's order. Leave the speaker's general reasoning unmarked as sourced evidence. 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's 2018 report found that 72.7 percent of students in the 2015 national high-school survey reported short sleep on school nights. The 2018 Science Advances study found a 34-minute rise in median school-night sleep and higher median grades at two Seattle schools after later starts. The AAP recommendation is also valid evidence. These findings support investigation, without proving sole causation.
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 test a supervised fifteen-minute activity break. First, the Centers for Disease Control and Prevention recommends at least sixty minutes of daily moderate-to-vigorous activity for children and adolescents ages six through seventeen. A brisk walk or suitable active game could contribute to that goal. Second, staff could offer accessible activities and collect student feedback. Some people may worry about losing instructional time. However, the principal should review the schedule and identify where the fifteen minutes would come from before approving a trial. Therefore, I recommend a one-semester pilot only if the school can provide supervision and protect required instruction. Staff should evaluate participation, student feedback and scheduling effects before continuing.

The script is preparation: require an actual oral presentation. Assess a coherent perspective, logical signal words, accurately attributed evidence, response to a concern and final recommendation. Collect the listener's identification of the claim/fact and one organization suggestion; written work alone does not demonstrate oral delivery. Accept equivalent supported annotations and answers. CDC 72.7 percent describes students and short sleep in 2015, reported 2018, not school start times. Seattle results describe median school-night sleep and associations. The activity model calls for moderate-to-vigorous movement and honest scheduling review; it does not equate light stretching with the daily intensity recommendation. Sources: <https://www.cdc.gov/mmwr/volumes/67/wr/mm6703a1.htm> ; <https://pubmed.ncbi.nlm.nih.gov/30547089/> ; <https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents> ; <https://www.cdc.gov/physical-activity-basics/guidelines/children.html> .