Speak It Clearly

Notice how a presentation guides listeners with words and delivery choices.

ELA.6.C.2.1 "Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show order, and circle each bracketed direction or spoken delivery choice that would help the audience follow the presentation.

A Pollinator Garden Proposal

1. First, I will explain why our school should plant a small pollinator garden near the sunny fence. Bees, butterflies, and other pollinators move pollen between flowers, helping many plants make seeds and fruit. [Pause and look at the audience.] Our garden could provide nectar and shelter while giving students a place to observe living things. I will speak clearly and use a medium volume so classmates in the back can hear every word without feeling shouted at.

2. Next, I will describe the plan in order. First, a group will measure the space and choose native plants that fit the sunlight and soil. Then, we will ask an adult to help us prepare the ground and place the plants. [Point to the simple map.] After planting, students can add water, mulch, and plant labels. I will slow down when I say words such as "pollinator" and "native" so my audience can understand them.

3. Finally, I will explain how the garden can continue after the first planting day. Classes could take turns checking whether the soil is dry, pulling weeds, and recording which insects visit. [Hold up two fingers while naming the two main benefits.] I will keep my sentences short and pause between ideas, rather than rushing. At the end, I will ask for volunteers and thank the audience. This ending connects to the plan and gives listeners a clear next step.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are the three main action steps in paragraph 2? Write them in order.

2. What nonverbal cue will the speaker use while describing the planting plan?

3. How will the speaker use volume so the audience can hear?

4. Name two choices the speaker makes to help listeners understand the words and ideas.

3 YOUR TURN

Your own words

Write a three-sentence script that explains how to complete a simple task in order. Use First, Next, and Finally, include one bracketed nonverbal cue, and add one note about volume, pronunciation, or pacing. Then actually present your prepared pitch or explanation to a partner or small group. Use the planned nonverbal cue and a voice your listeners can hear, pronounce words clearly, and pause at useful points. Ask a listener to state your main idea and order of ideas and give one specific delivery observation; record it below. Your teacher can support rehearsal and observe the presentation.

Speak It Clearly

PART 1 · READ AND MARK

Underline the words that show order, and circle each bracketed direction or spoken delivery choice that would help the audience follow the presentation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are the three main action steps in paragraph 2? Write them in order.	**Measure the space and choose native plants; prepare the ground and place the plants; add water, mulch, and plant labels.**
2	What nonverbal cue will the speaker use while describing the planting plan?	**The speaker will point to a simple map.**
3	How will the speaker use volume so the audience can hear?	**The speaker will use a medium volume so classmates in the back can hear without feeling shouted at.**
4	Name two choices the speaker makes to help listeners understand the words and ideas.	**The speaker will slow down when saying "pollinator" and "native," and will use short sentences with pauses between ideas.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, place three ice cubes in a clear cup and watch their edges begin to melt. Next, [point to the cup] pour the melted water into a measuring spoon and read the amount at a slow pace. Finally, explain that warming changes ice into liquid water, using a volume that everyone can hear.

This is a preparation sample. Completion also requires actual oral delivery and a real listener observation, such as which cue or pause helped them follow the message; do not copy an invented feedback record.

Accept equivalent descriptions of the passage's sequence and delivery choices. For Part 3, accept any logical three-step script that includes the required sequence words, a nonverbal cue, and a specific delivery note. Arrange a partner or small-group audience and brief supported rehearsal. Observe actual delivery: logical order, meaningful nonverbal cue, audible appropriate volume, clear pronunciation and helpful pacing. Check the listener's reported main idea/order and specific delivery observation. A written script alone does not complete this oral task; no public council appearance is required.