Compost Pitch

Analyze how a speaker organizes ideas and uses delivery cues.

ELA.6.C.2 "Communicating Orally"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show the order of the speaker's ideas, and circle each bracketed delivery cue. These choices help listeners follow the message and understand the speaker.

A Speech for Compost Bins

(1) Good morning, council members and neighbors. [Stand tall, make eye contact around the room.] Our school cafeteria throws away fruit peels and vegetable scraps each day. I am asking you to support three compost bins behind the cafeteria. Composting changes food scraps into rich material that can help plants grow. [Pause.] This plan can reduce trash, teach students about soil, and provide compost for our garden. First, I will explain how the bins would work.

(2) To begin, students would place only fruit, vegetable, and yard scraps in the green bins. [Point to the simple list on the poster.] A trained garden club team would check the bins twice a week and add dry leaves. Next, the team would turn the compost with a tool so air can reach the materials. [Speak clearly and loudly enough for the room.] Over time, tiny living things break down the scraps. The finished compost could be spread around tomatoes, herbs, and flowers in the school garden.

(3) Finally, this project needs a small start-up budget for bins, gloves, and a turning tool. The garden club can share a weekly update, so everyone knows what belongs in the bins. [Slow your pace for the final point.] If we begin in September, students can collect data on the amount of scraps saved from the trash. [Smile, then pause.] I hope you will approve the compost bins because this practical project turns waste into a resource for our school.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which transition introduces the second step, and what action does the speaker explain next?

2. What nonverbal action should the speaker use while explaining the list on the poster?

3. What should the speaker do to make the explanation easy for the whole room to hear and understand?

4. Which cue tells the speaker to change pacing, and what idea comes right after that cue?

3 YOUR TURN

Your own words

Create a four-sentence oral pitch for a different school improvement. Use First, Next, and Finally to organize the last three sentences, add two bracketed delivery cues, one for body language and one for voice or pacing, and end with a clear request. 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.

ANSWER KEY # Compost Pitch

GRADE 6 · ELA.6.C.2

PART 1 · READ AND MARK

Underline the words that show the order of the speaker's ideas, and circle each bracketed delivery cue. These choices help listeners follow the message and understand the speaker. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which transition introduces the second step, and what action does the speaker explain next?	**"Next" introduces the second step. The garden club team would turn the compost with a tool so air can reach the materials.**
2	What nonverbal action should the speaker use while explaining the list on the poster?	**The speaker should point to the simple list on the poster.**
3	What should the speaker do to make the explanation easy for the whole room to hear and understand?	**The speaker should speak clearly and loudly enough for the room.**
4	Which cue tells the speaker to change pacing, and what idea comes right after that cue?	**"Slow your pace for the final point" changes pacing. The speaker then explains that students can collect data on scraps saved from the trash.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a refill station near the gym [make eye contact with listeners]. First, students could fill reusable bottles there instead of buying plastic bottles. Next, the school could post a sign that explains how the station saves waste [slow your pace for this reason]. Finally, I ask the principal to approve this useful station.

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 wording for the passage questions when the response identifies the correct transition, cue, or idea. For the oral pitch, check for four sentences, logical order, two appropriate delivery cues, and a clear final request. 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.