Speak for Change

Study how a short speech builds a claim with evidence and delivery choices.

6SL4 "Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; 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 three main reasons in order, circle two supporting facts or details, and box each bracketed delivery direction.

A Refill Station Near the Gym

1 Good morning, student council. Our school should add a water-refill station near the gym. [Look up.] After exercise, many students need a drink, but the nearest fountain is across the building. [Speak clearly.] A refill station would let students fill reusable bottles quickly. This change would support healthy habits and reduce the number of disposable plastic bottles in our trash cans. During a one-week count, volunteers found 96 empty plastic drink bottles in bins outside the gym.

2 First, the station would save time during short passing periods. A student council team timed the trip from the gym doors to the nearest fountain. It took about two minutes there and back when halls were clear. [Pause.] Second, the station could cut waste. Students could refill bottles instead of buying drinks in single-use containers. [Use an audible voice.] These reasons show why the gym is the best location for students after practice and games each day.

3 Finally, consider cost and care. The principal can ask the district maintenance office for prices and choose a model that can be cleaned easily. [Stand still and face listeners.] The school could also place a sign above the station that reminds students to use reusable bottles. In conclusion, a gym refill station would give students faster access to water, lower plastic waste, and make a practical improvement to a busy space. [End with a clear voice.]

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the speaker's claim?

2. How does the speaker put the main reasons in a logical order?

3. What fact supports the reason that the station would save time? Explain how it supports that reason.

4. Name two bracketed delivery directions. Tell how each one would help the speaker present the ideas clearly.

3 YOUR TURN

Your own words

Write a six-sentence speech that proposes one improvement for your school. State a clear claim, use First and Second to introduce two reasons, include one specific detail, and add at least two bracketed delivery directions. Then deliver the speech to a partner playing your audience. Use appropriate eye contact or an accessible audience-awareness cue, an audible voice and clear words. Ask the listener to restate your claim and a supporting point and comment on your delivery. Record the comment separately and clarify an unclear point. Rehearsal and teacher support are welcome.

ANSWER KEY

Speak for Change

GRADE 6 · 6SL4

PART 1 · READ AND MARK

Underline the speaker's claim, number the three main reasons in order, circle two supporting facts or details, and box each bracketed delivery direction. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's claim?	**The school should add a water-refill station near the gym.**
2	How does the speaker put the main reasons in a logical order?	**The speaker begins with saving time, moves to reducing waste, then considers cost and care before giving a conclusion.**
3	What fact supports the reason that the station would save time? Explain how it supports that reason.	**The council team found that a trip from the gym doors to the nearest fountain took about two minutes there and back. A nearby station would remove that trip.**
4	Name two bracketed delivery directions. Tell how each one would help the speaker present the ideas clearly.	**Answers may include looking up or facing listeners for eye contact, speaking clearly or ending with a clear voice for enunciation, using an audible voice for adequate volume, or pausing to separate ideas.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a covered bike rack near the front entrance. [Look up] First, a roof would keep bikes dry during rainy weather. On Tuesday, I saw four wet bike seats after morning rain. [Pause] Second, a rack close to the entrance would make it easier for students to lock their bikes before class. A covered rack could help more students choose to ride. In conclusion, this small change would help students arrive ready to learn. [Use a clear, audible voice]

Accept equivalent statements of the claim, sequence, evidence, and effects of delivery choices when they match the passage. For the open response, accept a reasonable school improvement if it has six sentences, a claim, ordered reasons, a specific detail, and two appropriate delivery directions. Observe actual delivery and the listener's understanding of the claim and support, along with adequate volume, clear enunciation and appropriate eye contact or an accessible equivalent. Check organized, focused ideas as heard. Written bracket notes alone do not complete the task. Keep the original speech sentence count; feedback is separate. Any invented scenario details in the model are examples, not observations made by the learner; actual claims need honest support.