Speak So It Sticks

Notice how a speaker builds and delivers a focused claim.

7SL4 "Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the speaker's claim, underline the facts or example that support it, and number three actions the speaker plans to use for clear delivery.

A Later Start Time

1. When I speak to the school board, I will make one clear claim: our middle school should begin at 8:30 a.m. or later. This change would give students a better chance to get the sleep their growing bodies need. The American Academy of Pediatrics recommends start times of 8:30 a.m. or later for middle and high schools. I will say my claim slowly, face the audience, and pause before my first supporting reason. This helps listeners hear the main point.

2. My strongest evidence is practical. Teens need 8 to 10 hours of sleep each night, according to the Centers for Disease Control and Prevention. Yet an early bus schedule can make that goal difficult for students who must wake before sunrise. I will explain this fact clearly, then give a brief example: a student who wakes at 6:00 a.m. needs to fall asleep by 10:00 p.m. to get eight hours. I will use a steady, audible voice so the numbers are easy to follow.

3. Finally, I will connect the evidence to our school. More sleep can help students arrive ready to learn, rather than exhausted during first period. I will not list every possible benefit, because my audience needs a focused message. Instead, I will repeat my claim and ask the board to consider a later start time. During the final sentence, I will look up from my notes, speak each word distinctly, and keep my volume high enough for people in the back row.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the speaker's main claim?

2. What recommendation from the American Academy of Pediatrics supports the claim?

3. How does the example of a student who wakes at 6:00 a.m. support the speaker's point?

4. Name two delivery choices the speaker plans to make and explain how each choice helps listeners.

3 YOUR TURN

Your own words

Write a five-sentence speech asking for one useful change at school. State a clear claim, include two relevant facts, details, or examples, and repeat your claim at the end. Add a delivery note in brackets after sentence 1 about eye contact and after sentence 5 about volume or clear speech. 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.

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PART 1 · READ AND MARK

Circle the speaker's claim, underline the facts or example that support it, and number three actions the speaker plans to use for clear delivery. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's main claim?	**The middle school should begin at 8:30 a.m. or later.**
2	What recommendation from the American Academy of Pediatrics supports the claim?	**The American Academy of Pediatrics recommends start times of 8:30 a.m. or later for middle and high schools.**
3	How does the example of a student who wakes at 6:00 a.m. support the speaker's point?	**It shows that a student who wakes early must fall asleep by 10:00 p.m. to get eight hours of sleep, making enough sleep difficult.**
4	Name two delivery choices the speaker plans to make and explain how each choice helps listeners.	**Answers may include facing the audience, pausing before a reason, using a steady audible voice, looking up from notes, speaking distinctly, or using enough volume for the back row. Each helps listeners see, hear, or follow the message.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should keep the library open during lunch. [Look at the audience before beginning.] Students who need a quiet place could finish homework instead of trying to work in a noisy cafeteria. For example, a student with a project due the next day could use library books and computers. A lunch-hour library would also give students a safe place to read or study. Keeping the library open is a useful change that would help students use lunch time well. [Speak the final sentence clearly and loudly enough for the back row.]

Accept equivalent wording for the claim and evidence. For the open response, look for a focused school-related claim, two relevant supporting details or examples, a repeated closing claim, and both required delivery notes. 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.