# Speak With Proof

Study how a speaker uses evidence to support an opinion.

**6.C.2.A.ii** "Report orally on a topic or present an opinion. This includes: Providing evidence to support the main idea."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the speaker's opinion, circle each fact, result, or detail used as evidence, and number the evidence pieces in the order they appear. Notice how the evidence makes the opinion stronger.

### A Quieter Lunch Choice

1. Good afternoon. I believe our school should offer a quiet table during lunch. Some students want to talk and laugh with friends, but others need a calmer place to eat. A quiet table would give those students a choice without changing anyone's regular lunch. It could help students who feel overwhelmed by loud sounds or busy crowds. This small change would make lunch more welcoming for more people and help them return to class ready to learn.

2. To learn what students think, I asked 58 sixth graders to answer a three-question survey. Forty-one students said the cafeteria is sometimes too noisy for them. Thirty-six students said they would try a quiet table at least once a week. These results do not mean everyone dislikes a lively lunch. Instead, they show that many students want another option. A quiet table would meet that need while leaving the other tables available for conversation, games, and group plans.

3. One concern is that a quiet table might require extra staff members. Our assistant principal explained that the table could be placed in the section already watched by the lunch monitor. Students could choose it by sitting there, so no sign-up list or new equipment would be needed. I recommend trying the quiet table for one month. At the end of the month, the school could ask students and the lunch monitor whether it helped. That feedback would help leaders decide whether to continue it.

## 2 ANSWER WITH EVIDENCE

Use the passage

**1** What is the speaker's main opinion? Write it in your own words.

**2** Choose one survey result from paragraph 2. How does it support the speaker's opinion?

**3** What concern does the speaker answer in paragraph 3? Which evidence answers that concern?

**4** What evidence does the speaker propose collecting after one month, and what decision could it help leaders make?

## 3 YOUR TURN

Your own words

Write a four-sentence oral opinion about one change your school could make. State your opinion, include two specific pieces of evidence such as a fact, survey result, observation, or example, and end by explaining why the change matters. Then present your opinion aloud to a partner or teacher. Ask the listener to identify your claim and both evidence details and explain how each supports it. Revise and repeat any unclear part. Record one listener comment below. Use accurate evidence; label an imagined example and do not invent survey results.

ANSWER KEY

# Speak With Proof

GRADE 6 · 6.C.2.A.ii

## PART 1 · READ AND MARK

Underline the speaker's opinion, circle each fact, result, or detail used as evidence, and number the evidence pieces in the order they appear. Notice how the evidence makes the opinion stronger. 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 opinion? Write it in your own words. | **The school should offer a quiet table during lunch.** |
| 2 | Choose one survey result from paragraph 2. How does it support the speaker's opinion? | **Possible answer: Thirty-six students said they would try a quiet table at least once a week. This shows that many students would use the option.** |
| 3 | What concern does the speaker answer in paragraph 3? Which evidence answers that concern? | **The concern is that the table might need extra staff. The assistant principal said it could be in an area already watched by the lunch monitor.** |
| 4 | What evidence does the speaker propose collecting after one month, and what decision could it help leaders make? | **The school could ask students and the lunch monitor whether the table helped. Their feedback could help leaders decide whether to continue it.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should place a recycling bin beside every cafeteria trash bin. The United States Environmental Protection Agency explains that recycling conserves resources and keeps materials out of landfills. During lunch, students finish drinks and snacks near trash bins, so a nearby recycling bin would make recycling easier. This change would help our school send less recyclable material to the trash.

Accept clear paraphrases of the speaker's opinion and accurately cited evidence from the passage. For the oral opinion, accept different school changes when the student gives a clear claim, two relevant evidence details, and a concluding reason. Observe the actual spoken opinion and listener check of the claim and two relevant evidence details. A written script alone is insufficient. Help learners verify their own observations or sources; do not accept invented facts presented as real evidence. Rehearsal with a partner is sufficient.