Make It Heard

Read a model talk and notice choices that help listeners follow.

6.SL.4.b "Use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two terms Nia explains, and circle two groups she looks toward. Write V beside one volume choice and P beside one pronunciation choice.

Nia's Rain Garden Proposal

1 At the school assembly, Nia held a jar of muddy water beside a jar of clear water. She waited until students stopped whispering, then looked at the back row. "After a storm, water races across our paved playground," she said. "A rain garden could catch some of that runoff. Runoff means rainwater that flows over the ground instead of soaking in." She pointed to a bare patch near the downspout. Before saying "runoff" again, she practiced its two parts quietly: "run-off."

2 Nia turned toward the students seated along the side wall. She raised her voice enough for them to hear, but did not shout. "We could plant native flowers with deep roots in that patch," she said, slowing down for "native." "Native plants grow naturally in this region. Their roots help rain soak into the soil." She paused and checked whether the side row was following her explanation. Then she said, "The garden would not stop every puddle, but it could slow some water before it reaches the drain."

3 For her final point, Nia faced the center rows without reading from her cards. "Let's test the idea with one small garden first," she said. "We can compare how long water stays on the pavement after storms." She pronounced "compare" clearly, saying each part rather than rushing it. A student near the back raised a hand and asked where the water would go. Nia repeated the question loudly enough for everyone to hear, then answered, "Some will soak into the garden soil. Extra water may still reach the drain."

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Nia mean by "runoff"? How does explaining the word help her listeners?

2. Name two groups Nia looks toward. How might looking at more than one group help her talk?

3. How does Nia make sure students along the side wall can hear her without shouting?

4. Which word does Nia practice in two parts before speaking, and what are those parts?

3 YOUR TURN

Your own words

Write three sentences you would say to propose a new way to reduce lunchroom waste. Add a bracketed note for where you will look and how loudly you will speak, then show one word from your talk that you will practice saying in parts.

ANSWER KEY # Make It Heard

GRADE 6 · 6.SL.4.b

PART 1 · READ AND MARK

Underline the two terms Nia explains, and circle two groups she looks toward. Write V beside one volume choice and P beside one pronunciation choice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Nia mean by "runoff"? How does explaining the word help her listeners?	**Runoff is rainwater that flows over the ground instead of soaking in. Explaining it helps listeners understand her proposal.**
2	Name two groups Nia looks toward. How might looking at more than one group help her talk?	**She looks toward the back row, side wall, or center rows. Looking toward different groups helps include more listeners.**
3	How does Nia make sure students along the side wall can hear her without shouting?	**She raises her voice enough for them to hear.**
4	Which word does Nia practice in two parts before speaking, and what are those parts?	**She practices "runoff" as "run-off."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Look toward the far tables; speak loudly enough for them to hear.] We could let students request smaller portions at lunch. A portion is the amount of food served to one person. If students take only what they plan to eat, less food may be thrown away.
Practice: por-tion.

For the marking job, accept either volume choice and any pronunciation choice stated in the passage. For Your Turn, accept a workable lunchroom idea with three spoken sentences, a precise word, both delivery cues, and a word divided into pronounceable parts.