

Speak It Clearly

Notice how a speaker uses pace, expression, and voice level.

4.C.2.A.ii "Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: Speaking audibly with appropriate pacing, prosody, and voice level."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle the bracketed notes about voice level, underline the notes about pacing, and box the notes about expression. These notes help a speaker share a recount clearly and in an organized way.

Cleanup by the River

- ① Last Saturday, I helped at the river cleanup near Maple Bridge. [Use a clear, medium voice.] At first, I saw plastic bottles caught in tall grass and a tire half buried in mud. [Pause.] I felt surprised because the river looked calm from the road, but the bank held so much trash along its edge.
- ② Then our group sorted what we found into bags. [Speak a little faster while naming the steps.] We picked up cans, wrappers, and bottle caps, then carried the bags to a collection table. [Pause after each item.] The work took time, yet each full bag showed that our careful choices could make the riverbank safer for animals.
- ③ At the end, a park ranger thanked us. [Slow down and use a warm voice.] She said the cleanup would help keep litter out of the water. [Use a slightly stronger voice for the last sentence.] I learned that one morning of teamwork cannot solve every problem, but it can begin a helpful change in our town.

2 ANSWER WITH EVIDENCE Use the passage

1 What note tells the speaker what voice level to use at the beginning of the recount?

2 What should the speaker do after describing the tire in the mud?

3 How should the speaker change pacing while naming the cleanup steps and at the end of the recount?

4 Put these three events in order: the ranger thanks the group, the group sorts trash, the speaker sees trash by the river.

3 YOUR TURN Your own words

Write a 6- to 8-sentence recount about a time you helped someone or worked with a group. Organize it with a beginning, middle, and end, then add three bracketed speaking notes: one for voice level, one for pacing or a pause, and one for expression.

PART 1 • READ AND MARK

Circle the bracketed notes about voice level, underline the notes about pacing, and box the notes about expression. These notes help a speaker share a recount clearly and in an organized way. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What note tells the speaker what voice level to use at the beginning of the recount?	[Use a clear, medium voice.]
2	What should the speaker do after describing the tire in the mud?	Pause.
3	How should the speaker change pacing while naming the cleanup steps and at the end of the recount?	Speak a little faster while naming the steps, then slow down at the end.
4	Put these three events in order: the ranger thanks the group, the group sorts trash, the speaker sees trash by the river.	1. The speaker sees trash by the river. 2. The group sorts trash. 3. The ranger thanks the group.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Tuesday, I helped my neighbor carry groceries inside. [Use a clear, medium voice.] She had several heavy bags after a long day. First, I carried the light bags to the kitchen. Then I made two more trips and placed the cold food in the refrigerator. [Pause.] My neighbor thanked me. I felt proud that a small job made her day easier. [Slow down and use a warm voice for the last sentence.]

Accept equivalent wording for the delivery notes and event order. For Part 3, accept any organized 6- to 8-sentence recount with all three types of bracketed speaking notes.