

Identifying a Speaker's Reasons and Evidence

Name: _____

Date: _____

Score: _____ / 10



Quick Review

When someone speaks to convince you, listen for three parts: a CLAIM (what they want you to think or do), REASONS (why), and EVIDENCE (specific facts, examples, statistics, or expert quotes). Strong speeches give all three.

PART 1 — READ

Read the passage. Then answer the questions.

Read-aloud — Student speech to the school council

Good morning, council. I'm Priya from Room 14, and I'd like our school to start a recess walking program twice a week.

First, walking helps us learn. A study from the University of Illinois found that students who walked for twenty minutes before a test scored about 11 percent higher on reading questions than students who sat still. Eleven percent is a real jump.

Second, walking is fair. Unlike sports tournaments, a walking program doesn't need special skills. Last spring, our P.E. teacher Mr. Park said, "Every child in this school can walk, and that means every child can take part." That's a fact from someone who knows our students.

Finally, walking is safe. Our blacktop already has a marked loop, and last year only one walking injury was reported across the whole district. So the cost is small and the risk is low. For these reasons, I urge the council to vote yes on a twice-a-week walking program.

PART 2 — PRACTICE

Imagine the speech below is read aloud. Then answer the items.

1. What is the speaker's MAIN CLAIM?
 - A. Walking is more interesting than playing organized sports.
 - B. Reading tests are too long for fourth graders.
 - C. Our school should start a recess walking program twice a week.
 - D. Mr. Park is a great P.E. teacher who knows our students.



2. Which REASON does the speaker give FIRST?
 - A. Walking is dangerous in our neighborhood.
 - B. Walking takes too much money to organize at school.
 - C. Walking is the only fair sport for fourth graders.
 - D. Walking helps students LEARN better.
3. Which sentence is EVIDENCE for the LEARNING reason?
 - A. “A study from the University of Illinois found that students who walked for twenty minutes before a test scored about 11 percent higher on reading questions.”
 - B. “Walking is fair.”
 - C. “Our blacktop already has a marked loop.”
 - D. “Good morning, council.”
4. Which kind of evidence is “*about 11 percent higher*”?
 - A. a personal opinion
 - B. an unsupported guess
 - C. a STATISTIC
 - D. a fairy tale or fictional example
5. Which sentence is EVIDENCE for the FAIRNESS reason?
 - A. “Every child in this school can walk, and that means every child can take part.” — Mr. Park
 - B. “The blacktop has a marked loop.”
 - C. “Walking is safe.”
 - D. “Reading tests are hard for everyone.”
6. Which kind of evidence is the Mr. Park line?
 - A. a personal anecdote about lunchtime
 - B. an opinion with no source attached
 - C. an EXPERT QUOTATION
 - D. a statistic with numbers
7. Which REASON is supported by the SAFETY paragraph?
 - A. Walking is dangerous and the council should be careful.
 - B. Walking is safe — the loop already exists and injuries are rare.
 - C. Walking is fair because every child can do it.
 - D. Walking costs a lot of money to set up.



8. Which sentence is a CLAIM that the speaker has NOT supported with evidence in this speech?

- A. "Walking is the most exciting sport ever invented in human history."
- B. "Eleven percent is a real jump."
- C. "Only one walking injury was reported across the whole district last year."
- D. "Every child in this school can walk."

9. Write the speaker's CLAIM and ONE reason in your own words.

10. Name the THREE different KINDS of evidence the speaker uses (one from each body paragraph).



Answer Keys

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| Explanations | |
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| 1. C | C is the action Priya wants the council to vote on — stated in her opening. A is a SUPPORTING idea (fairness), not the main claim. B never appears. D is a supporting quote, not the proposal itself. |
| 2. D | D opens her first body paragraph (<i>First, walking helps us learn</i>). A and B CONTRADICT her speech, and C confuses her FIRST reason (learning) with her SECOND (fairness). |
| 3. A | A is a SPECIFIC STATISTIC from a named source — real evidence for the learning claim. B is a different reason (fairness), C is evidence for the safety reason, and D is a greeting. |
| 4. C | Percentages from a study are statistics. A and B describe NON-EVIDENCE (Priya isn't doing either), and D describes fiction (not used here). |
| 5. A | A is an EXPERT QUOTE from a P.E. teacher used to support the fairness reason. B and C belong to the safety paragraph; D is not in the speech at all. |
| 6. C | It's a quotation from a NAMED EXPERT (the P.E. teacher) used to back a claim. A and B describe non-evidence; D would describe numbers, which the Mr. Park line doesn't contain. |
| 7. B | B matches her third reason (safety) AND its evidence (marked loop + low injury count). A contradicts her, C is the fairness reason, and D contradicts her cost claim. |
| 8. A | A doesn't appear in the speech and would be a sweeping, unsupported opinion. B, C, and D are all things Priya actually said with backing (statistic, district fact, expert quote). |
| 9. | Answer: Examples: (1) Claim — Our school should start a twice-a-week recess walking program. Reason — Walking before tests has been shown to help students read better. (2) Claim — The school council should vote yes on a walking program. Reason — Walking is fair because every student can take part, no matter their athletic skill. Accept any response that (a) names Priya's claim AND (b) names one of her three reasons (learning, fairness, safety). NOT acceptable: a response that lists evidence instead of a reason, or that gives a reason not in the speech. |
| 10. | Answer: Examples: (1) A statistic from a university study; an expert quotation from Mr. Park; a district fact about injuries. (2) A research statistic (11 percent); a quote from a P.E. teacher; a real-world fact about the district safety record. Accept any response that identifies THREE DIFFERENT FORMS of evidence drawn from the speech (statistic, expert quote, factual example). NOT acceptable: naming the same kind three times, or naming a reason instead of an evidence type. |



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