

Speak With Purpose

Notice how a speaker organizes evidence, delivery, and a clear request.

ELA.11.C.2 "Communicating Orally"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each phrase that guides listeners through the speech, and underline the words that connect a fact or example to the audience's needs.

A Request for Shaded Bus Stops

- ① Good evening, members of the transit board. I am Maya Ortiz, a junior at Central High, and I ride Route 6 four days each week. [Pause.] At the Maple Avenue stop, riders wait beside an unshaded sidewalk. Last September, I watched an older rider move from the bench to a narrow strip of shade behind a utility pole. That small scene is why I am asking you to add shade structures at the busiest stops. This is not only a comfort issue. It is about whether people can wait safely and with dignity.
- ② First, shade can make a stop usable during hot weather. The National Weather Service advises people to seek shade when heat is dangerous, because shade reduces direct exposure to the sun. [Speak more slowly.] A covered stop would not eliminate heat, but it would give riders a safer place to wait while buses approach. Second, shelters can help riders notice schedules and route maps without squinting into bright light. For students, workers, and older adults, a shaded seat can turn a stressful wait into a manageable part of the day.
- ③ Some board members may wonder about cost or upkeep. Those are reasonable concerns. However, the board can begin with a pilot at the ten stops with the highest ridership, then review repairs, use, and rider feedback after one year. [Look up at the board.] This approach limits the first investment and gives the community clear results to examine. I ask you to place a shaded-stop pilot on next month's agenda. When a rider steps off a bus, the last part of the trip should not be standing in full sun with nowhere to sit. Thank you.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Maya establish that she has direct experience with the issue before making her request?

2 Which two words signal Maya's movement from one reason to another in paragraph 2? Explain how those words help listeners.

3 What source-based fact does Maya use, and how does she avoid making an exaggerated claim about shelters?

4 How does Maya address a possible concern about her proposal, and what solution does she offer?

3 YOUR TURN _____ Your own words

Choose one practical change you want a school or community decision maker to make. Write a short speech that states a clear claim, uses one observed example and one reliable fact, includes at least two spoken signposts, addresses a concern, and ends with a specific request. Add two bracketed delivery cues.

PART 1 • READ AND MARK

Circle each phrase that guides listeners through the speech, and underline the words that connect a fact or example to the audience's needs. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Maya establish that she has direct experience with the issue before making her request?	She says she rides Route 6 four days each week and describes seeing an older rider search for a small strip of shade.
2	Which two words signal Maya's movement from one reason to another in paragraph 2? Explain how those words help listeners.	"First" and "Second." They signal the order of her reasons, helping listeners follow the speech's structure.
3	What source-based fact does Maya use, and how does she avoid making an exaggerated claim about shelters?	She says the National Weather Service advises people to seek shade during dangerous heat because it reduces direct sun exposure. She says a shelter would not eliminate heat, but would provide a safer place to wait.
4	How does Maya address a possible concern about her proposal, and what solution does she offer?	She acknowledges concerns about cost and upkeep. She proposes a one-year pilot at the ten busiest stops, followed by a review of repairs, use, and rider feedback.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Members of the school board, I ask you to study an 8:30 start time for our high school. [Make eye contact.] I often see students asleep on the bus before first period, and they arrive without time to eat breakfast. First, the American Academy of Pediatrics recommends that middle and high schools begin at 8:30 a.m. or later so teenagers can get enough sleep. Second, a later start could give students more time to arrive alert and ready to learn. Some families may worry about afternoon activities. [Pause.] However, the board can ask coaches, bus staff, and families to help plan workable schedules. Please form a committee this semester and report options for an 8:30 start.

Accept equivalent explanations that identify the speaker's organization, evidence, audience awareness, and delivery choices. For the open response, accept different topics when the speech includes all requested elements and the fact is from a credible source.