

Speak With Purpose

Study how a proposal uses structure, evidence, and audience awareness.

11.P.CP.2.a "Communicate clearly to present ideas, information, and texts. (I/C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's main request. Circle details that support the request, then number the words or sentences that guide you from one part of the speech to the next so you can see how the ideas are organized clearly.

Proposal for Courtyard Shade

- ① Members of the student council, our courtyard needs more shaded seating before the warm-weather months begin. At lunch, students often crowd beneath the two small awnings near the cafeteria, while most tables sit in direct sun. During a three-day count last May, our environmental club found that 68 of 90 outdoor seats were empty at noon. I ask the council to fund three fabric shade sails over the central tables. This request is about access, not decoration. Students who eat outside, study between classes, or wait for rides deserve a space they can use comfortably.
- ② First, the central tables receive little natural shade. The nearest large tree is beside the science wing, about 150 feet away, and students cannot move its shade to the tables. During the same count, 19 students chose to eat on the floor inside the cafeteria after finding no open shaded seats. These observations do not prove that every student dislikes sunshine. They do show that the present seating fails many students at the busiest lunch period. Three shade sails would cover the tables without blocking walkways. They would also allow the courtyard to remain usable for clubs that meet outside after school.
- ③ Some council members may ask whether a shade project should take priority over classroom needs. The answer is that the proposal can use a modest, defined space and improve an area students already use every day. The council can request bids, compare costs, and select durable materials before approving the project. In short, the courtyard has a visible problem, evidence of need, and a practical solution. I request that the council send the proposal to the facilities committee this month and place its recommendation on the September meeting agenda. That timeline gives the school time to install the sails before warm weather returns.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the speaker addressing, and what specific action does the speaker request?

2 What two numerical details make the speaker's case more concrete? Explain what those details show.

3 Which sentence keeps the speaker from making a claim that the evidence cannot support? Explain how it improves clarity.

4 How does the final paragraph respond to a possible objection and end with a clear next step?

3 YOUR TURN _____ Your own words

Write a 90- to 120-word, three-paragraph proposal speech to a school decision-maker about one improvement you want. State a specific request, use two concrete supporting details, address one reasonable concern, and end with a clear action and timeline.

PART 1 • READ AND MARK

Underline the speaker's main request. Circle details that support the request, then number the words or sentences that guide you from one part of the speech to the next so you can see how the ideas are organized clearly. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the speaker addressing, and what specific action does the speaker request?	The speaker addresses the student council and requests funding for three fabric shade sails over the central courtyard tables.
2	What two numerical details make the speaker's case more concrete? Explain what those details show.	The club found that 68 of 90 outdoor seats were empty at noon, and 19 students ate on the cafeteria floor after finding no open shaded seats. These details show that many students cannot comfortably use the courtyard seating.
3	Which sentence keeps the speaker from making a claim that the evidence cannot support? Explain how it improves clarity.	"These observations do not prove that every student dislikes sunshine." It clearly limits the claim and distinguishes the observations from a larger conclusion.
4	How does the final paragraph respond to a possible objection and end with a clear next step?	It responds to the concern about classroom priorities by describing the project as modest and useful. It then asks for the proposal to go to the facilities committee this month and for a recommendation in September.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Lee, please add a covered bike rack beside the east entrance before next fall. The current rack holds only twelve bicycles, and students sometimes lock bikes to the fence when it is full. In a five-day count, the rack was full before first period on four mornings. Rain also leaves seats and handlebars wet, which discourages students from riding. A covered rack will cost money and require space, but the grass strip beside the entrance is unused. Please ask the facilities team for a price estimate in September and place the project on the October school council agenda.

Accept equivalent explanations that accurately connect the speaker's choices to clear communication for the council audience. For Part 3, look for a focused request, relevant concrete support, a reasonable response to a concern, and a specific closing action with a timeline.