

Speak, Listen, Revise

Deliver a short proposal and use listener feedback to improve it.

ELA.9.C.2 "Communicating Orally"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is a fictional school proposal. Circle delivery cues. Label the proposal P, supporting details S and call to action A. You will need a peer or adult listener for your own speech; perform cues rather than reading them aloud.

A Quieter Cafeteria

- ① Think about the last ten minutes of lunch. [Pause.] Trays scrape, chairs bang, and students who need to ask a question often have to repeat themselves. I propose that our school create a quiet corner in the cafeteria, with eight tables set apart from the serving line. This is not a silent lunch area or a punishment. It is an optional space where students can eat and talk at a lower volume. [Look up at audience.] A quieter option would help students who are sensitive to noise, finishing assignments, or simply wanting a calmer break.
- ② First, the plan uses space we already have. The tables near the library-side wall are usually opened only when the cafeteria is crowded, so staff could label them as the quiet corner on ordinary days. [Pause before the next point.] Second, the expectation is easy to explain: use indoor voices and keep phones on silent. Students could choose any other table if they want a louder conversation. During a one-week trial, assistant principals could note how many seats are used and ask students for brief feedback. Those observations would show whether the area is useful before the school makes a permanent change.

- ③ Some people may worry that a quiet corner would divide students. I understand that concern. [Open hands.] However, the space would be a choice, not a label, and it would take only eight tables in a much larger cafeteria. It could also make lunch more welcoming for students with different needs. Therefore, I ask the student council to request a one-week trial from the principal. [Slow down.] At the end of the trial, we can review seat-use notes and student feedback together. If the results show that students use the area, we can recommend keeping it. Thank you for considering a small change with a practical purpose.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the speaker's main proposal, and who does the speaker ask to act on it?

- 2 Give two details the speaker uses to show that the proposal is practical.

- 3 How does the word "Therefore" help the speaker organize the final paragraph?

- 4 Choose two delivery cues. Explain how you would perform each and how it could help listeners.

3 YOUR TURN

Your own words

Write a 90-110-word speech proposing a school improvement. Include a claim, two supporting details, a transition into a call to action and two bracketed delivery cues. Count spoken words only. Deliver it to a peer or adult, obtain real feedback, revise and deliver it again. Complete all three stages.

1. Write and deliver

Write the speech and cues. Use a clear, audible voice and purposeful pacing. Present to your listener without reading the bracketed directions aloud.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

2. Listen and revise

Ask your listener to restate the proposal and name one clear or confusing delivery moment. Record the actual response and a specific wording or delivery change. Mark script edits above.

3. Deliver again

Perform the revised speech. Record the listener's response to the changed part and explain what improved or still needs work.

PART 1 • READ AND MARK

This is a fictional school proposal. Circle delivery cues. Label the proposal P, supporting details S and call to action A. You will need a peer or adult listener for your own speech; perform cues rather than reading them aloud. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's main proposal, and who does the speaker ask to act on it?	The speaker proposes an optional quiet corner in the cafeteria and asks the student council to request a one-week trial from the principal.
2	Give two details the speaker uses to show that the proposal is practical.	The speaker says the school can use tables near the library-side wall that are usually opened only when the cafeteria is crowded, and the school can test the idea during a one-week trial while collecting seat-use notes and student feedback.
3	How does the word "Therefore" help the speaker organize the final paragraph?	It connects the speaker's reasons and response to a concern with the specific call to action, asking for a one-week trial.
4	Choose two delivery cues. Explain how you would perform each and how it could help listeners.	For example, pause after the opening image to let listeners consider it; slow the final request so the action is clear. Accept other purposeful delivery choices supported by the speech.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Possible spoken script: Our school should test a student work display near the library entrance. [Pause.] First, a rotating display would give visitors a chance to see projects from different classes. Second, a short explanation beside each piece could help younger students understand how the work was made. The display would need permission from each creator and a clear schedule for changing the pieces. [Slow down.] Therefore, I ask the student council to propose a one-month trial to the librarian. Afterward, we could ask visitors which explanations helped them most. Their responses would help us decide what to improve before continuing the display.

Performance evidence: Listen for an audible voice, purposeful pauses and a clear request. A listener might ask for the final action to be slower; a student could then adjust pacing and check whether the second delivery is easier to follow. This hypothetical example does not replace actual delivery, feedback and a second performance.

TEACHER ASSESSMENT NOTES

Count 90-110 spoken words, excluding bracketed cues. Check the claim, two supporting details, transition and call to action. Assess both actual oral performances and the student's response to genuine listener feedback, not just the script. Cues must be feasible in the classroom without an unseen map or other missing prop. Accept accessible delivery methods and different proposals; the umbrella standard is addressed through a focused oral-communication activity, not a claim to cover every child benchmark.