

Speak With Purpose

Shape evidence for listeners, then rehearse and deliver.

ELA.11.C.2.1 "Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the opening request in paragraph 1 and the sentence beginning "Please authorize" in paragraph 3. Circle the analogy in paragraph 2. Label the paragraphs: request, support, response.

A Later Bell - Model Speech for a Fictional Board

- ① Board members, I ask you to plan a later high school start for next fall, with classes beginning no earlier than 8:30. The American Academy of Pediatrics recommends that target in its 2014 policy statement, *School Start Times for Adolescents* (doi:10.1542/peds.2014-1697). It identifies early starts as a changeable contributor to insufficient sleep during adolescence. This medical guidance supports revisiting our schedule, but it is not a promise that every student will sleep enough. Our task is to make a reasonable opportunity available and evaluate what follows.
- ② Think of the school timetable as a doorway: changing when it opens can create an opportunity, but it cannot make everyone walk through. [Pause.] Evidence can guide that change. In 2018, a University of Washington report described a median sleep increase of 34 minutes in students studied at two Seattle high schools after a later start. The report supports investigating a schedule change, not guaranteeing an identical result here. Source summary: James Urton, UW News, December 12, 2018; washington.edu/news/2018/12/12/high-school-start-times-study/

- ③ Some families will reasonably worry about transportation and activities. Those concerns should shape the plan. The Seattle report describes extended planning and changes to buses and activity schedules before implementation. We should likewise publish options, invite family feedback, and explain how each option handles travel and after-school commitments. [Slow down.] Please authorize a planning year and a public review of the proposed schedule. After implementation, compare local sleep surveys and attendance with earlier records while considering other changes. Families deserve a workable schedule and an honest account of what the change achieves.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Trace how the speech maintains its focus across the three paragraphs.

- 2 Explain the doorway analogy and one limit of what it establishes.

- 3 How does the speaker handle the limits of the Seattle evidence?

- 4 How could the two printed delivery cues help an audience follow the argument?

3 YOUR TURN

Your own words

Give your own recommendation to the fictional board: begin a planning year or run a limited later-start trial first. Use the printed evidence; organize it for listeners and use an effective rhetorical device of your own.

Compose

Write a 120-150 word speech in your own words. Name the AAP or UW source aloud. Use a new analogy, parallelism, or rhetorical question that serves your specific request. Include a focused request, logical reasons, named source evidence with its limits, one purposeful rhetorical device, a response to a concern, and a closing action. Mark two delivery cues in brackets.

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Rehearse aloud

Rehearse the whole speech aloud. Check audibility, pronunciation, and pacing. Below, identify your device and its intended effect, then record one specific change made after hearing your rehearsal.

Present and receive feedback

Deliver to a partner or small group, using the draft as notes. Take turns speaking and listening. Listener: record one effective content choice and one delivery improvement, citing an exact moment. Speaker: note the revision you would make.

PART 1 • READ AND MARK

Underline the opening request in paragraph 1 and the sentence beginning “Please authorize” in paragraph 3. Circle the analogy in paragraph 2. Label the paragraphs: request, support, response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Trace how the speech maintains its focus across the three paragraphs.	It introduces the later-start request and medical guidance, develops it with an analogy and study evidence, then addresses practical concerns and ends with planning and review.
2	Explain the doorway analogy and one limit of what it establishes.	A later start creates an opportunity for sleep as an open doorway creates an opportunity to enter. It clarifies an idea but does not prove sleep will improve for everyone.
3	How does the speaker handle the limits of the Seattle evidence?	The speaker identifies two studied schools and a median change, rejects a guaranteed identical local result, and proposes checking local outcomes.
4	How could the two printed delivery cues help an audience follow the argument?	The pause lets listeners process the analogy; slowing down highlights the closing planning request. Students may explain other plausible effects tied to those moments.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible speech. Board members, please begin with a limited later-start trial and publish a date for deciding whether to expand it. The American Academy of Pediatrics recommends high school starts no earlier than 8:30. That guidance makes the present schedule worth examining. [Pause.] Yet a recommendation does not supply a transportation plan for our community. A trial can be a rehearsal before a larger performance: we can notice problems and improve the plan. Some may argue that a trial moves too slowly. To answer that concern, set the review date now and explain what evidence will guide expansion. Collect feedback on sleep, travel, and activities rather than promising success in advance. [Slow down.] Please authorize a defined trial, a transparent review, and a decision that families can prepare for.

Rehearsal record. The rehearsal analogy explains testing before expansion. I emphasized the review date so “trial” would not sound indefinite.

Listener record. The concern and reply were easy to follow. The speaker looked down during the final request; practice that sentence and address the audience.

Accept either choice with logical development, credible named evidence, and a purposeful device; do not require copying the model. All local plans are hypothetical. Observe real oral delivery, including volume, pronunciation, and pacing. Check the rehearsal record and specific listener feedback. Evidence supports a reasoned proposal, not guaranteed local outcomes.