

Speak With Purpose

Support a proposal, rehearse it, and speak to an audience.

ELA.11.C.2 "Communicating Orally"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline Maya's request in paragraph 1. Circle "First" and "Second." Box the repeated "for" phrases in paragraph 2 and label them parallelism.

A Request for Shaded Bus Stops - Fictional Speech

- ① Good evening, board members. I am Maya Ortiz, a junior who rides Route 6 four days a week. Yesterday I watched an older rider leave the bench and stand in the narrow shade of a utility pole. For riders who depend on the bus, even a short wait matters. What should a useful bus stop provide? I ask the board to try shelters at ten busy stops for one year. My focus is shade while riders wait, and my proposal includes a review before expansion.
- ② First, public guidance gives us a reason to reduce direct sun exposure. The National Weather Service advises minimizing direct exposure to the sun during extreme heat and recommends shade for outdoor workers' rest breaks. That guidance supports providing shade; it does not establish the best shelter design or prove every sheltered stop is safe. Second, this proposal is for students waiting after class, for workers waiting after shifts, and for neighbors waiting after errands. [Pause.] The trip begins before anyone steps onto a bus. Source summary: National Weather Service, *During a Heat Wave*, [weather.gov/safety/heat-during](https://www.weather.gov/safety/heat-during).
- ③ Some board members may ask whether shelters will cost too much to maintain. That concern deserves an answer, not a slogan. Start with ten busy stops, publish maintenance costs, and gather rider feedback during the year. We can then weigh the results before expanding. [Slow down.] Please approve a limited trial with a public review date. A shelter cannot remove every danger of hot weather, but it can offer a place out of direct sunlight while a rider waits. The ten-stop plan is a proposal, not a result already measured.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the opening connect a concrete example to a focused request?

2 What makes the named source relevant, and what limit does Maya acknowledge?

3 Explain how the parallel “for” phrases serve Maya's audience and purpose.

4 How do Maya's organization and proposed review answer the maintenance concern?

3 YOUR TURN

Your own words

Present a new speech as a student advising the fictional board. Recommend ten shelters now or a smaller initial trial. Use the printed NWS guidance and scenario; identify scenario details as fictional in classroom discussion.

Compose

Write a 120-150 word speech in your own words. Use the NWS guidance printed above. Treat your local plan as a proposal, not as a measured result. 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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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 Maya's request in paragraph 1. Circle "First" and "Second." Box the repeated "for" phrases in paragraph 2 and label them parallelism. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the opening connect a concrete example to a focused request?	Maya describes the fictional rider moving from the bench to pole shade, identifies waiting conditions as the issue, and requests a one-year trial at ten busy stops.
2	What makes the named source relevant, and what limit does Maya acknowledge?	The National Weather Service supplies weather-safety guidance about reducing direct sun exposure. It does not identify the best shelter design or guarantee safety.
3	Explain how the parallel "for" phrases serve Maya's audience and purpose.	The matching phrases connect different groups through the same waiting need, encouraging board members to consider broad community use rather than just one student.
4	How do Maya's organization and proposed review answer the maintenance concern?	She moves from request to reasons, then acknowledges maintenance and proposes a limited trial with costs and feedback before expansion. This supplies a decision process, not an unsupported cost promise.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible speech. Board members, I recommend beginning with a smaller shelter trial and deciding on expansion after review. The National Weather Service advises limiting direct sun exposure during extreme heat. Shelters could support that goal, although shade alone does not guarantee safety. First, test the design; then, test the maintenance plan; finally, review the results. [Pause.] This sequence would help us learn before committing to more sites. Some may object that a smaller trial leaves too many riders waiting. That concern is fair. The board could choose busy stops first and publish a firm decision date for expansion. [Slow down.] Please approve a limited trial with reports on costs, rider feedback, and design problems. A careful start should be a step toward a useful service, not an excuse for indefinite delay.

Rehearsal record. Parallel “test/review” steps make the sequence memorable. I slowed the three steps so listeners could distinguish them.

Listener record. The named NWS evidence supported the request without promising safety. The speaker rushed the maintenance sentence; pause before the final request.

The speech, speaker, observations, and local plan are fictional. Assess actual oral delivery as well as the draft: coherent focus, organization, accurate named evidence, purposeful rhetoric, volume, pronunciation, and pacing. Require rehearsal and a listener's specific feedback; do not give full performance credit for writing alone. Accept well-supported alternatives.