

Speak With Purpose

Present a clear request with evidence, limits and a next step.

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 This is a fictional classroom proposal. Underline both requested actions: the feasibility review this month and the preliminary recommendation at the September meeting. Circle two supporting observations and label the paragraphs 1: request, 2: evidence, 3: concern and close.

Proposal for Courtyard Shade

- ① Members of the student council, please ask the facilities committee to investigate adding shade over the central courtyard tables. I am asking for a feasibility review this month, not immediate approval to buy shade sails. Students often gather beneath the two small awnings near the cafeteria while many tables remain in direct sun. A review could determine whether more shaded seating is practical and what it might cost.
- ② During our environmental club's fictional three-day observation last May, 68 of 90 outdoor seats were empty at noon on the busiest observed day. On that day, 19 students sat on the cafeteria floor after reporting that they could not find shaded seats. These observations suggest a need to investigate; they do not establish why every outdoor seat was empty. The committee could ask students about seating and check whether proposed shade would cover useful areas without blocking walkways.
- ③ Some council members may prefer spending on classrooms. That is a reason to compare costs and priorities before committing money. Please ask the facilities committee for a preliminary recommendation at the September meeting, including feasible locations, cost estimates and any unanswered questions. Approval and installation would require later decisions. A specific review lets the council consider this idea without promising a design or deadline that has not been checked.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What exact next step does the speaker request, and what decision is not being requested yet?

2 What do the two observations suggest, and what conclusion would go beyond them?

3 How does the final paragraph respond to a competing priority while keeping the request clear?

3 YOUR TURN

Your own words

Write and deliver a short proposal, then improve its clarity using feedback. Your proposal may be fictional, but label invented observations as fictional.

1. Draft a clear proposal

Write 90-120 words in three visibly separate paragraphs for a school decision-maker. Paragraph 1: specific request. Paragraph 2: two concrete details with honest limits. Paragraph 3: reasonable concern, response and a clear action with a proposed timeline. Use accurate known details or clearly labeled fictional ones.

[illegible]

2. Present and check understanding

Deliver your complete proposal to a partner. The listener restates the requested action and two supporting details, then asks one question. Switch roles. Record what your listener understood and one point that needed clarification.

3. Revise and present again

Rewrite two or three sentences to address the feedback while preserving accurate evidence. Deliver the complete revised speech. Explain one choice in organization or language that made your request clearer.

PART 1 • READ AND MARK

This is a fictional classroom proposal. Underline both requested actions: the feasibility review this month and the preliminary recommendation at the September meeting. Circle two supporting observations and label the paragraphs 1: request, 2: evidence, 3: concern and close. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What exact next step does the speaker request, and what decision is not being requested yet?	The speaker asks the council to request a facilities feasibility review this month and a preliminary recommendation in September. Immediate purchase approval or an installation promise is not requested.
2	What do the two observations suggest, and what conclusion would go beyond them?	The unused seats and reports of difficulty finding shaded seats suggest investigating seating needs. They do not prove why every seat was empty, that all students want shade, or that a particular design will work.
3	How does the final paragraph respond to a competing priority while keeping the request clear?	It acknowledges classroom spending, calls for comparing costs and priorities, and requests a preliminary review rather than committing money before costs and design are known.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Lee, please ask the facilities team to study a covered bike rack beside the east entrance. I am requesting a cost and space review, not immediate construction.

In this fictional example, the current rack holds twelve bicycles. During a five-day observation, students locked bikes to the fence on four mornings because the rack was full. Those observations suggest a capacity problem, but a broader count would help.

A covered rack would use money and space that other projects need. Please request estimates and a site check in September, then discuss the findings at the October meeting before choosing whether to proceed.

The model contains three visible paragraphs and falls within 90-120 words; all observations are explicitly fictional. Check the actual delivered proposal, not only its draft. A listener should be able to restate the request, support and next step. Accept different feasible proposals with appropriately qualified evidence and feedback-based revision. Students may propose timelines but must not claim unverified approval, staffing, costs, design feasibility or installation dates. Observe the complete revised delivery and the learner's explanation of a clarity choice.