

Garden Pitch Choices

Integrate a spoken pitch, written request and real data display.

9.P.CP.2.b "Integrate modes and genres most appropriate to purpose and audience. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Beside A, B and C, note one choice that suits each piece's audience and purpose. Circle the audience named in A and B. Underline C's action request. Use the actual chart to explain how numerical and verbal modes work together.

Garden Proposal: Three Actual Pieces

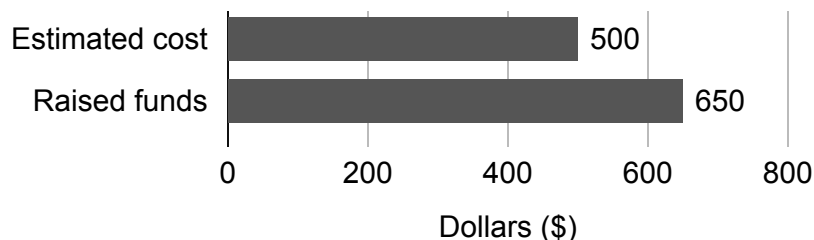
A. Opening spoken pitch: transcript

All people, amounts and events in this case are fictional. "When I passed the three unused planters beside our cafeteria, I imagined students tending something there together. Principal Chen, could we investigate a six-week garden pilot? This is a request to check feasibility, not to begin building before approval."

B. Decision email to Principal Chen

Please consider a six-week pilot using the existing planters. Our fictional estimates are lumber \$180, soil \$120, seeds \$45 and tools \$155: \$500 altogether. The council has raised \$650. The display compares cost and funds, but neither money nor enthusiasm confirms supervision, site access or ongoing care. Please ask the facilities team to review those needs before approving the pilot.

Garden pilot: estimated cost and raised funds



Fictional estimates and funds; operational approval remains unresolved.

C. Help Shape a Garden Pilot!

Join the council's planning discussion on Thursday at lunch in Room 12. Bring one idea about plants or ongoing care. This meeting is for planning; no building session has been approved. The invitation's purpose is participation, while B asks a decision maker for a feasibility review.

2 ANSWER WITH EVIDENCE Use the passage

1 How do A's opening image and B's details contribute different kinds of support?

2 What does the chart establish about affordability, and what remains outside its evidence?

3 Why does C omit most of B's budget details, and what essential limitation does it preserve?

3

YOUR TURN

Your own words

Create an integrated pitch and actual data display for a principal, then adapt it into a student invitation. Use this separate fictional reading-corner case: shelves \$240, cushions \$90 and a lamp \$70; available funds \$450. Room approval, supervision and electrical suitability are unconfirmed. A planning discussion could happen at lunch in Room 12 if a teacher agrees.

1. Plan the combination

State the principal’s decision and what each mode will contribute. Calculate the estimated total and compare it with available funds.

2. Create the pitch and display

Write the pitch with a concrete opening and a limited request. In the drawing space, create a labeled table or chart with actual values, units and a title; refer to it in your pitch. Mark uncertain details as uncertain.

Create your actual labeled display here

3. Adapt for participation

Write a brief student invitation with its own heading and action request, preserving the need for a teacher to confirm the meeting. Explain one change in genre or emphasis for this audience.

PART 1 • READ AND MARK

Beside A, B and C, note one choice that suits each piece's audience and purpose. Circle the audience named in A and B. Underline C's action request. Use the actual chart to explain how numerical and verbal modes work together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do A's opening image and B's details contribute different kinds of support?	The image of unused planters gives the idea a concrete starting point. The email supplies costs, funds and unresolved operational needs. Together they motivate investigation without treating the project as approved.
2	What does the chart establish about affordability, and what remains outside its evidence?	\$500 in estimated costs is \$150 below the \$650 raised. The comparison does not establish final prices, supervision, site access or ongoing care.
3	Why does C omit most of B's budget details, and what essential limitation does it preserve?	C invites students to a planning discussion rather than asking for financial approval. It keeps the important distinction that building is not approved, so it does not invite students to a nonexistent work session.

PART 3 · YOUR TURN (SAMPLE ANSWER)**Pitch to the principal**

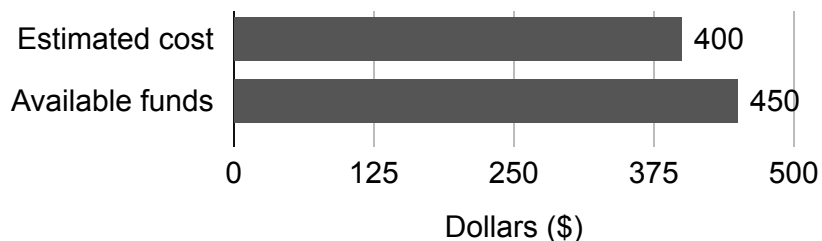
Imagine opening a book in a corner designed for quiet reading. Could we investigate a reading corner before buying supplies? The estimated shelves, cushions and lamp total \$400; our \$450 fund would leave \$50 at those estimates. The display makes that comparison visible. Please confirm the room, supervision and electrical suitability before approving spending.

Help Plan a Reading Corner!

If a teacher confirms a lunchtime meeting in Room 12, bring an idea about reading or care of the space. Watch for the confirmed meeting notice; purchases are not yet approved.

Why adapt?

The pitch asks a principal to evaluate a conditional proposal, using a numerical display with written reasoning. The invitation seeks student ideas, so it emphasizes participation and confirmation instead of repeating the full budget. Both preserve what is still undecided.

Reading corner: estimated cost and available funds

Fictional figures: $\$240 + \$90 + \$70 = \400 . No spending approval is implied.

TEACHER ASSESSMENT NOTES

Assess how the pitch, labeled display and invitation combine modes and genres for a defined audience and purpose. Garden estimates sum to \$500, leaving \$150 from \$650. Reading-corner estimates sum to \$400, leaving \$50 from \$450. All case facts are fictional. In the reading-corner response, the meeting and purchases remain unconfirmed.