

Pitch a Plan

Track how a speaker builds a clear, supported message.

ELA.7.C.2.1 "Present information orally, in a logical sequence, emphasizing key points that support the central idea."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence beginning I propose. Circle First and Next in paragraph 2 and Finally in paragraph 3. Put a star beside one sentence explaining why the plan helps students. Different starred sentences are valid if they explain a benefit.

A Refill Station Proposal - Fictional Speech

- ① In this fictional school scenario, every day, our cafeteria throws away hundreds of plastic drink bottles. At our school, students can buy bottled water, but many forget to bring reusable bottles. As a result, recycling bins fill quickly, and some bottles end up in trash. I propose adding two water-refill stations near the cafeteria and gym. These stations would let students refill reusable bottles with filtered water. The plan would reduce waste while giving students an easy way to get a drink during busy school days.
- ② First, the school could ask a local water-service company for price estimates and filter details. The student council could then compare the estimates and share the cost information with the principal. Next, volunteers could survey students about where refill stations would be most useful. This step matters because stations placed near crowded areas would serve more people. After the locations are chosen, the school could install the stations during a school break. Clear signs would show students how to use them and remind them to bring reusable bottles.
- ③ Finally, the refill stations could save money over time. Although installation would cost money at first, the school might spend less on purchasing bottled water for events. Students who use refillable bottles could also avoid buying single bottles each week. The project would not solve every waste problem, but it would make a practical difference. By starting with two stations, the school could test the idea, track bottle waste, and decide later whether more stations are needed.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the speaker's central idea?

2 Which two details in paragraph 1 establish the need for the speaker's proposal?

3 What planning steps does the speaker present before the stations are installed? Put the steps in order.

4 Why does the final paragraph mention both an early cost and long-term benefits?

3 YOUR TURN

Your own words

Prepare and deliver a short speech proposing one practical school improvement. Write 90-110 words with one central idea, at least three supporting points in a logical order, sequence words, and a concluding reason. Then present it aloud to a partner or small group; the oral delivery is required.

Write and mark your speech

Draft the speech. Number three key points in order and underline the words you will emphasize when speaking. Your proposal may use imagined arrangements, but label invented counts or costs as hypothetical.

Present, listen, and improve

Deliver the speech aloud. Emphasize each key point with a brief pause or a change in your voice. The listener restates the central idea and three points in order. Record what they heard and one change that would clarify your message. Present the revised version aloud.

PART 1 • READ AND MARK

Underline the sentence beginning I propose. Circle First and Next in paragraph 2 and Finally in paragraph 3. Put a star beside one sentence explaining why the plan helps students. Different starred sentences are valid if they explain a benefit. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's central idea?	The school should add two water-refill stations to reduce plastic bottle waste and give students easy access to drinking water.
2	Which two details in paragraph 1 establish the need for the speaker's proposal?	The cafeteria throws away hundreds of plastic drink bottles each day, and many students forget to bring reusable bottles.
3	What planning steps does the speaker present before the stations are installed? Put the steps in order.	Get price estimates and filter details, compare costs with the principal, then survey students to choose useful locations.
4	Why does the final paragraph mention both an early cost and long-term benefits?	It shows that the speaker has considered a drawback, then explains that the stations could save money, reduce single-bottle purchases, and be tested before expanding.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add shaded benches near the bus loop. First, the principal could ask students and drivers where people wait longest after school. Next, the school could choose a safe spot that does not block buses or walkers. Then, a local builder could give the school a cost estimate for durable benches with canopies. These benches would give students protection from hot sun and light rain. They would also provide a clear waiting area, which could make dismissal less crowded. Because the plan begins with safety and uses a careful budget, shaded benches are a practical improvement.

Evaluate the actual oral presentation: a clear central idea, logical sequence and audible emphasis on supporting key points. A written script alone does not complete this benchmark. Observe the first or revised delivery, or have a partner report the actual central idea and point order. Check a 90-110-word draft, then allow natural phrasing in speech. Model delivery can pause before First, Next, and Then and emphasize the proposed actions. The refill-station figures and school are fictional; potential savings are predictions, not measured results. Accept different useful school improvements and emphasis choices.