

Make It Clear

Organize evidence, then present a clear request.

12.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 The cities, schools and local records are fictional practice material. Underline the main request, circle supporting evidence or source information, and label the claim, evidence and action C, E and A. Notice how the speaker guides a listening audience.

Model Testimony for Riverton Council

- ① Chair and council members, I am asking you to add a protected bike lane on River Street between Central Station and East High School. This short corridor connects two busy destinations, yet its painted lane disappears at two intersections. My claim is specific: build a continuous, separated lane before next school year. I will explain the safety need, show what the city’s own count found, and suggest a practical first step. A clear route would help students, workers, and bus riders who finish their trips by bicycle.
- ② First, the safety problem is visible in the data. In a 2025 transportation count, the city recorded 186 people biking along this corridor during the morning and afternoon school travel periods. The same report identified the two intersections where the painted lane ends as conflict points, places where people cycling must merge with faster traffic. Those details matter because they connect the proposal to a documented condition, not just a preference. A protected lane would give riders a defined space through the intersections and make the route easier for drivers to predict.

- ③ To begin, the council could direct staff to design the lane during this fall’s resurfacing project, when street markings are already scheduled for review. This step focuses spending on a planned project rather than treating safety as an afterthought. The National Association of City Transportation Officials states that protected bicycle lanes use physical separation to create a dedicated space for people biking. That description clarifies what I mean by protected, instead of leaving the term vague. Please place River Street’s lane design on the September agenda, publish the proposed intersection plans, and invite students and nearby businesses to comment before a final vote.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What exact action does the speaker ask the council to take, and when does the speaker want it completed?

- ② Which two details in paragraph 2 make the safety claim more convincing? Explain how they support the proposal.

- ③ How does the speaker use the National Association of City Transportation Officials source to make the term protected clear?

4 How does the order of the three paragraphs help the audience follow the speaker's message?

3 YOUR TURN _____ Your own words

Write a 120–150-word public comment to the fictional Ridgeview School Board asking for a later start. State your request, use the source note and local schedule accurately, and end with a specific next step. Then present your comment to a partner. Source note: CDC reports the sleep-medicine recommendation of 8–10 hours for ages 13–18 and the pediatrics recommendation that middle and high schools start no earlier than 8:30 a.m. Local schedule: the first bell is 7:35 a.m.; buses ARRIVE at school by 7:20 a.m.

1. Draft the public comment

Count only the comment. Organize your request, accurate evidence, explanation and final action. Do not turn arrival time into bus pickup time or promise that a new schedule solves every sleep problem.

[illegible]

2. Present and check clarity

Read your comment aloud to a partner. Ask the listener to restate your request and final next step. Record what the listener understood and one specific clarification you made. Then deliver the clarified ending again.

PART 1 • READ AND MARK

The cities, schools and local records are fictional practice material. Underline the main request, circle supporting evidence or source information, and label the claim, evidence and action C, E and A. Notice how the speaker guides a listening audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What exact action does the speaker ask the council to take, and when does the speaker want it completed?	Add a continuous, separated bike lane on River Street between Central Station and East High School before the next school year.
2	Which two details in paragraph 2 make the safety claim more convincing? Explain how they support the proposal.	The city counted 186 people biking on the corridor, and it identified two intersections where the lane ends as conflict points. These details show that many people use the route and must merge with faster traffic at unsafe locations.
3	How does the speaker use the National Association of City Transportation Officials source to make the term protected clear?	The speaker explains that protected bicycle lanes use physical separation to create a dedicated space for people biking, which defines the term precisely.
4	How does the order of the three paragraphs help the audience follow the speaker's message?	Paragraph 1 states the request and previews the argument, paragraph 2 provides evidence of the need, and paragraph 3 explains an implementation step and asks for specific council action.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Members of the Ridgeview School Board, please move the first bell to 8:30 a.m. next fall. Our current bell rings at 7:35, and buses arrive at school by 7:20. These early arrivals matter when we consider whether the schedule allows enough time for sleep. The CDC reports recommendations of eight to ten hours for adolescents aged thirteen to eighteen and middle and high school starts no earlier than 8:30. A later bell cannot guarantee that every student sleeps enough, and changing routes could affect families and other schools. Those limits call for planning rather than ignoring the evidence. Please ask transportation staff to present route options and costs at the October board meeting, then publish the options for family and student feedback before the board votes.

Evaluate clear communication as well as accurate content. The model comment ends with a specific action and distinguishes school arrival from pickup. It is within 120–150 words; the later listener record is not part of that count. Require actual oral delivery, the listener's restatement and a concrete clarification; accept varied authentic observations rather than copying an invented exchange. Local testimony, counts and schedules are classroom fiction. The protected-lane definition is a paraphrase of NACTO, Protected Bike Lanes, nacto.org/publication/urban-bikeway-design-guide/designing-bikeways-for-all-ages-and-abilities/protected-bike-lanes/ (checked September 11, 2026). The sleep note paraphrases CDC, Sleep and Health, cdc.gov/physical-activity-education/staying-healthy/sleep.html (checked September 11, 2026). CDC reports the recommendations of AASM and AAP; it is not the originator of those recommendations.