

Speak With Purpose

Present a focused proposal, then respond to your listeners.

ELA.12.C.2.1 "Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the request in paragraph 1. Circle the three parallel "Publish" phrases in paragraph 2. Box the audience cue and the speaker's understanding check in paragraph 3.

Water, Health, Accountability - A Fictional Council Speech

- ① Council members, please authorize a public plan for replacing lead service lines, with a block-by-block schedule and quarterly progress reports. The Environmental Protection Agency identifies drinking water as one source of childhood lead exposure, including lead from corroding pipes. That fact gives us a reason to examine our water system; it does not tell us the condition of each local pipe. Our first responsibility is to identify what we know and what still requires inspection. Source summary: EPA, *Biomonitoring - Lead*; epa.gov/americaschildrenenvironment/biomonitoring-lead.
- ② The Centers for Disease Control and Prevention reports that lead exposure can harm children's brains and nervous systems. This health evidence supports taking the issue seriously, but it does not supply a construction budget. Some residents may worry about disruption and uncertain costs. Publish the proposed sequence, publish the expected costs, and publish the changes as work proceeds. [Pause.] These are proposed accountability steps, not promises that every problem can be solved immediately. Source summary: CDC, *Lead Exposure Symptoms and Complications*; cdc.gov/lead-prevention/symptoms-complications/index.html.

- ③ [A listener raises a hand and looks puzzled.] May I check whether “service line” needs explaining? [The listener nods.] It is the pipe connecting a building to the water main. [The speaker slows down.] Thank you; residents should understand what the proposal covers. A public schedule would let them ask informed questions, although dates may change after inspections. Please authorize the replacement plan, block-by-block schedule, and quarterly reports. An inventory tells us where we stand; a schedule tells us where we intend to go. Both should be open to the people affected.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How does the speech keep one coherent request across the opening, support, and conclusion?

- 2 What does each named source establish, and what local information remains unknown?

- 3 Evaluate the repeated “Publish” structure: how could it serve this audience, and what can it not prove?

- 4 How does the speaker check and respond to a nonverbal cue while maintaining focus?

3

YOUR TURN

Your own words

Present your own 120-150 word recommendation for a public lead-service-line replacement plan. Use both printed sources, keep a consistent request, answer a concern, and use one purposeful rhetorical device. Rehearse, deliver, and adapt to a listener.

Compose

Write your speech. Name both sources aloud and distinguish their facts from your proposed local plan. Include an opening request, linked support, a response to a concern, and a conclusion. Mark two delivery cues.

Rehearse and plan

Rehearse aloud for volume, pronunciation, and pacing. Record your device and its purpose. Plan how to check understanding if a listener looks puzzled or cups an ear.

Deliver and adapt

Present to a partner or group. A listener gives one realistic nonverbal cue. Notice it, ask what is needed, and clarify or adjust your delivery. Record the cue, the answer to your check, and your actual adjustment.

Listen and improve

Take turns. Listener: record the request and one effective evidence or rhetoric choice; say whether the adjustment helped. Speaker: name one improvement from that feedback.

PART 1 • READ AND MARK

Underline the request in paragraph 1. Circle the three parallel “Publish” phrases in paragraph 2. Box the audience cue and the speaker's understanding check in paragraph 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the speech keep one coherent request across the opening, support, and conclusion?	It requests a replacement plan with a public schedule and quarterly reports, explains why health evidence and accountability support it, and repeats the same concrete request at the close.
2	What does each named source establish, and what local information remains unknown?	EPA identifies a water-exposure pathway; CDC establishes possible harm to children. Neither supplies the condition of local pipes, construction costs, or a proven local schedule.
3	Evaluate the repeated “Publish” structure: how could it serve this audience, and what can it not prove?	Parallelism makes three accountability commitments memorable for residents worried about costs and disruption. It does not establish feasibility or supply actual cost evidence.
4	How does the speaker check and respond to a nonverbal cue while maintaining focus?	The raised hand and puzzled look prompt a question about the term. The listener confirms; the speaker defines it and slows down, then returns to the same plan.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible speech. Council members, I recommend a replacement plan with a public schedule and quarterly progress reports. The EPA identifies drinking water as a possible route of childhood lead exposure, including lead from corroding pipes. The CDC reports that lead can harm children's brains and nervous systems. [Pause.] Those facts support examining our system, but they do not tell us which local pipes need attention first. Some residents may worry that construction will disrupt their streets. That concern deserves a published sequence and regular explanations when dates change. Let us identify the work, explain the order, and report the progress. [Slow down.] Please authorize a plan that includes those steps and gives residents a chance to ask questions. Openness cannot remove every difficulty, but it can make our decisions easier to understand.

Rehearsal. The parallel identify/explain/report sequence makes the proposed steps memorable. I practiced the source names and planned to check unclear terms.

Observed adjustment. A listener cupped an ear. I asked whether more volume would help. After a yes, I projected my voice and repeated the request.

Feedback and improvement. The listener identified the public plan and found the parallel sequence clear. The louder restatement helped. Next time I will use that volume from the opening.

The council speech and local proposals are fictional; the printed source summaries are attributed factual evidence. Assess actual delivery, not just a draft: coherent focus, organization, credible named evidence, appropriate rhetoric, volume, pronunciation, pacing, and responsiveness to a checked nonverbal cue. Accept reasoned alternative plans. The source facts do not establish local pipe conditions or costs.