Speak With Purpose

Study how a speaker organizes ideas and uses delivery choices.

ELA.7.C.2 "Communicating Orally"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the transition words that show the speech's order, then circle each bracketed delivery cue to track how the speaker helps listeners follow the message.

Shade for the Courtyard

1 Good morning, Principal Ortiz and classmates. [Stand tall and look around the room.] Our courtyard has three benches, but almost no shade. At lunch, students crowd under the narrow roof by the library, while the open tables sit empty in the sun. I am proposing two shade sails above those tables. [Pause.] This small change would give more students a comfortable place to eat, read, or talk outside. I will explain the need first, the plan next, and the cost last.

2 First, the need is clear. Our student council counted the available shaded seats during three lunch periods last month. Only 18 of 74 courtyard seats were shaded at noon. [Speak slowly while saying the numbers.] That means many students either stand near the library or return inside. Shade sails can help because they block direct sunlight while allowing air to move through the courtyard. [Point to the map.] The proposed sails would cover the two tables farthest from the library entrance.

3 Next, our facilities manager estimated that materials and installation would cost about $4,800. [Use a clear, steady voice.] The school could seek a local business donation and use funds already set aside for courtyard improvements. Finally, I ask the council to vote on requesting price quotes from three installers. [Make eye contact, then pause for two seconds.] Comparing quotes would help us spend carefully before choosing a company. With safer, cooler seating, the courtyard could serve more students every day. Thank you.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the speaker organize the proposal so listeners can follow it?

2. Which information does the speaker plan to say slowly, and why is that a useful pacing choice?

3. What does pointing to the map help listeners understand?

4. How do eye contact and a two-second pause support the speaker's final request?

3 YOUR TURN

Your own words

Write a 90- to 120-word script for a one-minute talk proposing one useful change at your school. Use First, Next, and Finally, include at least two bracketed delivery cues, say one number or detail slowly, and end with a clear request. Then actually deliver your talk to a partner or small group, emphasizing the key points through planned cues, clear pronunciation, audible volume and useful pacing. Ask a listener to state your proposal and one supporting point and give one specific delivery observation. Record the real feedback on extra paper. Your teacher can support rehearsal and observe delivery; the approximate one-minute aim is not a timed test.

ANSWER KEY

Speak With Purpose

GRADE 7 · ELA.7.C.2

PART 1 · READ AND MARK

Underline the transition words that show the speech's order, then circle each bracketed delivery cue to track how the speaker helps listeners follow the message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the speaker organize the proposal so listeners can follow it?	**The speaker introduces the shade problem, gives evidence and explains the plan, then explains cost and funding before making a request.**
2	Which information does the speaker plan to say slowly, and why is that a useful pacing choice?	**The speaker says that only 18 of 74 seats were shaded slowly so listeners can clearly understand the evidence.**
3	What does pointing to the map help listeners understand?	**It helps listeners identify the two tables farthest from the library entrance, where the shade sails would go.**
4	How do eye contact and a two-second pause support the speaker's final request?	**They draw listeners' attention to the request and give them a moment to consider voting for price quotes.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Good afternoon, student council. [Hold up a drawing of a refill station.] Our school has water fountains, but students often carry disposable plastic bottles. I propose adding one water-bottle refill station near the gym. First, it would give athletes and club members an easy place to refill bottles. Next, the station could reduce waste. This convenient location could help students reuse the bottles they already own. [Speak slowly.] A survey of 60 students found that 41 bring a reusable bottle at least once a week. Finally, I ask the council to request installation prices and share them at our next meeting. [Make eye contact and pause.] Please support this first step toward less plastic.

This script is preparation. Completion also requires real delivery and actual listener feedback, not an invented observation.

Accept equivalent explanations that connect organization, pacing, clear speech, or nonverbal cues to listener understanding. For the open task, accept a logical oral script that meets the length and required delivery features, even if the proposed change differs. Provide a classroom listener and supported rehearsal. Check actual oral delivery, key-point emphasis, order, clear pronunciation, audible volume and pacing, as well as real listener recall/observation. Count spoken words without bracketed cues when assessing the 90–120-word body; the model body contains 99 words (114 including cues). A written script alone is not completion; no public council appearance or exact timer required.