Speak With Purpose

Study how a speaker organizes evidence and delivery choices.

ELA.8.C.2 "Communicating Orally"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show the speaker's order, circle each bracketed delivery cue, and number three reasons or details that support the proposal so you can see how the speaker makes a clear oral presentation.

Shade Along the Walkway

1. Good afternoon, school board members. Our campus can lower summer heat by adding shade trees near the west-facing sidewalk. [Point to map.] In July, pavement in direct sun can become much hotter than the air, making the walk from buses uncomfortable. Trees also intercept sunlight before it reaches the ground. I will explain where the trees could go, how they would help students safely each school day, and how the school could care for them.

2. First, the map shows two open planting strips beside the library and gym. [Pause.] These spots are near routes students already use, so shade would serve many walkers. The National Weather Service advises people to limit outdoor exertion during the hottest part of hot days. [Speak slowly.] More shade would not replace water breaks or heat-safety plans, but it could make a daily route less exposed to direct sun during the afternoon in summer months.

3. Finally, care makes the proposal practical. [Make eye contact with three listeners.] The school could choose native or well-adapted trees after consulting a local arborist, because suitable species need less rescue watering once established. Students could help mulch young trees and report damage, while trained staff handle pruning. [Lower your voice for the final point.] A shaded sidewalk is a modest change that supports safer, more comfortable arrivals for everyone on hot mornings before class begins.

2 ANSWER WITH EVIDENCE

Use the passage

1. What proposal does the speaker present to the school board?

2. Which words or phrases show the order of the presentation? Explain how they help listeners follow the speaker's ideas.

3. Why does the speaker include the direction [Speak slowly] before explaining heat safety?

4. Why does the speaker say the school should consult a local arborist before choosing trees?

3 YOUR TURN

Your own words

Optional fictional evidence card

A classroom-authored practice observer's note says that after physical education, 12 students waited at a fountain across the hall from the gym. A practice facilities note says a refill station can fill reusable bottles and its counter records refills, not measured waste reduction. These notes are invented, not real-school findings.

Write a 90 to 110 word oral proposal for a different improvement at your school. State a clear claim, give two reasons with specific details, use an order word such as First or Finally, and include exactly two bracketed delivery cues. Use an actual school observation or a supplied practice card to support your details, and name that evidence briefly. Then actually present the proposal to a partner or small group, using the two planned cues, logical order, clear pronunciation, audible volume and purposeful pacing. Ask a listener to state your claim and two reasons and give one specific clarity or delivery observation. Record their real feedback on extra paper; your teacher can support rehearsal and observe the presentation.

ANSWER KEY

Speak With Purpose

GRADE 8 · ELA.8.C.2

PART 1 · READ AND MARK

Underline the words that show the speaker's order, circle each bracketed delivery cue, and number three reasons or details that support the proposal so you can see how the speaker makes a clear oral presentation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What proposal does the speaker present to the school board?	**Add shade trees near the west-facing sidewalk.**
2	Which words or phrases show the order of the presentation? Explain how they help listeners follow the speaker's ideas.	**"I will explain," "First," and "Finally" signal the order. They show listeners what ideas are coming and when the speaker moves to a new point.**
3	Why does the speaker include the direction [Speak slowly] before explaining heat safety?	**Speaking slowly helps listeners understand the important information about heat, water breaks, and safety plans.**
4	Why does the speaker say the school should consult a local arborist before choosing trees?	**An arborist can help the school choose native or well-adapted trees that need less rescue watering once established.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students should have a water refill station near the gym. [Look at the audience.] First, the practice observer's note records 12 students waiting at a fountain across the hall after physical education. A nearby station could make refilling more convenient. Second, the facilities note says the station fills reusable bottles, so students could use bottles they already own. [Pause.] Its counter would record refills, not prove waste reduction. We could ask the student council to survey users before deciding whether to install a station. This proposed change could support hydration and bottle reuse during school activities.

This script uses the supplied fictional practice notes, not verified facts about the learner's school. Check actual oral delivery/listener feedback. Count spoken words without bracketed cues when applying 90–110 words.

Accept equivalent organizational signals, evidence, and explanations that are supported by the passage. For the oral proposal, accept a different school improvement if it includes a claim, two specific supporting reasons, logical order, and exactly two appropriate delivery cues. Arrange a classroom listener and supported rehearsal. Check actual oral delivery, logical sequence, two reasons grounded in identified observation or practice evidence, the exactly two cues, and real listener recall/observation. A written proposal alone is insufficient; no actual school-board event or exact timer needed. The model is 91 spoken words (96 including cues), with exactly two cues and explicit attribution to the fictional practice notes. A refill counter is not a waste measurement. Accept actual school observation evidence if used accurately.