# Speak to Decision Makers

Notice how a speaker shapes language for a school-board audience.

**10.C.2.A.i** "Report orally on a topic or text or present an opinion. This includes: Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Circle five words or phrases that fit a school-board audience, and underline two sentences that show a respectful, evidence-based tone. These choices help the speaker persuade decision makers.

### A Proposal for Covered Bicycle Racks

1 Members of the school board, thank you for hearing this proposal about covered bicycle racks at Central High. Each morning, students lock bicycles beside the gym, where rain can soak seats and rust chains. A covered rack would protect equipment and make cycling a more reliable way to reach school. This request is practical, not merely decorative. When students can count on dry, secure parking, more families may view biking as a workable transportation choice. I ask the board to consider adding this improvement during the next facilities update.

2 Before approving any project, the board should review cost, safety, and access. A local contractor's estimate would help the district compare materials and plan maintenance. The racks should stand near a visible entrance, which can discourage theft and allow students to arrive without crossing the parking lot. I recognize that the district must balance many needs, including classroom repairs and bus service. For that reason, I recommend starting with one modest shelter and measuring its use for a semester. This approach gives leaders evidence before they commit to a larger purchase.

③ Some people may worry that a shelter would serve only a small group. That concern deserves a clear answer. Students who bike would benefit directly, while the school could also reduce clutter around doors and support healthier travel habits. The proposal does not promise that every student will ride a bicycle. Instead, it offers a sensible option for those who already bike or would bike with better protection from weather. Board members, please place a covered-rack pilot on the facilities agenda. A careful first step can show whether this investment meets the community's needs.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What words in the opening show that the speaker is addressing school-board members?

2. Why does the speaker describe the request as “practical, not merely decorative”?

3. Which sentence shows that the speaker respects other district priorities, and how does it affect the tone?

4. How do the words “cost, safety, and access” help the speaker persuade the board?

## 3 YOUR TURN

Your own words

Write a five-sentence oral opinion for your principal about one school improvement you want. Use a respectful, formal tone, include one specific reason, acknowledge one possible concern, and propose a realistic next step. Then deliver your opinion aloud to a partner or teacher playing the principal. Choose language and tone for that listener. The listener states your request and one phrase that suited the audience; record that feedback below and explain any wording change you make. Teacher observes the actual delivery; no real principal meeting is required.

**ANSWER KEY**

# Speak to Decision Makers

**GRADE 10 · 10.C.2.A.i**

## PART 1 · READ AND MARK

Circle five words or phrases that fit a school-board audience, and underline two sentences that show a respectful, evidence-based tone. These choices help the speaker persuade decision makers. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What words in the opening show that the speaker is addressing school-board members? | **"Members of the school board" and "I ask the board" directly identify the audience.** |
| 2 | Why does the speaker describe the request as "practical, not merely decorative"? | **The phrase presents the racks as a useful school improvement, not an appearance-based expense.** |
| 3 | Which sentence shows that the speaker respects other district priorities, and how does it affect the tone? | **"I recognize that the district must balance many needs, including classroom repairs and bus service." It makes the tone respectful and reasonable.** |
| 4 | How do the words "cost, safety, and access" help the speaker persuade the board? | **They name concrete decision-making criteria that board members would need to consider.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Rivera, I recommend creating a quiet lunch space in an unused classroom twice each week. Some students need a calmer place to read, finish work, or take a break from the crowded cafeteria. This option could support focus without changing the regular lunch schedule. You may be concerned about supervision, so a rotating staff volunteer or student aide could sign students in. Please consider a four-week trial and collect student feedback before making a longer commitment.

Accept equivalent quoted phrases and explanations that connect language choices to the school-board audience and persuasive purpose. For the open response, accept varied school topics if the response has five sentences, a formal audience-aware tone, a reason, a concern, and a realistic next step. Also observe the actual supported oral delivery and inspect the received listener feedback. Check whether vocabulary, language and tone suit the principal audience; accept a justified no-change decision. A written script alone is incomplete. Support access/rehearsal as needed.