Make Your Case

Annotate a proposal for audience, evidence, and delivery.

11-12.SL.4 "Present content appropriate to the audience, task, and purpose while respecting intellectual property. Demonstrate organization, development, substance, and style. Demonstrate effective nonverbal communication (eye contact…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that limits the speaker's request to a trial, circle the statement that credits another person's idea, and number the three bracketed delivery cues in speaking order.

A Quiet Room at Lunch

1. [Make eye contact with the principal, then the student representatives.] Principal Rivera and student representatives, what happens when someone needs a quiet place to read during lunch? On three Tuesdays, I visited the library and watched students look for seats. Some left while others stayed at crowded tables. I am asking you to test a second quiet room for four weeks, not to approve a permanent change today. A short trial lets us learn whether more students want a quiet option without committing the school to a new schedule for the entire year.

2. [Slow down and enunciate each number.] I counted eight students looking for seats on the first Tuesday, eleven on the second, and nine on the third. Those counts cover only three lunches; they cannot tell us what happens every day. Still, they give us a reason to test an alternative. My classmate Amira Chen suggested a sign-in sheet, and she gave me permission to share her idea. A sheet at the door could record how many students choose the room, while an anonymous comment slip could tell us whether it helps them focus.

3. [Open one hand toward the audience, then pause before the request.] For the trial, I propose using an available classroom twice a week, with the door open and the same supervision rules used elsewhere at lunch. Before scheduling it, please check staffing and room availability; a quiet room should not take an adult away from a needed duty. At the end of four weeks, compare sign-ins and comments with the effort required to run the room. Principal Rivera and student representatives, will you authorize a four-week trial and review the results together?

2 ANSWER WITH EVIDENCE

Use the passage

1. How does asking for a trial, rather than a permanent change, make the proposal more suitable for these decision makers?

2. How does the speaker use the three counts without claiming more than they show?

3. What does the speaker do to respect Amira Chen's contribution?

4. Choose one verbal and one nonverbal delivery cue. How would each help the audience follow the proposal?

3 YOUR TURN

Your own words

Write a 90 to 110 word proposal to school decision makers for a school-routine improvement different from the passage. Include a specific trial request, a verifiable detail with its source or an observation you would gather, a limit on what that evidence shows, and two bracketed delivery cues, one verbal and one nonverbal.

ANSWER KEY

Make Your Case

HIGH SCHOOL · 11-12.SL.4

PART 1 · READ AND MARK

Underline the sentence that limits the speaker's request to a trial, circle the statement that credits another person's idea, and number the three bracketed delivery cues in speaking order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does asking for a trial, rather than a permanent change, make the proposal more suitable for these decision makers?	**A four-week trial lets the principal and student representatives evaluate demand without committing to a yearlong schedule change.**
2	How does the speaker use the three counts without claiming more than they show?	**The speaker gives the counts as a reason to test a quiet room but says three lunches cannot show what happens every day.**
3	What does the speaker do to respect Amira Chen's contribution?	**The speaker names Chen as the source of the sign-in sheet idea and says Chen gave permission to share it.**
4	Choose one verbal and one nonverbal delivery cue. How would each help the audience follow the proposal?	**Slowing down and enunciating makes the counts easier to follow. Making eye contact helps the speaker address both groups of decision makers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Look at the principal, then scan the student representatives.] Principal and student representatives, I propose a marked pickup zone for students who wait for rides after school. On my walk past the entrance last Friday, I noticed students standing where bicycles pass, but one afternoon cannot show how often that happens. [Speak slowly on the request.] Please ask staff to identify a safe waiting area and test clear signs for two weeks before making a permanent change. This observation is mine, and I have not borrowed anyone else's data. After the trial, ask students and staff whether the signs made pickup easier.

For question 4, accept other passage-supported explanations of a verbal and a nonverbal cue. For the proposal, check that the source or planned observation is clear and that the evidence is not overstated.