Pitch, Then Revise

Adapt a proposal using audience needs and feedback.

11-12.SL.6 "Adapt speech and communication to a variety of contexts, audiences, tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English conventions when indicated or appropriate..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Mara's informal request and circle her formal requests; mark the committee's maintenance concern and Mara's response with 1, then mark her recording-based observation and the change she makes with 2.

A Proposal for the Gym Hallway

1. At a student club meeting, Mara suggested adding a bottle-filling station near the gym. "The line at the only fountain is a mess after practice," she said. "Let's ask for another place to fill up." Her teammates knew the hallway and shared her frustration, so a quick, informal explanation fit. The next day, Mara addressed the school facilities committee, which included staff members who managed building costs. She changed her opening: "I propose a bottle-filling station near the gym to reduce the wait after school activities." She kept the location and purpose but replaced slang with a precise request.

2. During questions, a committee member asked, "Who will inspect the station, and what will replacement filters cost?" Mara had not researched either issue. She answered, "I don't know yet, but I'll check with the facilities office before the vote." Another member said her presentation made a practical need clear, but the proposal lacked a plan for maintenance. Afterward, Mara listened to a recording of her remarks. She noticed that she had rushed through the sentence about the gym and repeated "you know" several times. She decided to slow down and remove the filler phrase for her final pitch.

3. Before the final meeting, Mara got installation and annual filter-cost estimates from the facilities office. She asked whether custodial staff could inspect the station on regular rounds; the office said they could. At the vote, she said, "The facilities office estimates installation at $1,800 and replacement filters at $120 per year. Custodial staff can inspect the station during regular rounds. These estimates address the maintenance questions raised at our last meeting." She paused after each figure and left out "you know." Reflecting afterward, Mara wrote that formal wording helped the committee evaluate costs, while her conversational approach had helped classmates recognize a shared problem.

2 ANSWER WITH EVIDENCE

Use the passage

1. Compare Mara's request to her teammates with her first request to the committee. How does her wording change to fit each audience?

2. How does Mara respond in her final pitch to the committee member's question about inspection and filter costs?

3. What does Mara notice when she listens to her recording, and how does that self-reflection change her final delivery?

4. How does Mara's final pitch help the committee carry out its task? Give one detail about her language and one about her delivery.

3 YOUR TURN

Your own words

A library is considering a one-month trial of Saturday evening hours. Write a casual request to friends and a formal request to its board, then include a friend's specific feedback, a revised board request that responds to it, and one sentence explaining your change.

ANSWER KEY

Pitch, Then Revise

HIGH SCHOOL · 11-12.SL.6

PART 1 · READ AND MARK

Underline Mara's informal request and circle her formal requests; mark the committee's maintenance concern and Mara's response with 1, then mark her recording-based observation and the change she makes with 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare Mara's request to her teammates with her first request to the committee. How does her wording change to fit each audience?	**With teammates, Mara uses conversational wording such as "Let's ask for another place to fill up." With the committee, she uses the precise, formal phrase "I propose a bottle-filling station near the gym."**
2	How does Mara respond in her final pitch to the committee member's question about inspection and filter costs?	**She reports that custodial staff can inspect the station during regular rounds and gives the facilities office's estimate of $120 per year for replacement filters. She also provides the $1,800 installation estimate.**
3	What does Mara notice when she listens to her recording, and how does that self-reflection change her final delivery?	**She notices that she rushed a sentence and repeatedly said "you know." In her final pitch, she pauses after each figure and leaves out the filler phrase.**
4	How does Mara's final pitch help the committee carry out its task? Give one detail about her language and one about her delivery.	**She uses specific cost estimates and a clear statement about inspections so the committee can evaluate maintenance. She pauses after each figure to make the information easier to follow.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Friends: Let's ask the library to stay open Saturday evenings for a month so we can study after work. Board: I request a one-month trial of Saturday evening hours to give working patrons more time to use the library. Friend's feedback: Explain how the board could tell whether people use those hours. Revised board request: I request a one-month trial of Saturday evening hours, with attendance counted each week and staffing costs reported before any permanent decision. Reflection: I added measures of demand and cost because the board must assess whether extending hours is practical.

Accept wording that identifies a specific audience-based change and links feedback or self-reflection to a corresponding revision. For Your Turn, look for distinct registers, specific feedback, a revision that addresses it, and a clear explanation of the change.