

Speak for Shade

Study how a speaker builds an evidence-based proposal.

7.C.2 “Speaking and Presentation of Ideas Report orally on a topic or text or present an opinion. This includes: Clearly communicating information in an organized and succinct manner. Providing evidence to support the main ideas...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main claim and two details that support it. Circle each source reference and each choice the speaker makes to communicate clearly with the audience.

A Plan for Cooler Walks

- ① Good morning, student council. Our town should plant more trees along sidewalks near school. Trees do more than make a street look pleasant. Their shade can lower the temperature of pavement and nearby air, giving walkers a cooler route on hot afternoons. Today I will explain two benefits, cleaner air and safer, more comfortable walking, then suggest one place to begin. I will speak clearly and pause after each point so council members can follow the plan.
- ② First, leaves catch some airborne particles, and trees take in carbon dioxide as they grow. The U.S. Forest Service explains that urban forests can improve air quality by removing pollutants from the air. Second, shaded sidewalks may help students and families avoid the hottest surfaces during a walk. For this presentation, I used the Forest Service webpage “Urban Forests and Air Quality” and the Environmental Protection Agency webpage “Using Trees and Vegetation to Reduce Heat Islands.” I would show these source titles on a final slide, not read long web addresses aloud.
- ③ If a council member asks, “Will a few trees really matter?” I would answer, “One tree will not solve every heat problem, but a line of trees can add shade where people walk. The EPA source describes trees and vegetation as ways to reduce heat islands.” I would keep my hands still while giving facts, then point to a simple map when naming the first planting area, the sunny block between the library and school. For younger visitors, I would replace the term heat island with “extra heat trapped by roads and buildings.”

2 ANSWER WITH EVIDENCE Use the passage

1 What is the speaker's main claim, and what two benefits will the speaker explain first?

2 Give two details from the presentation that support planting more trees.

3 Name two ways the speaker adjusts verbal or nonverbal communication for the audience or purpose.

4 What audience question does the speaker prepare for, and what source-based evidence is used in the response?

3 YOUR TURN Your own words

Write a 90-110 word mini-presentation proposing one practical improvement at your school. State a clear claim, include two supporting facts, details, or examples, name a reliable source aloud, describe one delivery choice for your audience, and respond to one likely audience question.

PART 1 • READ AND MARK

Underline the main claim and two details that support it. Circle each source reference and each choice the speaker makes to communicate clearly with the audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's main claim, and what two benefits will the speaker explain first?	The town should plant more trees along sidewalks near school. The speaker will explain cleaner air and safer, more comfortable walking.
2	Give two details from the presentation that support planting more trees.	Leaves catch some airborne particles, and urban forests can remove pollutants from the air. Shaded sidewalks may help people avoid the hottest surfaces during a walk.
3	Name two ways the speaker adjusts verbal or nonverbal communication for the audience or purpose.	The speaker plans to pause after each point so council members can follow the plan, point to a map when naming the planting area, and use simpler words for younger visitors.
4	What audience question does the speaker prepare for, and what source-based evidence is used in the response?	The question is whether a few trees will really matter. The speaker says that a line of trees can add shade where people walk and cites the EPA source about reducing heat islands.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Good afternoon, principal and student leaders. Our school should add a water-bottle filling station near the gym. During one lunch period, I counted 18 empty plastic bottles in the bin by the gym. The Environmental Protection Agency's Waste Management Hierarchy says source reduction, making less waste in the first place, is preferred to recycling. I will show a photo of the bin and speak slowly when I explain the cost. If someone asks whether students will use the station, I will point out that athletes already carry reusable bottles. I will face the audience and gesture toward the gym map.

Accept equivalent statements of the claim, evidence, sources, and communication choices when they are supported by the passage. For the open task, check for a focused proposal, relevant support, an identified reliable source, an audience-aware delivery choice, and an evidence-based response to a question.