

Speak to the Room

Notice how a speaker changes evidence, tone, and details for each audience.

8.P.CP.2 "Presentation: Use presentation skills to tailor communication to target audiences for specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each detail Maya chooses for a particular audience. In the margin, write B for board, S for students, or F for families beside each underlined detail to show how her choices change.

One Idea, Three Audiences

- ① At a town library meeting, Maya planned to ask for a repair café, a monthly event where people fix broken items instead of throwing them away. Her purpose was to persuade the library board to reserve a room and advertise the event. She opened with a clear claim: "A repair café can save families money and keep useful materials out of the trash." She brought a one-page budget, photos of local volunteers repairing bikes, and a calendar showing three possible Saturdays.
- ② Before speaking, Maya considered what the board needed to hear. Board members manage limited space and funds, so she used the budget and calendar before telling the volunteer story. She avoided slang and spoke for two minutes, leaving time for questions. If she had been introducing the idea to middle school students, she would have used a short bike-repair video, invited them to bring a worn item, and explained how they could learn a practical skill. The goal would be participation, not approval.
- ③ Maya also prepared a poster for families who might attend. Its headline read, "Fix It Together, First Saturday at the Library." Below it, she listed the time, the room, and a phone number for questions. She chose large print and a photo of a repaired lamp because families needed quick, useful details. She did not put the full budget on the poster. That evidence mattered to the board, but it would not help families decide whether to come. Each version matched its audience and purpose.

2 ANSWER WITH EVIDENCE Use the passage

1 What was Maya's purpose when she spoke to the library board, and what did she want the board to do?

2 Name two choices Maya made for the library board. Explain why those choices fit that audience.

3 How would Maya change her presentation for middle school students? What would her purpose be for that audience?

4 Why did Maya leave the full budget off the family poster? What information did she include instead?

3 YOUR TURN Your own words

Choose one school improvement idea. Write two 45- to 60-word announcements about the same idea: one that asks the principal for approval and one that invites classmates to participate. Change the details and tone to fit each audience.

PART 1 • READ AND MARK

Underline each detail Maya chooses for a particular audience. In the margin, write B for board, S for students, or F for families beside each underlined detail to show how her choices change. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was Maya's purpose when she spoke to the library board, and what did she want the board to do?	Her purpose was to persuade the library board to reserve a room and advertise the repair café.
2	Name two choices Maya made for the library board. Explain why those choices fit that audience.	She brought a one-page budget and a calendar with possible Saturdays. These fit the board because board members manage funds and space.
3	How would Maya change her presentation for middle school students? What would her purpose be for that audience?	She would use a short bike-repair video, invite students to bring a worn item, and explain the practical skill. Her purpose would be to encourage participation.
4	Why did Maya leave the full budget off the family poster? What information did she include instead?	Families needed quick details to decide whether to attend, not the budget. She included the time, room, phone number, large print, and a photo of a repaired lamp.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal: Please approve a Quiet Corner in the cafeteria during lunch. A small table with puzzles and books would give students a calm option on noisy days. We can use donated materials and ask the library club to organize supplies. This low-cost space could support students who need a break. Students: Want a calmer place at lunch? Help us build a Quiet Corner with puzzles, books, and drawing supplies. Bring a gently used puzzle or sign up to sort materials after school on Thursday. Your ideas can shape the space, so tell the library club what would help you relax.

Accept answers that identify specific presentation choices and connect them to the audience's needs and the speaker's purpose. For the open task, accept varied school ideas if both announcements are 45 to 60 words and clearly differ in tone, details, or evidence.