

Pitch With Purpose

Notice how a presentation changes its tools for different audiences and goals.

9.P.CP.2.b “Integrate modes and genres most appropriate to purpose and audience. (I/C)”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show who each section addresses. Circle each change in genre or mode, such as a story, photograph, map, chart, email, or flyer, and number the choices in the order they appear.

A Garden Proposal

- ① At 7:40 on Monday, Leila carried a bag of apple cores from the cafeteria to the trash room. Beside the building, an unused strip of pavement held three cracked planters. “We throw away soil-making scraps and leave this space empty,” she told the student council. Her opening slide showed a close photograph of the planters, their faded paint, and the corner beside the cafeteria doors. Under the image, a caption read, “Twelve feet from lunch tables, with a water faucet nearby.” The next slide changed from her story to a labeled map of the proposed garden beds.
- ② Leila then presented a one-page proposal to the principal. It listed bed dimensions, a schedule for planting, and safety steps: adult supervision, gloves, and hand washing. A small cost chart followed: lumber, \$180; soil, \$120; seeds, \$45; and tools, \$155. The total was \$500. A bar graph beside the chart compared that total with the \$650 the council had raised from its fall book sale. At the bottom, Leila included a source line for prices and a note that the school custodian had confirmed access to the faucet.
- ③ After the meeting, the council used two shorter pieces. An email to the principal began, “Please approve a six-week pilot garden,” and attached the map, budget, and safety plan. It ended by requesting a meeting on Thursday. A flyer for students used the heading “Build the Beds, Saturday, 10 A.M.” It gave a QR code for a sign-up form and listed tasks such as painting planters and moving soil. The flyer did not repeat the price sources or supervision procedures. Instead, it used a large photo of students holding seedlings and the line, “Bring a friend and work for one hour.”

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Leila’s opening story and photograph work together to frame the garden proposal? Use two details from paragraph 1.

2 Why would the labeled map be more useful than the opening photograph for a principal deciding where the garden beds could go?

3 Which two elements in paragraph 2 would best help the principal judge whether the project is affordable and manageable? Explain what each element contributes.

4 A community member has seen only the flyer and asks how students will be kept safe. Which earlier genre should the council share next, and why?

3 YOUR TURN _____ Your own words

Choose a school improvement idea and a decision-making audience, such as a principal or student council. Write a 100-130 word pitch with a two-sentence anecdote, a labeled data display described in words, and a final request, then name a second audience and explain one change you would make for that audience.

PART 1 • READ AND MARK

Underline words that show who each section addresses. Circle each change in genre or mode, such as a story, photograph, map, chart, email, or flyer, and number the choices in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Leila's opening story and photograph work together to frame the garden proposal? Use two details from paragraph 1.	The story gives a firsthand example of cafeteria waste and unused space. The photograph shows the actual cracked planters and their location near the cafeteria, making the proposed site concrete.
2	Why would the labeled map be more useful than the opening photograph for a principal deciding where the garden beds could go?	The map can show the planned placement and layout of the beds. The photograph shows the current condition of the space but not the proposed arrangement.
3	Which two elements in paragraph 2 would best help the principal judge whether the project is affordable and manageable? Explain what each element contributes.	The cost chart and bar graph show the project's expenses, total cost, and available funds, helping judge affordability. The schedule and safety plan show how planting and supervision would be managed.
4	A community member has seen only the flyer and asks how students will be kept safe. Which earlier genre should the council share next, and why?	The council should share the one-page proposal because it includes safety steps, including adult supervision, gloves, and hand washing.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Last winter, Noah waited outside the library while rain soaked his backpack because the entrance awning was too small. Two other students crowded beside him, holding laptops under their coats. Data box: A survey of 80 students found that 54 had been caught in rain at this entrance. Please approve a wider awning before November, using the \$1,200 maintenance reserve. The story shows the daily problem, while the survey gives a measurable need and the request tells the principal what decision to make. For families, I would replace the budget request with a short newsletter image showing students waiting in the rain and information about the construction date.

Accept answers that identify a genre or mode and explain its likely usefulness for the stated audience or purpose with passage evidence. For question 3, accept the schedule and safety plan together as one management-focused element, or accept the cost chart and bar graph as separate affordability evidence.