

Slides That Fit

Match presentation choices to the people you need to reach.

9.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 details that show what each audience needs, then number the presentation choices Jalen changes to meet those needs. This helps you notice how a speaker adjusts communication for different listeners.

One Plan, Different Listeners

- ① Jalen and the Environmental Action Club wanted the school to replace several unused lawn strips with native plants. Before creating slides, Jalen listed what each audience might need. The principal would need to know whether the plan fit school rules and schedules. Families at an evening forum might care about student safety and the appearance of the campus. The student council, which had a small activity budget, would want clear costs and benefits. Jalen decided that one set of slides would not work equally well for all three groups. He planned to keep the main proposal steady while changing the evidence, language, and closing request.
- ② For a meeting with the principal, Jalen used a simple site map and a calendar. He showed that planting could happen after the spring sports season and that the club would maintain the beds during scheduled service hours. Instead of calling the lawn "boring," he described it as "underused space near the east entrance." His slides used headings such as "Supervision Plan" and "Maintenance Schedule." He spoke for four minutes, paused for questions, and ended by asking whether the principal would review the proposed locations with the facilities manager. The formal wording and practical details matched an audience responsible for school operations.
- ③ At the family forum, Jalen opened with photos of pollinators near the proposed beds and explained that native plants can provide food and shelter for local insects and birds. He used a larger type size because people would be viewing the screen from different seats. He avoided budget charts, but brought a one-page handout showing the garden's fence, paths, and adult supervision. When one parent asked about allergies, Jalen answered that the plan did not include known high-pollen lawn grasses and offered to share the plant list. He closed by inviting families to a Saturday planting day, a request that fit this audience's ability to volunteer.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is Jalen addressing in paragraph 2? Name two presentation choices that fit this audience.

2 How do the site map, calendar, and maintenance details in paragraph 2 address the principal's role?

3 Name two choices in paragraph 3 that help family members follow the presentation or feel that concerns are addressed.

4 Compare Jalen's closing requests in paragraphs 2 and 3. Why does each request fit its audience?

3 YOUR TURN _____ Your own words

Choose a school improvement idea and one audience, such as students, families, or an administrator. Write a 90 to 120-word presentation plan that states your purpose, gives an opening, includes two details or supports chosen for that audience, and ends with a specific request.

PART 1 • READ AND MARK

Underline details that show what each audience needs, then number the presentation choices Jalen changes to meet those needs. This helps you notice how a speaker adjusts communication for different listeners. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is Jalen addressing in paragraph 2? Name two presentation choices that fit this audience.	He is addressing the principal. Choices include using a site map and calendar, explaining maintenance during service hours, using formal headings, and requesting a review with the facilities manager.
2	How do the site map, calendar, and maintenance details in paragraph 2 address the principal's role?	They show where the work would happen, when it could happen, and how the beds would be maintained, addressing school operations, scheduling, and supervision.
3	Name two choices in paragraph 3 that help family members follow the presentation or feel that concerns are addressed.	Any two: larger type for viewers in different seats, a handout showing the fence, paths, and adult supervision, or an answer about allergies and access to the plant list.
4	Compare Jalen's closing requests in paragraphs 2 and 3. Why does each request fit its audience?	He asks the principal to review locations with the facilities manager because the principal can guide school operations. He invites families to a Saturday planting day because families can volunteer.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: the school librarian. Purpose: ask for a monthly student book-swap table in the library. Opening: "Many students finish books they no longer plan to keep, while other students are looking for something new to read." I would show a small floor map marking a table away from computer stations and explain that volunteers can set it up during lunch. I would bring a list of simple rules, including that books must be appropriate for school and that donations are optional. These details address the librarian's need for organized, safe use of space. Closing request: "May we test the table for one month in October?"

Accept equivalent evidence-based explanations for the questions, including any two appropriate family-focused choices in question 3. For the open response, check for a clear audience and purpose, tailored supports, an audience-appropriate opening, a specific closing request, and 90 to 120 words.