

Bring Your Audience In

Plan, deliver and assess an interactive opinion presentation.

6.C.2.A.vi "Report orally on a topic or present an opinion. This includes: Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the planned audience question in section 2. Circle the two response options. In section 3, mark the sentence that explains how the speaker responds to what the audience said.

A Presentation That Listens

1. Purpose and audience

In this fictional classroom example, Leila wants her sixth-grade class to try a weekly book-swap table. She plans a short opinion presentation: explain the proposal, give a reason, invite audience responses and use them in her closing. Her audience may include students who do not have books to exchange, so she wants to learn which participation rule would feel more welcoming.

2. Plan before speaking

Leila writes her question before presenting: "Should anyone be allowed to borrow a book, or should borrowing require bringing a book?" She will ask classmates to show one finger for open borrowing or two for exchange-only borrowing. Anyone may say an option aloud instead. She will explain the choices, pause for responses, count them and invite a volunteer from each view to explain a reason. Classmates may pass; she will not call a particular student out.

3. Use the responses

During the practice, three classmates choose open borrowing and one chooses exchange-only borrowing. One speaker says not everyone owns a spare book; another worries that books might not return. Leila summarizes both concerns and adds a sign-out list to her proposal for open borrowing. She reports the small practice group's responses accurately instead of claiming that the entire school agrees. The interaction changes her conclusion; it is more than a pause for applause.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How does Leila plan participation before she presents? Name the question, response method and a follow-up action.

- 2 Why are spoken answers and permission to pass useful?

- 3 What audience concern changes Leila's plan? What claim about support would exceed the evidence?

3 YOUR TURN Your own words

Create and deliver your own opinion presentation with a planned audience interaction.

Plan your presentation

Choose a school improvement and name your audience. Write your opinion and a supporting reason. Plan a question that could help you improve the proposal; specify clear response options or a discussion prompt and a seated way to respond.

Prepare the interaction

Write the exact words you will use to ask the question, explain how to respond, invite a volunteer's reason and connect what you hear to your closing. Include a pause and a chance to pass.

Present, listen and record

In groups of four, take turns presenting to the other three students. Every student delivers their own opinion and carries out their planned interaction. After your turn, record actual responses and explain one way they affected your closing or a revision. Do not invent results.

PART 1 • READ AND MARK

Underline the planned audience question in section 2. Circle the two response options. In section 3, mark the sentence that explains how the speaker responds to what the audience said. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Leila plan participation before she presents? Name the question, response method and a follow-up action.	She prepares an open-borrowing versus exchange-only question, one/two-finger or spoken responses, and a pause to count and invite reasons.
2	Why are spoken answers and permission to pass useful?	They offer another way to respond and avoid forcing or singling out a classmate. Participation can include different preferences and needs.
3	What audience concern changes Leila's plan? What claim about support would exceed the evidence?	Concern about books not returning leads to a sign-out list. Four practice responses cannot establish what the entire school wants.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible plan**

I propose a quiet lunch table for classmates who want a calmer place. It would add a choice without changing everyone's lunch. I will ask three classmates whether they would try a quiet table daily, sometimes or never, using one, two or three fingers or spoken answers.

Possible delivery and response

"Which option fits you? You may show fingers, answer aloud or pass. I'll pause while you choose. Would anyone explain a reason?" In this fictional model, two choose sometimes and one chooses never. One wants quiet when tired; another prefers talking with friends. The speaker closes: "Our small group suggests making the table optional. My proposal keeps the usual tables available."

Assessment

Accept students' actual observed results. A written plan alone does not demonstrate audience participation; observe the question, response opportunity, listening and responsive closing.

TEACHER ASSESSMENT NOTES

All example people and results are classroom fiction. Students must actually present, invite participation and use real audience responses. The three-person audience is a practice group, not a school survey. Assess clarity and purpose of the planned interaction, inclusion, response gathering and a closing linked to what was heard. Do not require a particular opinion or a fixed speech length.