Speak to the Room

Analyze delivery choices, then rehearse your own audience-aware request.

10.P.CP.2.c "Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each tone cue, circle each pace cue, and number the gesture cues in the order they appear. Use your marks to notice how the speaker adjusts delivery for a school board audience.

A Pilot for Later Starts

1. Good evening, board members, families, and students. [Stand still, make brief eye contact around the room.] I am speaking for the Student Wellness Committee about a later start time for our high school. [Warm, respectful tone.] We know families arrange bus rides, jobs, and child care, so this decision affects more than one group. [Moderate pace.] Tonight, I ask you to consider a one-year pilot, not a sudden permanent change. [Open palms.] A pilot would let our community study attendance, transportation, and student routines before making a larger commitment.

2. [Slow down.] Many teens arrive before they are fully alert, and that can make the first class harder to enter ready to learn. [Pause for two seconds.] I do not ask you to ignore the costs or schedule changes. [Lower voice slightly.] Those concerns are real, and families deserve clear information. [Gesture toward the transportation director, then back to yourself.] During a pilot, the district could gather local data, listen at public meetings, and revise the plan if problems appear. [Return to a steady pace.] Careful testing gives us a responsible way to learn.

3. [Lift your head and speak with firmer energy.] Board members, a pilot is not a promise that every detail is solved. It is a promise to examine the details honestly. [Slow pace, then pause.] If transportation becomes difficult, we should say so. If students gain more time to arrive prepared, we should notice that too. [Nod once.] Please allow this community to test, measure, and discuss the results together. [End with calm confidence and open hands.] A careful pilot respects families while giving us evidence for the next decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the speaker addressing, and what action does the speaker want that audience to take? How should the opening tone fit this audience?

2. When should the speaker slow down and pause in paragraph 2? What does this pace choice help the audience do?

3. How should the speaker deliver the lines about costs and schedule changes? Why is that tone appropriate?

4. What gesture does the speaker use when discussing transportation, and what does the gesture suggest about handling that issue?

3 YOUR TURN

Your own words

Write a 65-85 word request to your principal and student representatives for one practical school improvement. Include bracketed cues for a tone, a pace change, and at least two different gestures. Then deliver your request to two classmates acting as the principal and student representatives. Actually vary tone, pace and fitting gestures using your planned cues. A listener identifies a tone choice, a pace change and a gesture, and explains how one helped this audience. Use accessible seated or adapted gestures; revise and retry a choice if needed.

ANSWER KEY

Speak to the Room

GRADE 10 · 10.P.CP.2.c

PART 1 · READ AND MARK

Underline each tone cue, circle each pace cue, and number the gesture cues in the order they appear. Use your marks to notice how the speaker adjusts delivery for a school board audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the speaker addressing, and what action does the speaker want that audience to take? How should the opening tone fit this audience?	**The speaker addresses board members, families, and students and asks them to consider a one-year pilot. The opening should sound warm and respectful.**
2	When should the speaker slow down and pause in paragraph 2? What does this pace choice help the audience do?	**The speaker should slow down before explaining that many teens are not fully alert, then pause. This gives the audience time to consider the claim.**
3	How should the speaker deliver the lines about costs and schedule changes? Why is that tone appropriate?	**The speaker should lower their voice slightly. This shows that the concerns are real and that families deserve clear information.**
4	What gesture does the speaker use when discussing transportation, and what does the gesture suggest about handling that issue?	**The speaker gestures toward the transportation director and then back to themself. It suggests that transportation should be addressed through shared responsibility and planning.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Stand tall and make eye contact.] Principal Rivera and student representatives, I am asking for a water bottle filling station near the gym. [Respectful tone, moderate pace.] Students often finish practice thirsty, and the nearest fountain is down the hall. [Slow down.] This station could reduce plastic bottle use and save time between classes. [Open one hand toward the gym.] Please consider adding it during the next building update. [Pause, then nod.]

Accept answers that accurately connect a quoted or described cue to its effect on the audience. For the open task, accept varied school improvements if the response stays within the word range and includes a clear tone cue, pace cue, and two gestures. Teacher: set up the supported two-listener rehearsal and observe actual delivery, not only bracketed plans. Check purposeful tone, an audible pace change and fitting nonverbal gestures; listeners name observed choices and explain audience fit. Permit seated/adapted gestures and a supported retry, without requiring a public board event.