Delivery Makes Meaning

Notice how a speaker adjusts voice, pace, and movement for listeners.

8.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 Circle each bracketed delivery cue. Write A beside cues used with adults and S beside cues used with students so you can compare how delivery changes for the audience.

Jordan's Compost Bin Plan

1. In the principal's office, Jordan presents a request to test a lunchtime compost bin. [Stand tall, hands relaxed at sides.] "Thank you for meeting with me. [Use a calm, steady voice.] Our cafeteria throws away fruit peels and unfinished vegetables each day. [Pause.] Could we try one clearly labeled bin for these scraps during Friday lunch?" [Open one hand toward a sketch of the bin.] "I would like permission to organize student volunteers and review the results with you after four weeks."

2. At a facilities meeting, Jordan reports to board members. [Keep both feet planted and hold a page of notes.] "The trial began with one bin beside the tray return. [Speak at a measured pace.] Volunteers sorted the collected scraps after lunch and wrote the amount on a chart. [Point to each bar only after naming it.] In week one, the bin held 12 pounds. In week two, it held 18 pounds. [Slow down.] We need covered containers and staff guidance before adding bins at other schools." [Look up from notes before the final sentence.]

3. Later, Jordan speaks to eighth graders during lunch. [Smile and wave briefly.] "If you pack an apple or choose a salad, put the peel or leftover greens in the green bin, not the trash. [Use a lively voice and point toward the bin.] First, empty any drink. Second, place food scraps in the bin. Third, put wrappers in the trash. [Count the three steps on fingers, pausing between each.]" Jordan finishes with a quieter voice: "Please help the volunteers by checking your tray before you leave." [Stand still for two seconds.]

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what voice should Jordan use, and what gesture should Jordan make while describing the bin?

2. Why is a measured pace useful when Jordan reports the weekly amounts to board members? Use details from paragraph 2.

3. How does Jordan adjust delivery for eighth graders differently than for board members? Give one voice or pace choice and one gesture choice.

4. What two delivery cues surround Jordan's final request to students? How do they change the tone from the earlier three-step directions?

3 YOUR TURN

Your own words

Write a four-sentence announcement asking classmates to follow a new cafeteria routine. Include four bracketed delivery cues, with at least one cue for tone, one for pace, and one for a gesture. Then actually deliver or rehearse it for a partner or teacher acting as classmates. Use the tone, pace and gesture cues; adapt gestures to available classroom objects. Your listener records one observed tone choice, one pace change and one gesture, explaining how these helped the message. Add the listener's name and feedback after your script. This is a classroom rehearsal, not an instruction to change real cafeteria rules.

ANSWER KEY

Delivery Makes Meaning

PART 1 · READ AND MARK

Circle each bracketed delivery cue. Write A beside cues used with adults and S beside cues used with students so you can compare how delivery changes for the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what voice should Jordan use, and what gesture should Jordan make while describing the bin?	**Jordan should use a calm, steady voice and open one hand toward a sketch of the bin.**
2	Why is a measured pace useful when Jordan reports the weekly amounts to board members? Use details from paragraph 2.	**It gives board members time to take in the chart information, including 12 pounds in week one and 18 pounds in week two.**
3	How does Jordan adjust delivery for eighth graders differently than for board members? Give one voice or pace choice and one gesture choice.	**For eighth graders, Jordan uses a lively voice and counts steps on fingers or points to the bin. For board members, Jordan uses a measured pace and points to bars on a chart.**
4	What two delivery cues surround Jordan's final request to students? How do they change the tone from the earlier three-step directions?	**Jordan uses a quieter voice and stands still for two seconds. These cues make the final line sound more serious and polite than the earlier lively directions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example announcement for a fictional cafeteria tray routine:
[Upbeat tone; gesture toward the tray return] Take your tray to the return area after lunch.
[Speak slowly; hold up two fingers] Empty liquids first, then place wrappers in the trash.
[Pause; calm voice] Check that your tray is empty.
[Stand still; lower voice] Please leave the area clear for the next student.

Example record after actual rehearsal: Sam heard an upbeat invitation, a slower two-step direction and a calm final request. Sam saw the two-finger gesture, which helped separate the steps.

Accept equivalent descriptions of the bracketed cues and reasonable explanations of how the cues fit adult or student listeners. For the open task, check for four sentences, four delivery cues, and clear use of tone, pace, and gesture. Also check actual rehearsal/delivery with observed tone, pace and gesture choices suited to classmates. Listener feedback must report observed actions and message-fit reasoning, not only repeat planned cues. Adapt available props and support delivery; no actual cafeteria event or recording required.