Words for the Crowd

Notice how a speaker changes language for different listeners and purposes.

5SL6 "Adapt speech to a variety of contexts and tasks, using formal English when appropriate."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words Maya says in each situation. Circle one word or phrase in each paragraph that shows how her speech fits her audience.

Maya Plans a Cleanup

1. At lunch, Maya spoke to her friend Sam about Saturday's creek cleanup. "Hey, Sam, are you coming to the cleanup? Bring your gloves, okay? We can meet by the playground at nine." Sam nodded and said he would bring a water bottle, too. Maya used a relaxed voice because she was talking with a friend during lunch.

2. Later, Maya gave a short announcement to the whole school. "Good morning, students. Our school will hold a creek cleanup this Saturday from 9:00 to 11:00 a.m. Please bring work gloves and a reusable water bottle. Meet near the playground, where adults will give directions." Her words gave the larger audience clear information about the event.

3. Before the event, Maya spoke to a group of second graders. "Please stay with your adult. Put litter in the bags, and do not touch sharp objects. If you have a question, raise your hand." She spoke slowly and used short directions. Her words helped the younger students understand how to work safely together outside.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which speech begins with a formal greeting? Copy the greeting.

2. Maya says, “Bring your gloves, okay?” to Sam. What makes this wording fit that situation?

3. Name two details in Maya's school announcement that help the whole school know what to do.

4. How does Maya change her speech for the second graders? Give two details from paragraph 3.

3 YOUR TURN

Your own words

Write two informal sentences inviting a friend to a book drive and two formal sentences for a school announcement about the same drive. Include a day, the item to donate, and the collection place in both versions. Then speak both versions to a partner playing each audience. Keep the goal clear while changing your language and tone for that listener; use formal English for the formal version. Ask your partner to name one choice that fit each audience. Repeat a version if needed to make the fit clearer. Teacher help and rehearsal are welcome.

ANSWER KEY

Words for the Crowd

GRADE 5 · 5SL6

PART 1 · READ AND MARK

Underline the words Maya says in each situation. Circle one word or phrase in each paragraph that shows how her speech fits her audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which speech begins with a formal greeting? Copy the greeting.	**The school announcement begins with the formal greeting, "Good morning, students."**
2	Maya says, "Bring your gloves, okay?" to Sam. What makes this wording fit that situation?	**It fits because Maya is speaking in a relaxed way to her friend during lunch.**
3	Name two details in Maya's school announcement that help the whole school know what to do.	**Answers may include the Saturday time, bringing work gloves, bringing a reusable water bottle, meeting near the playground, or adults giving directions.**
4	How does Maya change her speech for the second graders? Give two details from paragraph 3.	**She speaks slowly and uses short directions. She also gives clear safety instructions, such as staying with an adult and not touching sharp objects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Friend: Hi, Jordan, can you bring a gently used book to the drive on Wednesday? Let's put it in the library collection box before school.
Announcement: Good morning, students. Please donate a new or gently used book to the book drive on Wednesday and place it in the library collection box before school.

Accept responses that clearly use a relaxed, friend-to-friend style in the first two sentences and formal English in the announcement. Each version should include a day, a book donation, and a collection place. Observe both actual spoken versions, including their clear purpose, audience-appropriate language and tone, and formal English when appropriate. Ask the listener to identify an audience-fitting choice actually heard. Written versions alone do not complete the speaking task. Keep the original two sentences per version; feedback is separate.