Speak So It Lands

Notice choices that fit a presentation audience and purpose.

7.C.2.A.iii "Report orally on a topic or text or present an opinion. This includes: Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's spoken words and circle three descriptions of her voice or body language that help the council understand her proposal.

Maya's Refill Station Proposal

1. At the student council meeting, Maya spoke about adding a water-refill station near the gym. She began in a clear, steady voice: "Our athletes and PE classes need water close by." She looked around the room instead of reading every word from her note card. When she named the crowded fountain, she pointed toward the hallway map. Her opening connected the idea to students who use the gym, and her calm pace helped council members follow her main point.

2. Next, Maya explained that the nearest fountain often has a line after practice. She gave one specific observation, saying, "I counted twelve students waiting there last Tuesday." She raised one hand briefly to emphasize the number, then lowered it before continuing. Maya did not rush through the number or wave both arms. These choices made the evidence noticeable without distracting the audience. Her respectful tone also showed that she was offering a solution, not blaming students who needed a drink.

3. To finish, Maya faced the council and said, "I ask you to consider a refill station in next year's budget." She paused after the request so listeners could think. Then she smiled briefly and invited questions. During a question about cost, Maya leaned slightly forward, listened without interrupting, and answered in the same measured voice. She used eye contact and a small nod to show respect for the questioner. By matching her words, voice, and body language, Maya made her proposal sound prepared and cooperative.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya make her opening fit the topic and the people who would use the refill station?

2. What did Maya do when she shared the number of students waiting at the fountain, and why did those choices help?

3. How did Maya's pause after her budget request support her purpose?

4. During the question about cost, name two ways Maya showed respect for the questioner.

3 YOUR TURN

Your own words

Write a 45–60-word mini-speech asking classmates to join a Friday courtyard cleanup. Include a specific reason and clear request, plus two parenthetical body-language cues (not counted as spoken words). Deliver it to a partner with an inviting tone and clear pace, performing the cues. Ask which voice and body-language choices helped the invitation. Adjust and repeat if needed; record brief feedback.

ANSWER KEY # Speak So It Lands

GRADE 7 · 7.C.2.A.iii

PART 1 · READ AND MARK

Underline Maya's spoken words and circle three descriptions of her voice or body language that help the council understand her proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya make her opening fit the topic and the people who would use the refill station?	**She mentioned athletes and PE classes and connected the proposal to students who use the gym.**
2	What did Maya do when she shared the number of students waiting at the fountain, and why did those choices help?	**She said she counted twelve students, raised one hand briefly to emphasize the number, then lowered it and did not rush. The evidence was noticeable without distracting the audience.**
3	How did Maya's pause after her budget request support her purpose?	**It gave the council members time to think about her request to consider the refill station.**
4	During the question about cost, name two ways Maya showed respect for the questioner.	**She leaned slightly forward, listened without interrupting, used eye contact, nodded, and answered in a measured voice. Any two are correct.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After lunch, wrappers sometimes blow across our courtyard and toward the storm drain. A ten-minute cleanup on Friday can help keep our shared space clear and pleasant for everyone. (Look around the group.) Please bring gloves if you have them and meet our class by the flagpole after lunch. (Open one hand toward the group in invitation.)

Accept supported explanations of Maya's audience-aware voice and body language. A raised hand emphasizes the spoken number; it does not depict twelve fingers. For Part 3 check 45–60 spoken words, a reason, request and exactly two purposeful cues; the sample has 45 spoken words. Observe actual delivery, appropriate voice/body-language choices and listener feedback. Support accessible equivalent gestures; assess message clarity and audience fit.