Speak for the Moment

Notice how audience, purpose, and feedback shape a speaker's choices.

6.SL.6 "Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two phrases Maya uses with classmates, circle two phrases she uses with the principal, and write 1 and 2 beside two changes she makes after feedback.

Maya's Garden Plan

1. During lunch, Maya asked three classmates to help repair the school garden. She pointed to a patch of bare soil and said, "You know that muddy corner by the fence? Let's turn it into a place where we can grow mint. Meet me there Friday after school if you want to help." One classmate grinned at "muddy corner" because everyone knew the spot. Maya spoke quickly and used words she would use with friends. Her task was to invite volunteers, not ask for permission.

2. Later, Maya met with Principal Chen to request permission to use the garden tools and stay after school. She stood still and said, "Good afternoon, Principal Chen. May our group use the trowels on Friday? We will return them to the storage shed before four o'clock." She explained that an adult volunteer would supervise the work. Maya did not call the garden a "muddy corner." She called it "the bare area beside the fence" so the principal would know exactly which space she meant.

3. On Thursday, Maya practiced an announcement for the whole sixth grade. Her first try began, "Hey, everybody, we need some stuff for the garden!" Her partner Luis said that "stuff" did not tell listeners what to bring. Listening to a recording, Maya also noticed that she spoke too fast for the back row to follow. She revised her opening to "Good morning, sixth grade. Please bring a small watering can to the garden on Friday after school." Then she practiced pausing after the greeting and after "Friday" so listeners could catch the details.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Maya say "muddy corner" to her classmates but "the bare area beside the fence" to Principal Chen?

2. How do Maya's purpose and wording change when she speaks to Principal Chen instead of her classmates? Give one example of each.

3. Which word did Luis want Maya to replace, and how did her revised announcement make the request clearer?

4. What did Maya learn from listening to her recording, and what speaking change did she practice?

3 YOUR TURN

Your own words

Imagine you want to start a lunchtime chess club. Write a two-sentence invitation to a classmate and a two-sentence request to the principal, then add one sentence of self-feedback about how you would speak to the principal.

ANSWER KEY

Speak for the Moment

GRADE 6 · 6.SL.6

PART 1 · READ AND MARK

Underline two phrases Maya uses with classmates, circle two phrases she uses with the principal, and write 1 and 2 beside two changes she makes after feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Maya say "muddy corner" to her classmates but "the bare area beside the fence" to Principal Chen?	**Her classmates know the nickname, but the more precise phrase helps the principal identify the space.**
2	How do Maya's purpose and wording change when she speaks to Principal Chen instead of her classmates? Give one example of each.	**She asks the principal for permission to use tools instead of inviting volunteers. She uses the polite request "May our group use the trowels" instead of "Let's turn it into a place where we can grow mint."**
3	Which word did Luis want Maya to replace, and how did her revised announcement make the request clearer?	**Luis pointed out that "stuff" was unclear. Maya's revision names a small watering can.**
4	What did Maya learn from listening to her recording, and what speaking change did she practice?	**She noticed she spoke too fast. She practiced pausing after the greeting and after "Friday."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Want to play chess at lunch next week? Join me in the library on Tuesday and bring a friend. Good morning, Principal Ruiz. May we use the library at lunch on Tuesday for a chess club if an adult supervises us? I should pause after naming the day and place so the principal can follow my request.

Accept other passage-supported examples of informal and formal wording. For Part 3, look for two sentences addressed to each audience, an appropriate shift in tone and purpose, and one specific sentence of self-feedback about speaking.