# Reach the Room

Read a speaker's choices, then plan your own delivery.

**8.SL.4.b** "Use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two actions that help Nia make eye contact, circle two actions that help listeners hear her, and number two actions that make her words clearer.

### Nia Takes the Floor

1 At a student council meeting, Nia proposes opening the library during lunch. She has written three points on a note card, but she does not hide behind it. Before her first sentence, she lifts her eyes to the students seated on both sides of the room. After naming her first reason, she glances at the card, then looks toward the middle seats while she explains it. Nia does not stare at one friend. She lets her gaze move naturally, giving each part of the room a chance to feel included.

2 As Nia begins, the air conditioner clicks on, and a few words disappear under its hum. She pauses, takes a breath, and raises her volume without shouting. She aims her next sentence toward the back of the room rather than speaking only to the front row. A classmate near the door gives a small nod when Nia asks, "Can you hear me back there?" Nia keeps that volume as she explains that lunch access would give students a quiet place to read, finish work, or meet with a tutor.

3 One word in Nia's speech still needs attention: "availability." In rehearsal, she rushed it, and listeners heard a blur instead of the word. Now she slows slightly, pronounces each syllable of "availability," and finishes the final sounds before moving on. She also pauses after her key point instead of filling the silence with "um." When she finishes, a student in the last row can repeat her proposal accurately. Nia's note card helped her remember the ideas, but her delivery helped the room receive them.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How does Nia use her note card without losing eye contact with the room?

2. When the air conditioner starts, how does Nia change her voice so listeners can hear her?

3. What does Nia do to check whether her volume reaches listeners farther away?

4. How does Nia make “availability” clearer than it was in rehearsal?

## 3 YOUR TURN

Your own words

Write a two-sentence announcement about a change you would like at school. Add three bracketed cues that tell you where to look, how to make your voice reach the room, and how to pronounce one key word clearly. Then practice saying it aloud.

**ANSWER KEY**

# Reach the Room

**GRADE 8 · 8.SL.4.b**

## PART 1 · READ AND MARK

Underline two actions that help Nia make eye contact, circle two actions that help listeners hear her, and number two actions that make her words clearer. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How does Nia use her note card without losing eye contact with the room? | **She glances at the card, then looks toward the middle seats while she explains her point.** |
| 2 | When the air conditioner starts, how does Nia change her voice so listeners can hear her? | **She pauses, takes a breath, and raises her volume without shouting.** |
| 3 | What does Nia do to check whether her volume reaches listeners farther away? | **She asks, "Can you hear me back there?" A classmate near the door nods.** |
| 4 | How does Nia make "availability" clearer than it was in rehearsal? | **She slows slightly, pronounces each syllable, and finishes the final sounds.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

[Look at classmates across the room] [Speak so the back row can hear] Our school should offer a monthly bike maintenance [say MAYN-tuh-nuhns without rushing] workshop. Students could learn how to fix flat tires and check brakes.

Accept other passage-supported markings and answers. For Part 3, check for two announcement sentences and three distinct delivery cues, including a pronunciation cue for a word in the announcement.