Two Voices, One Plan

Adapt a proposal for different listeners and use feedback to revise it.

9-10.SL.6 "Adapt speech to a variety of contexts, purposes, audiences, and tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English when indicated or appropriate..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase Jordan uses for classmates and one Jordan uses for committee members. Circle two changes Jordan makes after receiving feedback, then consider how each change helps the speech fit its audience or purpose.

The Backpack Workshop

1. At Tuesday lunch, Jordan stood beside a pile of torn backpacks. Jordan's goal was to recruit classmates for a Saturday repair workshop in the school cafeteria. "Got a busted zipper? Stop by Saturday and help us fix backpacks," Jordan called. Several students looked over, but few signed up. Afterward, classmate Nia said the invitation sounded friendly but left two questions unanswered: Who would teach the repairs, and would beginners be welcome? Jordan wrote those questions on a note card. For the next lunch pitch, Jordan planned to name the volunteer sewing coach and say that no experience was needed.

2. That evening, Jordan spoke at a district facilities committee meeting. The committee had to decide whether the club could use the cafeteria on Saturday and receive $120 for supplies. Jordan began, "Our student club requests permission to hold a supervised backpack repair workshop this Saturday. We also request $120 for needles, thread, and replacement zippers." Jordan explained that a volunteer sewing coach would guide beginners and that club members would clean the room afterward. Because the committee was deciding on space and funds, Jordan named the cost and the cleanup plan rather than inviting members to stop by.

3. After the meeting, Jordan reviewed the note card and asked Nia for another opinion. Nia said the formal request was clear, but Jordan had spoken so quickly that the $120 amount was easy to miss. A committee member had also asked how the group would handle sharp needles. In a rehearsal for a follow-up meeting, Jordan paused after stating the cost and added, "The coach will distribute and collect the needles." Jordan kept the friendly question for classmates but used complete, precise sentences for committee members. One plan needed two voices, and feedback improved both.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Jordan's opening for classmates differ from the opening for the committee? Explain why each fits its audience.

2. What did Nia say was missing from the lunch invitation, and how did Jordan plan to change the next pitch?

3. Why did Jordan include the $120 request and the cleanup plan when speaking to the committee?

4. How did feedback after the meeting change Jordan's rehearsal for the follow-up meeting?

3 YOUR TURN

Your own words

Write two short openings proposing a covered bike rack at school, one to recruit classmates and one to request the principal's approval; choose language that fits each audience. Then write two sentences explaining an audience-based choice and how possible peer feedback would lead you to revise one opening.

ANSWER KEY

Two Voices, One Plan

HIGH SCHOOL · 9-10.SL.6

PART 1 · READ AND MARK

Underline one phrase Jordan uses for classmates and one Jordan uses for committee members. Circle two changes Jordan makes after receiving feedback, then consider how each change helps the speech fit its audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Jordan's opening for classmates differ from the opening for the committee? Explain why each fits its audience.	**Jordan uses a casual question and invitation to recruit classmates. For the committee, Jordan uses a direct, formal request because its members must decide on space and funds.**
2	What did Nia say was missing from the lunch invitation, and how did Jordan plan to change the next pitch?	**Nia said students did not know who would teach repairs or whether beginners were welcome. Jordan planned to name the volunteer sewing coach and say that no experience was needed.**
3	Why did Jordan include the $120 request and the cleanup plan when speaking to the committee?	**The committee had to decide whether to provide funds and allow use of the cafeteria. The cost and cleanup plan addressed those decisions.**
4	How did feedback after the meeting change Jordan's rehearsal for the follow-up meeting?	**After Nia said the cost was easy to miss and a committee member asked about needles, Jordan paused after naming the cost and added that the coach would distribute and collect the needles.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Classmates: Tired of finding your bike seat soaked after rain? Sign our petition for a covered rack by the gym. Principal: I request your approval to install a covered bike rack near the gym so students can park their bikes out of the rain. I used a question to catch classmates' attention but made a direct request to the principal. A peer might say the principal needs cost information, so I would check prices and add an estimate to that opening.

Accept different marked phrases or explanations when they accurately connect Jordan's choices to the audience, decision, or feedback described in the passage. For Part 3, look for distinct openings, an explanation of an audience-based choice, and a specific revision tied to plausible feedback.