

Speak to Decide

Analyze how a presenter matches evidence, mode, and purpose.

12.C.2.A.i “Report orally on a topic or text or present an opinion. This includes: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline Maya’s claims or requests, circle each source of information, and number the places where she chooses a speaking, visual, or print mode. These marks will show how she guides an audience toward a decision.

A Case for Longer Library Hours

- ① At a town meeting, Maya plans a three-minute presentation asking the library board to extend weekday hours during exam season. Her purpose is not simply to describe crowded afternoons. She wants board members to approve a four-week pilot program. She opens with a brief story about students waiting outside for doors to open, then states her request plainly. Because the audience will make a decision, she uses a formal, evidence-based speaking style rather than a casual conversation. Her opening slide shows the proposed hours and the dates of the pilot.
- ② To build her case, Maya combines three kinds of information. First, she quotes results from the library’s anonymous student survey: 68 percent of 412 respondents said they needed a quiet study space after 6 p.m. Next, she summarizes door-count data collected by library staff, which show that weekday visits rise during the two weeks before final exams. Finally, she uses the city bus timetable to explain that the last eastbound bus leaves near the library at 8:45 p.m. These sources answer different questions about need, timing, and transportation.
- ③ Maya does not place every number on a slide. She gives the survey percentage aloud, while a simple bar graph displays the door-count trend so listeners can see the pattern quickly. She prints the proposed schedule in large type because board members may refer to it during discussion. Before speaking, she checks each source’s date and names the source when she uses it. She closes by connecting the evidence to a practical action: approve the pilot, review attendance and costs afterward, and decide whether to continue the hours. Her final question invites the board to respond.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Maya's purpose and audience shape her speaking style?

2 Explain how the student survey, door-count data, and bus timetable work together to support Maya's presentation.

3 Why does Maya show the door-count trend in a bar graph instead of giving every number aloud?

4 What action does Maya ask the board to take, and what follow-up information does she want the board to review?

3 YOUR TURN _____ Your own words

In 5 to 7 sentences, plan a two-minute oral presentation that asks a real decision-making audience to act on a school or community issue. State your purpose and audience, synthesize three distinct sources of information, name one mode you will use and why, and end with a specific call to action.

PART 1 • READ AND MARK

Underline Maya's claims or requests, circle each source of information, and number the places where she chooses a speaking, visual, or print mode. These marks will show how she guides an audience toward a decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Maya's purpose and audience shape her speaking style?	Because the library board must decide whether to approve the pilot, Maya uses a formal, evidence-based style and states a clear request.
2	Explain how the student survey, door-count data, and bus timetable work together to support Maya's presentation.	The survey shows student need for evening study space, the door-count data show when demand rises, and the bus timetable addresses transportation for later hours.
3	Why does Maya show the door-count trend in a bar graph instead of giving every number aloud?	A bar graph lets listeners see the pattern quickly without being overloaded by numbers.
4	What action does Maya ask the board to take, and what follow-up information does she want the board to review?	She asks the board to approve a four-week pilot, then review attendance and costs before deciding whether to continue the longer hours.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I will ask the city transportation committee to install a marked crosswalk at Pine Street and Oak Avenue. My purpose is to persuade committee members to fund the project before the next school year. A morning traffic count, student comments gathered by the PTA, and city crash reports all point to a difficult crossing for people walking to school. I will show a map with the intersection and traffic-count results because the committee needs to see where the risk occurs. I will explain two student comments aloud instead of crowding the map with text. I will close by asking the committee to place the crosswalk on its next capital-project list.

Accept responses that accurately connect Maya's audience and purpose to her evidence and mode choices. For Part 3, accept varied issues and presentation modes when the response includes three distinct information sources, a clear audience and purpose, and a specific action request.