

Read the Room

Track how a speaker notices listeners and adjusts in the moment.

12.C.2.A.v “Report orally on a topic or text or present an opinion. This includes: Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each clue about the audience's attention, understanding, or time. Number each delivery adjustment Maya makes, then draw an arrow from the clue to the adjustment it causes.

Maya Revises Her Message

- ① At a city council youth forum, Maya begins a three-minute presentation supporting more shaded bus stops. She opens with a photo of students waiting beside an unshaded curb in August and asks, “Who has arrived at school already overheated?” Several people raise their hands, but others keep scanning the agenda. Maya notices the split attention. Instead of explaining every city heat statistic on her first slide, she says, “Take ten seconds to picture your own stop at 3:30.” She pauses, looks across the room, and waits. More audience members look up and nod.
- ② Next, Maya explains that shade lowers the surface temperature of pavement and makes waiting safer during hot weather. When she says “surface temperature,” two council members exchange puzzled looks, and a student in the back whispers to a friend. Maya does not repeat the term more loudly. She points to the photo and revises: “The sidewalk can hold heat like a stovetop. A shelter blocks some sun, so your shoes and legs take in less heat.” She then asks, “Does that comparison make sense?” The student gives a thumbs-up, and the members stop writing notes to watch her.
- ③ During the final minute, Maya sees that several audience members have started taking notes, but the forum moderator glances at the clock. She shortens her prepared conclusion. Rather than reading a second graph, Maya states her request clearly: “Fund shade at the five stops with the highest student use before next summer.” She projects a map with those stops marked and says that the full data table is available by QR code. This choice keeps her main claim visible while respecting the time limit. Afterward, a council member asks for the cost estimate, showing that Maya's concise ending left room for a useful question.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What sign of divided attention does Maya notice at the start? How does she change her opening in response?

2 Which audience cues show that Maya's term "surface temperature" is not clear? What does she do differently?

3 How does Maya check whether her revised explanation worked? What response shows the check was useful?

4 What time-related cue does Maya notice near the end? Explain how her final adjustment protects both her claim and audience engagement.

3 YOUR TURN _____ Your own words

Write a 90- to 120-word mini-presentation that states an opinion about a school or community issue. Include one bracketed audience cue you might notice and one specific delivery adjustment you would make because of it.

PART 1 • READ AND MARK

Underline each clue about the audience's attention, understanding, or time. Number each delivery adjustment Maya makes, then draw an arrow from the clue to the adjustment it causes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What sign of divided attention does Maya notice at the start? How does she change her opening in response?	Some audience members keep scanning the agenda. Maya replaces early statistics with a personal visualization prompt and a pause.
2	Which audience cues show that Maya's term "surface temperature" is not clear? What does she do differently?	Council members exchange puzzled looks and a student whispers. Maya uses the photo and a sidewalk-and-stovetop comparison instead of repeating the term.
3	How does Maya check whether her revised explanation worked? What response shows the check was useful?	She asks whether the comparison makes sense. The student gives a thumbs-up, and the council members watch her instead of writing notes.
4	What time-related cue does Maya notice near the end? Explain how her final adjustment protects both her claim and audience engagement.	The moderator glances at the clock. Maya skips the second graph, states a specific request, and provides the full data by QR code, keeping the claim clear while respecting the time limit.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I support adding water-refill stations near the gym and auditorium. Students often carry empty bottles after practice, and the nearest fountains are crowded between classes. Refill stations would reduce plastic-bottle waste and give students quicker access to water. [Several listeners look down at their phones when I mention waste.] I would stop listing environmental facts and ask, "How many of you have waited in line for a fountain this week?" Then I would invite two quick responses before returning to my request: fund two stations this year. This question connects the proposal to an experience the audience already knows.

Accept equivalent descriptions of the audience cues and adjustments when they are supported by the passage. For Part 3, accept any clear opinion, plausible audience cue, and specific adjustment that responds directly to that cue.