Speak Your Idea

Study a short talk, then present a plan of your own.

5.LF.8 "Orally present information and original ideas clearly."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's main idea, circle words that help listeners follow the talk, and number the four actions needed to swap a book. These marks will help you notice how the speaker makes the plan clear.

A Book-Swap Basket

1. Have you ever finished a book and wished someone else could enjoy it? My idea is a classroom book-swap basket. It would let students trade books they already own, but only if their families agree. A swap needs simple rules so every reader knows what to do. I will explain the steps and then share why this plan could help our class.

2. First, bring one book from home that your family says you may give away. Check that all its pages are there. Then place it in the basket and choose one book to keep. If you do not bring a book, you can still read a book in the basket during class reading time, but leave it there for the next reader.

3. Why try a swap? A book you have finished could become a fresh adventure for a classmate. Instead of letting that book sit on a shelf, you give it another chance to be read. The basket would also let us talk about our choices: "I picked this mystery because the first page surprised me." To start small, we could try the swap for one month.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening question help listeners understand why the speaker suggests a book swap?

2. Which two words signal the order of the swap directions? How do they help listeners?

3. A listener asks, "Can I use the basket if I do not bring a book?" What clear answer could the speaker give?

4. What detail helps listeners picture a benefit of the swap? Explain the benefit.

3 YOUR TURN

Your own words

Write a five-sentence talk proposing your own classroom improvement, not a book swap. Open with a question, name your idea, explain two steps in order, and end with a reason it could help; then present it to a partner at a steady pace.

ANSWER KEY

Speak Your Idea

GRADE 5 · 5.LF.8

PART 1 · READ AND MARK

Underline the speaker's main idea, circle words that help listeners follow the talk, and number the four actions needed to swap a book. These marks will help you notice how the speaker makes the plan clear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening question help listeners understand why the speaker suggests a book swap?	**It asks listeners to think of a book they have finished that someone else might enjoy, which leads into the swap idea.**
2	Which two words signal the order of the swap directions? How do they help listeners?	**"First" and "Then" show listeners what to do at the start and what to do next.**
3	A listener asks, "Can I use the basket if I do not bring a book?" What clear answer could the speaker give?	**Yes. You may read a book from the basket during class reading time, but you must leave it there for the next reader.**
4	What detail helps listeners picture a benefit of the swap? Explain the benefit.	**The speaker describes a finished book sitting on a shelf. Swapping it gives a classmate a chance to read it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Have you ever needed just a small piece of colored paper? I suggest a scrap-paper tray for our art table. First, place clean leftover paper in the tray. Next, take a piece when your project needs one. This plan could save usable paper and make supplies easier to find.

Accept other passage-based details for question 4 if students explain how the detail makes the benefit clear. For the talk, check for five sentences with the requested parts and listen for a clear, steady presentation.