Make It Heard

Plan pauses and clear words for a spoken announcement.

5.LF.9.d "Speak clearly at an understandable rate."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In Jada's second try, underline the two words she makes especially clear, circle the sentence that tells when she pauses, and number the place and time details in her announcement.

Jada's Second Try

1. At morning meeting, Jada had one minute to announce the school seed swap. On her first try, she spoke so fast that "Thursday at three" sounded like one long word. She also let the ends of words fade. A friend heard that seeds were involved, but could not tell when to bring them. Jada decided to try again with a steadier pace.

2. Jada took a breath and faced the room. "Bring a packet of seeds to the library doors on Thursday at three," she said. She made each word clear, especially "library" and "three." Then she paused. "You can trade your packet for a different kind of seed." Her voice stayed loud enough to reach the back row, but she did not race through the directions.

3. This time, a student in the back repeated the place and time without asking for help. Jada noticed that slowing down did not mean stretching every word. She kept a natural rhythm and gave listeners a short moment after the first sentence to take in the details. When she finished, classmates knew where to go, when to arrive, and what to bring.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two things made Jada's first try hard to understand?

2. Which two words did Jada say especially clearly on her second try? Why did those words matter?

3. Where did Jada pause, and how did that pause help her listeners?

4. How did Jada help students in the back hear her without rushing through the directions?

3 YOUR TURN

Your own words

Write a three-sentence announcement for a school activity other than a seed swap. Include where and when it happens, mark two places to pause with /, underline two important words to say clearly, and practice saying it at a steady pace.

ANSWER KEY

Make It Heard

GRADE 5 · 5.LF.9.d

PART 1 · READ AND MARK

In Jada's second try, underline the two words she makes especially clear, circle the sentence that tells when she pauses, and number the place and time details in her announcement. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two things made Jada's first try hard to understand?	**She spoke too fast and let the ends of words fade.**
2	Which two words did Jada say especially clearly on her second try? Why did those words matter?	**"Library" helped listeners hear the place, and "three" helped them hear the time.**
3	Where did Jada pause, and how did that pause help her listeners?	**She paused after the first sentence, giving listeners a moment to take in the place and time.**
4	How did Jada help students in the back hear her without rushing through the directions?	**She spoke loudly enough to reach the back row while keeping a steady, natural pace.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our book club meets in the cafeteria / on Friday at noon. Bring a book you enjoy / and sit near the windows. We will share short reviews and choose a story together.

Accept other useful pause locations if the student explains how they help a listener follow the announcement. For Part 3, check for three sentences, a place and time, two marked pauses, and two underlined words.