The Order Matters

Read a speech and judge how its organization supports its goal.

6.LL.17 "Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the opening example, circle the worry about the plan and the speaker's answer to it, and put a box around the final request to listeners.

A Recess Worth Sharing

1 Last Tuesday, I watched a soccer game end before it began. Four students reached the field, but the only ball had rolled behind a locked shed. They spent recess searching for something else to do. At our school, games often depend on who brings equipment from home. I think every student should have a fair chance to join a game, even if they do not own a ball. That is why I am asking our student council to start a recess equipment cart.

2 Here is how the cart could work. The school could place a few balls and jump ropes beside the playground door. At the start of recess, a student helper would write down each borrower's name and the item taken. Helpers would collect the items before the bell. Some of you may wonder whether equipment would disappear. That worry makes sense. A sign-out list would show what is missing, and starting with just a few items would let us test the plan without a large cost.

3 Picture the next recess: one student starts a jump rope game, and another invites someone new to play soccer. A cart cannot make everyone play together, but it can remove one small barrier. I began with a game that stopped because no ball was available. We can end with games that start because equipment is ready to share. If you want more students to have that chance, tell your council representative this week that you support a trial cart for one month.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker begin with the soccer game instead of the cart plan? What does that choice show about the speaker's point of view?

2. How does explaining the cart's steps before raising a worry help listeners judge the plan?

3. Why does the speaker answer the worry about missing equipment? How does placing that answer after the worry support the speaker's purpose?

4. How does the ending return to the opening? Is that choice effective for the speaker's goal? Use one detail from the speech.

3 YOUR TURN

Your own words

Imagine the principal is your audience and is most worried about missing equipment. In four sentences, propose a different order for this speech: say what you would put first and last, include at least one idea between them, and explain why your order might work better for the principal.

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PART 1 · READ AND MARK

Underline the opening example, circle the worry about the plan and the speaker's answer to it, and put a box around the final request to listeners. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the speaker begin with the soccer game instead of the cart plan? What does that choice show about the speaker's point of view?	**The stopped game shows the problem before introducing a solution. It shows that the speaker believes students should have a fair chance to play even if they do not own equipment.**
2	How does explaining the cart's steps before raising a worry help listeners judge the plan?	**Listeners first learn how students would borrow and return items, so they can judge whether the plan is practical when the speaker raises the worry about missing equipment.**
3	Why does the speaker answer the worry about missing equipment? How does placing that answer after the worry support the speaker's purpose?	**The speaker wants support for a trial cart. Answering the worry immediately with a sign-out list and a small trial makes the plan seem less risky.**
4	How does the ending return to the opening? Is that choice effective for the speaker's goal? Use one detail from the speech.	**The opening shows a game that could not start because there was no ball; the ending imagines games starting with shared equipment. The contrast makes the request to support a trial cart more convincing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would open by naming the worry that equipment might disappear. Next, I would explain how student helpers and a sign-out list would track borrowed items, then tell the story of the soccer game that could not begin. I would close by asking the principal to allow a one-month trial cart. This order might work better for a cautious principal because it answers the biggest concern before asking for support.

Accept other supported judgments about effectiveness. For Part 3, look for a genuinely different order and an explanation tied to the principal's concern.