

Say It Right

Shape your words for the audience.

HIGH SCHOOL • SL.11-12.6

CCSS.ELA-Literacy.SL.11-12.6 "Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a Move card only after you say its starter aloud.

2 Keep your ideas focused on the topic's audience and task.

3 Speak in complete sentences and listen to each speaker.

4 Make space for every player to use a card.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Draw one Topic card and read the task together.
2. Each player takes one Role card and follows that job during the round.
3. Shuffle enough copies of the Move cards so each player receives 4 cards.
4. Discuss the task. When you genuinely use a card's starter, play that card in the middle.
5. End the round when every card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I changed my language for a specific audience.

☐ I used formal English when the situation called for it.

☐ I made my purpose clear.

☐ I chose precise words and explained ideas clearly.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Club Funding Request How would you present one realistic club-support request to the activities director and then explain the same idea to classmates?	School Event Plan How would you propose an inclusive school event to the principal and then explain the plan to students?	Homework Feedback How would you suggest one change to homework feedback to a teacher and then explain your idea to a friend?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Audience Mapper Name each audience and remind the group what that audience knows, values, and expects.	Tone Tuner Listen for language that fits formal or informal situations and ask for a revision when it does not.	Purpose Pilot Keep the group focused on whether each version aims to inform, persuade, or make a request.	Clarity Checker Ask speakers to replace vague words and explain terms that an audience may not know.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
AUDIENCE CHECK “Since we are speaking to ____, we should ____.”	AUDIENCE CHECK “Our audience already knows ____, so we can ____.”	RAISE REGISTER “A more formal way to say that is, “____.””	RAISE REGISTER “For a less formal audience, I would say, “____.””
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE PURPOSE “To ____ our audience, I would ____.”	STATE PURPOSE “Our main request or point is ____.”	CLARIFY MEANING “To make that clearer for ____, I would add, “____.””	CLARIFY MEANING “Instead of the vague word ____, I would say ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use one Topic card per group and provide enough printed Move-card sets for each player to receive four cards. Listen for students to use the printed starter naturally before placing a card in the middle. If participation is uneven, have the Audience Mapper invite a player with cards left to speak before the group continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Since we are speaking to the activities director, we should make a respectful request and explain how the funding would help students.
Darius	Our main request or point is that the school provide small grants for student clubs.
Leah	A more formal way to say “clubs need cash” is, “Student clubs need funding for materials, events, and outreach.”
Owen	To make that clearer for the activities director, I would add, “Grants could pay for materials, meeting supplies, or event costs.”
Maya	For a less formal audience, I would say, “Small grants could help more students join and enjoy club activities.”

LISTEN FOR

- Clear shifts in register between formal and peer-facing versions
- Respectful formal phrasing, complete sentences, and standard grammar when addressing school officials
- Purpose and audience named before word choices are made
- Specific revisions that replace slang, vagueness, or unexplained terms

There are no right answers to the topic cards. Score the moves students make, not their opinions.