

Say It Right

Match your words to your listener.

GRADE 5 • SL.5.6

CCSS.ELA-Literacy.SL.5.6 "Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to the audience on the Topic card.

2 Play a Move card only after you use its starter aloud.

3 Add an idea, not just the starter words.

4 Let each player finish before the next turn.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and give each player one Role card.
2. Choose one Topic card and read the question together.
3. Deal each player 4 Move cards, using extra copies of the cards if needed.
4. Take turns speaking. When you use a card's starter to add to the group idea, place that card in the middle.
5. End the round when every card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I matched my words to the listener and situation.

☐ I used formal English for a formal task.

☐ I used a friendly tone for a friend.

☐ I reworded an idea to make it clearer or more respectful.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
School Announcement What should your group say in a school-wide announcement asking students to save water in the restroom?	Principal Request What should your group say to the principal to ask for more basketballs at recess?	Friend Reminder What should your group say privately to a friend who often interrupts during games?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Audience Scout Notice who will hear the message and point out language that fits that listener.	Tone Keeper Listen for words that sound formal, respectful, or friendly when needed.	Word Switcher Suggest a clearer, more formal, or friendlier way to say an idea.	Turn Tracker Keep track of who has spoken and which Move cards are in the middle.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
AUDIENCE CHECK “Since we are speaking to ____, we should say, “____.””	AUDIENCE CHECK “Our listener is ____, so the tone should be ____.”	FORMAL REWORD “A more formal way to say “____” is, “____.””	FORMAL REWORD “Instead of “____,” I would say, “____.””
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
POLITE ASK “Could you please ____?”	POLITE ASK “Would it be possible to ____?”	EXPLAIN CHOICE “Those words fit because ____.”	TONE REWORD “For this listener, I would say, “____.””

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

RUNNING THE ROUNDS

Give each group one Topic card and enough duplicate Move cards for four cards per player, then allow a card to be played only after its starter is used meaningfully. If participation is uneven, ask quiet students to respond to the previous speaker, and require frequent speakers to wait until every teammate has played one card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Since we are speaking to the principal, we should say, "Could we have more basketballs for recess?"
Jalen	Instead of "We need more balls," I would say, "We would appreciate more basketballs for recess."
Sofia	Could you please consider providing more basketballs for recess?
Noah	Those words fit because they are respectful and clear for the principal.
Maya	A more formal way to say "kids" is, "students."

LISTEN FOR

- Word choices shift for a principal, school audience, or friend.
- Formal language is used for public or adult audiences.
- Students reword casual phrases into respectful, clear phrases.
- Students explain why a tone fits the listener and task.

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