City Falcon Talk

Notice how a focused presentation guides its audience.

7.P.CP.2.a "Communicate clearly to present ideas, information, and texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the speaker's purpose. Number the three action steps in the final paragraph. These marks show how a presentation gives a clear focus and an easy-to-follow plan.

Peregrines Above the City

1. When I first saw a peregrine falcon above the courthouse, I wondered why a bird known for mountain cliffs was hunting in downtown streets. Today, I will explain why peregrines live in many cities and how people can help them. Peregrines are powerful raptors, or birds that hunt other animals. They often nest on tall ledges, so bridges and skyscrapers can provide places that resemble cliffs. This talk focuses on the falcons that share our city, not on every kind of bird of prey.

2. City life also offers food. Pigeons and other medium-sized birds gather near buildings, and peregrines can hunt them in open air. A peregrine may dive at more than 200 miles per hour, making it one of the fastest animals on Earth. However, a fast hunter still needs a safe nest. During spring, adult falcons may guard eggs or young chicks on a ledge. People who stay back from a nest help the adults spend less energy responding to disturbance.

3. To protect these neighbors, our class can share accurate information instead of approaching a nest for a closer look. First, we can post a map that shows viewing areas from a respectful distance. Next, we can remind visitors to keep dogs and drones away from nesting sites. Finally, we can report an injured bird to a local wildlife rehabilitator, rather than trying to handle it ourselves. Clear actions like these let people enjoy city wildlife while giving peregrine families the space they need.

2 ANSWER WITH EVIDENCE

Use the passage

1. What phrase in paragraph 1 narrows the topic of the presentation?

2. How does paragraph 2 connect the idea of food in cities to the need for safe nesting places?

3. Which detail in paragraph 2 helps the audience understand how fast a peregrine can dive?

4. Why is the advice about an injured bird clear safety guidance?

3 YOUR TURN

Your own words

Write a three-paragraph, 90-120 word presentation for students about one action your school can take to reduce waste. State a focused purpose, include two accurate facts or examples, and use First, Next, and Finally to give three clear actions.

ANSWER KEY

City Falcon Talk

GRADE 7 · 7.P.CP.2.a

PART 1 · READ AND MARK

Underline the sentence that states the speaker's purpose. Number the three action steps in the final paragraph. These marks show how a presentation gives a clear focus and an easy-to-follow plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What phrase in paragraph 1 narrows the topic of the presentation?	**"the falcons that share our city, not on every kind of bird of prey"**
2	How does paragraph 2 connect the idea of food in cities to the need for safe nesting places?	**It explains that cities provide prey for falcons, then uses "However" to show that falcons also need a safe nest.**
3	Which detail in paragraph 2 helps the audience understand how fast a peregrine can dive?	**It may dive at more than 200 miles per hour, making it one of the fastest animals on Earth.**
4	Why is the advice about an injured bird clear safety guidance?	**It tells people to report the bird to a wildlife rehabilitator instead of trying to handle it themselves.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Today, I will explain how our school can waste less food at lunch. I am focusing on unopened items and fruit, not every kind of cafeteria trash. Less waste can save resources and give usable food another purpose. Food scraps can be composted, where they break down into material that enriches soil. Unopened packaged items may be collected for a food pantry if local rules allow safe donation. These choices keep edible items separate from trash. First, students can take only foods they expect to eat. Next, the cafeteria can place labeled bins for compost and unopened items. Finally, student volunteers can explain the bins during lunch. A simple system makes each choice clear.

Accept equivalent quotations and explanations that use accurate evidence from the passage. For the writing task, accept varied school waste-reduction ideas if the response has three paragraphs, a focused purpose, accurate support, and three clearly ordered actions.