# Speaker's Strategy

Hear how a speaker uses comparisons and groups to develop ideas.

**7.CL.5** "Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical)."

NAME _____ DATE _____

### COMPARE

A speaker compares two things by showing how they are alike or different. This can help listeners understand a choice or a feature.

A paper map folds into a pocket, while a globe stays on a desk.

### GROUP

A speaker groups examples into types that share a trait. This can help listeners see how a larger idea is organized.

Kitchen tools fall into two groups: cutting tools and stirring tools.

## 1 SORT

8 items

Cover all item text. Your teacher reads a line; say COMPARE or GROUP and a clue aloud before revealing that row to circle your answer. Keep later rows covered. Ask for repeats; explain two choices in Part 2.

| | | |
|---|---|---|
| **1.** | Here are two ways our town saves water: fixing leaks and collecting rain. | COMPARE GROUP |
| **2.** | School announcements cover two topics: schedule changes and event news. | COMPARE GROUP |
| **3.** | A bike takes less street space than a car. | COMPARE GROUP |
| **4.** | Unlike a printed book, an audiobook lets you listen while walking. | COMPARE GROUP |
| **5.** | Both soccer and basketball rely on teamwork, but they score in different ways. | COMPARE GROUP |
| **6.** | For our garden, we chose two plant groups: flowers for bees and vegetables for meals. | COMPARE GROUP |
| **7.** | A reusable bottle costs more at first than a disposable one, but you can refill it. | COMPARE GROUP |
| **8.** | Our safety tips fit into two types: online safety and road safety. | COMPARE GROUP |

## 2 PROVE IT

Explain your thinking

Choose two lines you heard. For each, explain the strategy and how it helped or limited the speaker's idea.

**ITEM #** _____ **HOW I KNEW** _____

**ITEM #** _____ **HOW I KNEW** _____

## 3 MAKE YOUR OWN

One of each

Write one comparison and one grouping statement. Deliver them aloud to a partner; listen as your partner identifies each strategy and explains its effect.

**COMPARE** _____

**GROUP** _____

**CHALLENGE**

Hear your partner group examples and then compare them on one topic. Write two sentences judging how those strategies helped explain the idea; cite a phrase you heard.

**ANSWER KEY** # Speaker's Strategy

**GRADE 7 · 7.CL.5**

## PART 1 · SORT

| # | ITEM | CATEGORY | WHY |
|---|---|---|---|
| 1 | Here are two ways our town saves water: fixing leaks and collecting rain. | **GROUP** | The speaker names two types of water-saving actions. |
| 2 | School announcements cover two topics: schedule changes and event news. | **GROUP** | The speaker divides announcements by topic. |
| 3 | A bike takes less street space than a car. | **COMPARE** | The speaker contrasts the street space used by two vehicles. |
| 4 | Unlike a printed book, an audiobook lets you listen while walking. | **COMPARE** | The speaker points out a difference between two book formats. |
| 5 | Both soccer and basketball rely on teamwork, but they score in different ways. | **COMPARE** | The speaker states a similarity and a difference between two sports. |
| 6 | For our garden, we chose two plant groups: flowers for bees and vegetables for meals. | **GROUP** | The speaker organizes plants into two named groups. |
| 7 | A reusable bottle costs more at first than a disposable one, but you can refill it. | **COMPARE** | The speaker contrasts the cost and use of two bottles. |
| 8 | Our safety tips fit into two types: online safety and road safety. | **GROUP** | The speaker divides safety tips into two types. |

## PART 2 · PROVE IT

**Task:** Choose two lines you heard. For each, explain the strategy and how it helped or limited the speaker's idea.
Accept an explanation that answers every part of the task and identifies the deciding feature for the chosen item.

## PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **COMPARE**: A city bus carries more passengers than a car.
- **GROUP**: Our recycling plan has two parts: collecting paper and collecting glass.

**Challenge:** My partner grouped a park into reading and game spaces, then said the reading space would be quieter. The categories organized the plan, and the quieter comparison helped me understand where to read.

Read each line from a separate teacher copy before students uncover it. Require listening before classification. Accept supported judgments of effectiveness in Part 2 and the challenge, including limitations; labels alone do not meet those tasks. The two created lines must be delivered aloud and heard by a partner.