

# Report Ready

Organize a whole report and help your listener follow it.

**CCSS.ELA-Literacy.SL.4.4** "Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** This example is made up. Underline its main idea and two facts or events that support it. Circle two details that help you picture what happened.

### A place to solve problems

- ① Our repair corner helps us save useful classroom supplies. The desk beside the window has a blue tray for broken items and a green tray for ready items. Notes tell us what needs fixing. This week, we repaired a torn game box.
- ② First, we emptied the box. Next, we held the torn edge together and taped the split. We pressed the tape flat so pieces would not catch. Last, we returned the pieces and moved the box to the green tray. The box now held the game together.
- ③ One repair saved our game box. The opening states the main idea, the middle gives details in order, and the ending connects to that idea. When speaking, pause between steps and say key words clearly so listeners can follow.

## 2 ANSWER WITH EVIDENCE \_\_\_\_\_ Use the passage

- 1 What main idea does the report explain?

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- 2 Which two details describe how the repair corner is organized?

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**3** How do First, Next and Last help a listener follow the report?**3 YOUR TURN** \_\_\_\_\_ Your own words

Work with a partner. Each person will give a complete report or recount, then improve it using feedback. Choose a familiar game, a helpful school place or an event you remember.

**1. Prepare your own report**

Plan a clear main idea, two supporting facts or events, two descriptive details and a closing. Use a sensible order. Use your own true experience; if you choose an imagined story, label it as imagined.

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**2. Give the whole report**

Speak for about one minute using your notes. This is a practice guide, not a speed test. Your listener names the main idea and one useful detail, and tells you about any unclear or rushed part. Record the feedback. Switch roles.

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**3. Improve and present again**

Choose a change that helps your listener understand. Record it and give your whole report again. Ask whether the change helped. Switch roles so both speakers finish.

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**PART 1 • READ AND MARK**

This example is made up. Underline its main idea and two facts or events that support it. Circle two details that help you picture what happened. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                       | ANSWER                                                                                                                                              |
|---|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What main idea does the report explain?                        | <b>The repair corner helps the class save useful supplies.</b>                                                                                      |
| 2 | Which two details describe how the repair corner is organized? | <b>Accept the desk beside the window, blue tray for broken items, green tray for ready items, or notes explaining needed repairs. Give any two.</b> |
| 3 | How do First, Next and Last help a listener follow the report? | <b>They organize the repair steps in time order.</b>                                                                                                |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Illustrative report: Our library helps us find books we enjoy. The picture books sit on low shelves near the door, and the return box stands beside the librarian's desk. On Friday, I looked for a book about trains. First, I checked the transport shelf. Next, I looked at the pictures to see whether the book answered my question. Finally, the librarian helped me borrow it. Knowing where things belong makes choosing a book easier.

Illustrative feedback and revision: My listener named finding books as my main idea and remembered the low shelves. I spoke too quickly about choosing the train book. I will pause between the steps. On my second report, my listener followed the order more easily.

Listen to every learner's whole report or recount, not one sentence in a group report. Require an organized main idea, relevant facts/events and descriptive details, a closing, clear speech and an understandable pace. Accept different topics and normal communication supports. Printed notes and a written model do not themselves demonstrate spoken clarity.