Make It Matter

Notice how a speaker keeps the most important points in focus.

7.SL.4.c "Emphasize salient points in a focused, coherent manner."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the proposal, circle the most important supporting sentence in each paragraph, and number those three sentences in speaking order to track how the speaker builds one focused message.

A Game Shelf at Lunch

(1) Imagine arriving at lunch with ten minutes left and no one you know at your table. A small shelf of card and board games could make that time easier to share. I propose a lunch game shelf that students can use after they finish eating. The main benefit is connection: a game gives classmates a reason to talk, even if they have never sat together before. A deck of cards or a simple word game can invite four students to join without anyone needing to plan ahead.

(2) Just as important, the shelf would be easy to use during a short lunch period. Games with quick rounds, such as matching cards or a word game, can end before the bell. Students could borrow a game from a labeled bin and return it to the same spot. That simple routine matters because a good idea will not last if finding pieces or cleaning up takes too much time. We do not need a room full of games. A few sturdy choices would let students try the idea without crowding tables.

(3) Of course, games need rules so they stay welcoming. Players should invite others to join, keep pieces on the table, and return each game complete. A student helper could check the shelf at the end of lunch, while an adult decides which games are safe and practical. These steps support the larger goal: a friendlier lunch, not a perfect shelf. If we try the shelf for two weeks, we can ask students whether it helped them meet someone or enjoy their break. That feedback would tell us whether to keep it.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which benefit does the speaker emphasize most in the first paragraph? How does the example make that benefit clear?

2. What is the second paragraph's main point? Choose one detail that helps the audience see why it matters.

3. Why does the speaker discuss rules and a two-week test instead of listing more games?

4. How do the opening and closing keep the speech focused on the same goal?

3 YOUR TURN

Your own words

Write a 5- or 6-sentence mini-speech proposing a classroom change other than a lunch game shelf. State your proposal, emphasize two reasons with specific examples, and end by returning to your main goal.

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PART 1 · READ AND MARK

Underline the proposal, circle the most important supporting sentence in each paragraph, and number those three sentences in speaking order to track how the speaker builds one focused message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which benefit does the speaker emphasize most in the first paragraph? How does the example make that benefit clear?	**The speaker emphasizes connection. The example shows that a card or word game gives students a way to join others without planning ahead.**
2	What is the second paragraph's main point? Choose one detail that helps the audience see why it matters.	**The shelf would be easy to use during a short lunch. Quick-round games could end before the bell.**
3	Why does the speaker discuss rules and a two-week test instead of listing more games?	**Rules would help games stay welcoming, and the test would show whether the shelf helps students. Both details support the goal of a friendlier lunch.**
4	How do the opening and closing keep the speech focused on the same goal?	**The opening describes a student who has no one to sit with. The closing returns to whether the shelf helps students meet someone and makes lunch friendlier.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should set up a shared supply station near the door. Most important, it would keep lessons moving when someone forgets a pencil. A student could pick one up before the opening question instead of interrupting the teacher. It would also help us care for materials. A labeled cup for used pencils would make it easy to return them for sharpening. A small station could make our class more prepared and less distracted.

For the marking job, accept sentences that identify connection, ease of use, and welcoming rules as the three supporting points. For the mini-speech, accept any different classroom change with two clear reasons, specific examples, and a closing that returns to its main goal.