When Rain Speaks

Examine how a speaker makes a case for change.

6.CL.6 "Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two phrases that help you see or hear the rainy scene, circle one exaggeration, and write 1 beside a line that sounds hopeful. Use your marks to explain how the speaker shapes your view of the problem and her plan.

A Better Path to the Library

1. Last Tuesday, rain hammered the schoolyard. Plink, plink, plink went the drops on the metal awning, while water slid across the pavement like a dark ribbon. By the time we reached the gate, my sneakers had crossed an ocean. All right, it was a puddle, but it covered the path to the library door. We hurried around it, carrying books above our heads. I watched a paper bookmark float past my foot as if it were setting off on a voyage.

2. Our sign says, "Welcome, readers!" Yet on rainy days, the walkway seems to say, "Keep out." I propose a rain garden beside the path: a shallow planted space that collects some water flowing off the pavement. It would not swallow every storm, and we would still need to keep the path clear. But plants and soil could hold water that now races toward the door. Imagine bright leaves beside the gray sidewalk, and the soft rustle of grasses instead of the slap of wet shoes.

3. I brought a plain blue paper umbrella to this meeting. I am not asking us to hide under it forever. To me, this little umbrella stands for the way we have been handling rain: each person dodging the puddle alone. A rain garden would be a shared solution. In spring, we could plant it together, then watch it through the library windows. When rain comes, I want our path to say, "Come in," and mean it. Would you help us plan it?

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker say her sneakers “had crossed an ocean”? What does this exaggeration tell you about her view of the puddle?

2. How do “Plink, plink, plink” and “a dark ribbon” help you experience the rainy scene?

3. What is surprising about the welcome sign when it rains? How does that contrast support the speaker’s plan?

4. What does the paper umbrella stand for? How does the speaker’s tone change when she describes planting a rain garden together?

3 YOUR TURN

Your own words

Write a five-sentence mini speech asking classmates to improve a different shared space at school. Include a sound word and an object that stands for a larger idea, then use your fifth sentence to explain how one of those choices helps your listeners understand your message.

ANSWER KEY # When Rain Speaks

GRADE 6 · 6.CL.6

PART 1 · READ AND MARK

Underline two phrases that help you see or hear the rainy scene, circle one exaggeration, and write 1 beside a line that sounds hopeful. Use your marks to explain how the speaker shapes your view of the problem and her plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the speaker say her sneakers "had crossed an ocean"? What does this exaggeration tell you about her view of the puddle?	**She exaggerates the puddle's size to show that it felt like a major obstacle. Her quick correction adds humor.**
2	How do "Plink, plink, plink" and "a dark ribbon" help you experience the rainy scene?	**"Plink" suggests the sound of drops on the awning, while "a dark ribbon" helps the listener picture water sliding across the pavement.**
3	What is surprising about the welcome sign when it rains? How does that contrast support the speaker's plan?	**The sign welcomes readers, but the flooded path makes it hard to enter. The contrast shows why the speaker wants to improve the path.**
4	What does the paper umbrella stand for? How does the speaker's tone change when she describes planting a rain garden together?	**The umbrella stands for people dealing with the puddle alone. Her tone becomes hopeful as she describes a shared solution.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Clatter, clatter went the trays as we squeezed past the crowded lunch bins. I held up a tiny paper flag to stand for the space each student deserves. Let's move the bins away from the doorway so everyone can walk through safely. Then lunch can start with room to breathe instead of a jam at the door. The flag helps my listeners picture a fair share of space for everyone.

Accept other underlined phrases that evoke sights or sounds and other hopeful lines supported by the speech. For the open task, look for five sentences, a sound word, a meaningful object, and an explanation of one choice's effect on listeners.