# Words That Work

Choose language for different audiences and reactions

**6.VL.30** "Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline a phrase meant to stir concern, circle a phrase meant to spark interest, and number a phrase meant to calm a worry. Notice how each choice fits its audience.

### A Shelf for Stories

1. Our class wanted to start a book swap shelf near the cafeteria. At our meeting, I could have said, "We need a shelf." Instead, I told my classmates, "Picture the books gathering dust at home. A swap shelf can give those stories a second chance." I chose "gathering dust" to make unused books feel like a missed opportunity. I chose "second chance" to make the plan sound hopeful. Several students nodded and offered to bring books from home the next day.

2. After the meeting, I wrote a post for our class page. My first draft said, "Books are available on the shelf." That was true, but it sounded like a notice on a storage bin. I changed it to, "Find your next favorite story at our free book swap. Bring one if you can, or just come browse." The word "free" removed a possible worry about cost. "Next favorite story" invited readers to feel curious, while "just come browse" welcomed students without books.

3. In the comments, Leo asked whether the shelf would become a messy pile. I wanted him to know I took the problem seriously, not that I was brushing it aside. I replied, "That's a fair concern. We can sort the books by genre and check the shelf each Friday." I avoided calling his question "silly," even as a joke, because that word could shut down discussion. The phrase "fair concern" showed respect, while "sort" and "check" gave readers specific reasons to trust our plan.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. In the spoken pitch, what different reactions are “gathering dust” and “second chance” meant to create?

2. Why does the writer include “free” in the class page post? What reaction might that word create?

3. How might readers react differently to “Books are available on the shelf” and “Find your next favorite story”?

4. Why does “fair concern” work better than “silly” in the reply to Leo?

## 3 YOUR TURN

Your own words

Write a two-sentence spoken pitch for starting a lunchtime chess table, then a two-sentence post for the class page about the same plan. Choose words that interest listeners and welcome online readers who have never played; label each part.

**ANSWER KEY** # Words That Work

**GRADE 6 · 6.VL.30**

## PART 1 · READ AND MARK

Underline a phrase meant to stir concern, circle a phrase meant to spark interest, and number a phrase meant to calm a worry. Notice how each choice fits its audience. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | In the spoken pitch, what different reactions are "gathering dust" and "second chance" meant to create? | **"Gathering dust" makes unused books seem like a missed opportunity. "Second chance" makes the swap sound hopeful.** |
| 2 | Why does the writer include "free" in the class page post? What reaction might that word create? | **It removes a possible worry about cost, so readers may feel more willing to visit the shelf.** |
| 3 | How might readers react differently to "Books are available on the shelf" and "Find your next favorite story"? | **The first sounds like a plain notice. The second may make readers curious or excited to look for a book.** |
| 4 | Why does "fair concern" work better than "silly" in the reply to Leo? | **"Fair concern" shows respect and keeps the discussion open. "Silly" could make Leo feel dismissed.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Pitch: Imagine a lunch break where every move opens a new possibility. Let's start a chess table where we can learn together.
Post: Curious about chess? Join our lunchtime chess table, even if you have never played before.

Accept other passage-based explanations of the reactions these phrases may create. For Your Turn, look for two sentences in each labeled part, with word choices suited to a spoken pitch and a welcoming digital post.