Listen for Meaning

Use context and questions to make a message clear.

8.VL.30 "Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the podcast scene. Circle each repeated word whose meaning changes, and underline the words each listener uses to check or clarify its meaning.

A Podcast After the Rain

1. In the school podcast studio, Maya played a recording from Saturday's rain. Water hissed beside a curb, and a bus rolled past. "The current was strong near the storm drain," Maya said. "I kept my distance and watched from the sidewalk." Eli paused the recording. "When you say current, do you mean the water pushing leaves along the curb?" Maya nodded. "Yes. Yesterday I asked the office for current cleanup information." Eli listened again. He decided to say "water current" in the podcast so listeners would not mistake it for news.

2. They played a second clip. "The narrow channel beside the curb carried runoff toward the drain," said Ms. Reed, the school custodian. Eli rewound the clip. Their school also had a video channel where students posted announcements. "Are we telling listeners where to find this clip?" he asked. "No," Maya replied. "Ms. Reed is describing the edge of the road." Eli replayed the sound of splashing. He changed their script to say "the shallow channel beside the curb," giving listeners a clue they could hear without seeing the place.

3. In the final clip, Ms. Reed said, "Keep the drain clear." The audio crackled, and Eli asked Maya to replay that line. "Clear of what?" he asked. Maya checked with Ms. Reed, who said leaves and litter could block the opening. Later, Eli read their introduction aloud. Maya stopped him: "The directions for reporting a blocked drain are not clear yet. Which office should listeners call?" Eli added the school office's name. They listened to the whole episode once more, checking that each instruction made sense without a picture.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does “current” mean in each of Maya's two uses? Which words help you tell?

2. Eli thinks of the school's video channel when he hears Ms. Reed. What does Ms. Reed mean by “channel,” and which sounds or words help Eli figure it out?

3. How does the meaning of “clear” change between Ms. Reed's instruction and Maya's comment about the directions?

4. Choose one question Eli asks after listening. How does asking it help the podcast communicate more effectively?

3 YOUR TURN

Your own words

Write a four-line dialogue that uses one word with two different meanings. Give clues for both meanings, and have one speaker ask a question to check what the other means before getting an answer.

ANSWER KEY

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GRADE 8 · 8.VL.30

PART 1 · READ AND MARK

Read the podcast scene. Circle each repeated word whose meaning changes, and underline the words each listener uses to check or clarify its meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does “current” mean in each of Maya's two uses? Which words help you tell?	**Near the drain, it means moving water; “pushing leaves along the curb” is the clue. In “current cleanup information,” it means the latest information.**
2	Eli thinks of the school's video channel when he hears Ms. Reed. What does Ms. Reed mean by “channel,” and which sounds or words help Eli figure it out?	**She means a path for runoff beside the curb. The words “runoff” and “toward the drain,” plus the splashing sound, point to water rather than a place to watch videos.**
3	How does the meaning of “clear” change between Ms. Reed's instruction and Maya's comment about the directions?	**Ms. Reed wants the drain free of leaves and litter. Maya wants the directions to be easy for listeners to understand.**
4	Choose one question Eli asks after listening. How does asking it help the podcast communicate more effectively?	**For example, Eli asks whether “current” means the water pushing leaves. His question leads him to use “water current,” which helps listeners understand which meaning he intends.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Ari: My pitch sounded flat at rehearsal.
Bo: Do you mean your pitch for the science fair?
Ari: No, I mean the note I sang. It sounded too low.
Bo: So you mean a musical note, not your project proposal?

Accept equivalent meanings supported by clues in the passage. In Part 3, look for two distinct meanings of the same word, context clues, a listener's checking question, and a response.