Sounds Tell Story

Track repeated details to interpret a narrator's changing feelings.

7.P.EICC.1.d "Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every word or phrase that describes a sound. In the margin, write one feeling for the narrator in each paragraph, then use the marked sounds to track how that feeling changes.

The Garden Gate

1. At six o'clock, I waited outside the community garden with a clipboard pressed to my chest. The gate squeaked whenever the wind pushed it, and each squeak made me check the empty sidewalk. I had promised to lead the seedling sale, but the adult volunteers were late. A bus sighed at the corner. A dog barked behind a fence. Those ordinary sounds seemed too loud while I wondered whether anyone would come to help before sunset.

2. Then Maya, a fourth grader from my street, hurried through the gate carrying a paper sign. Its edges flapped, making a soft thump against her coat. "I can make price labels," she said. Soon, two more students arrived with jars for coins. Their footsteps tapped on the path, and the garden no longer sounded empty. I still felt nervous, yet the taps and thumps became a rhythm, like a small team getting ready for work there.

3. Just as I finished arranging the tomato plants, the missing volunteers turned the corner, laughing and carrying boxes. The gate squeaked again, but this time I did not look toward the sidewalk with worry. I opened it wide. Coins clinked in jars, neighbors talked over the basil, and the dog barked once more behind the fence. By the time the sun lowered, the same sounds had changed. They were not warnings that I was alone. They were proof that the garden belonged to a busy group.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the meaning of the gate squeak and the narrator's reaction to it change from the first paragraph to the third paragraph?

2. Which two sound details in the second paragraph support the idea that the garden no longer feels empty?

3. Why does the writer use the short sentence, "I opened it wide," after describing the gate squeak in the third paragraph?

4. What technique could a writer borrow from this passage to show a changing feeling without simply naming the feeling?

3 YOUR TURN

Your own words

Write a three-sentence scene in which a character's feeling changes. Include at least two sound details, repeat one sound or sound image, and show the change through the character's reaction.

Sounds Tell Story

PART 1 · READ AND MARK

Underline every word or phrase that describes a sound. In the margin, write one feeling for the narrator in each paragraph, then use the marked sounds to track how that feeling changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the meaning of the gate squeak and the narrator's reaction to it change from the first paragraph to the third paragraph?	**At first, the squeak makes the narrator worry because no one has arrived. In the third paragraph, it no longer causes worry because help and neighbors are present.**
2	Which two sound details in the second paragraph support the idea that the garden no longer feels empty?	**The students' footsteps tapping on the path and the taps and thumps becoming a rhythm support that idea.**
3	Why does the writer use the short sentence, "I opened it wide," after describing the gate squeak in the third paragraph?	**The short action shows that the narrator now feels confident and welcoming instead of worried.**
4	What technique could a writer borrow from this passage to show a changing feeling without simply naming the feeling?	**Repeat the same sound or image at different points, then show that the narrator reacts to it differently.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At first, the rain ticked on the bus shelter roof while I stared at the empty street. When my sister ran toward me, the rain still ticked, but it sounded like applause beside her laughter. We walked home through the steady tapping, and I no longer felt stranded.

Accept reasonable feeling words when students support them with sound details or actions from the passage. For the writing task, look for exactly three sentences, two or more sound details, a repeated sound or sound image, and a clear change shown through reaction.