Why This Story?

Connect a personal story to a clear request.

C.8.3.f "Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage. Underline the narrator's request in the conclusion, then number two earlier details that help explain why the request matters.

Keep the Library Open

1. On Monday, our principal announced that the library might close during lunch because only a few students used it. I was one of those students. At home, I shared a bedroom with my two younger brothers, and after school I helped them with homework. Lunch was my one quiet chance to revise a speech for the student council election. That day, I carried my notebook into the library, found a seat beside the window, and practiced the opening under my breath while the cafeteria buzzed down the hall.

2. Halfway through, I lost my place and stared at the page. Ms. Ortiz, the librarian, noticed my crossed-out lines and asked what I wanted the audience to remember. I told her I wanted students to know that their ideas mattered, even if they were nervous about speaking. She pointed to that sentence in my notes. I rewrote my opening and tried again, this time without rushing. When the lunch bell rang, I had a speech I could actually deliver, not just a page full of edits.

3. At the election assembly on Friday, my hands shook, but I spoke clearly enough for the back row to hear. I did not win. Still, two students told me afterward that they wanted to run next year, and I knew my words had reached someone. A quiet lunch period and one helpful conversation had made that moment possible. Principal Lee, please keep the library open during lunch. It gives students a place to prepare, ask for help, and find the courage to share their ideas.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the narrator ask Principal Lee to do, and how does the speech story support that request?

2. How does Ms. Ortiz's conversation help explain the conclusion's claim that students need a place to ask for help?

3. Why does the conclusion mention that the narrator did not win the election before making its request?

4. How do the two students who want to run next year support the conclusion's point about sharing ideas?

3 YOUR TURN

Your own words

Imagine you are asking your principal to offer a space for art projects during lunch. Write a five- or six-sentence conclusion to an original first-person story. Include two specific moments from your invented story, explain why they matter beyond that day, and end with a clear request.

ANSWER KEY

Why This Story?

GRADE 8 · C.8.3.f

PART 1 · READ AND MARK

Read the passage. Underline the narrator's request in the conclusion, then number two earlier details that help explain why the request matters. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the narrator ask Principal Lee to do, and how does the speech story support that request?	**The narrator asks Principal Lee to keep the library open during lunch. Its quiet space and the librarian's help allowed the narrator to prepare and share ideas at the assembly.**
2	How does Ms. Ortiz's conversation help explain the conclusion's claim that students need a place to ask for help?	**Ms. Ortiz helped the narrator identify the speech's main idea and rewrite its opening. That help made the speech ready to deliver.**
3	Why does the conclusion mention that the narrator did not win the election before making its request?	**It shows that winning was not the point. The library helped the narrator speak clearly and reach other students.**
4	How do the two students who want to run next year support the conclusion's point about sharing ideas?	**Their response shows that the narrator's speech reached others and may have encouraged them to speak up, too.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Last Thursday, I carried a half-finished poster through the crowded cafeteria, and its wet paint smeared against my sleeve. Later, I borrowed a corner of an empty classroom and finished the lettering for our neighborhood food drive. When the posters went up, three classmates asked how they could help collect food. That afternoon showed me that a place to make things can help students turn ideas into action for others. Principal Lee, please give students a space for art projects during lunch.

For the marking job, accept any two earlier details that support the request, such as the narrator's need for a quiet place, the library practice, or Ms. Ortiz's help. For Your Turn, look for two concrete story moments, a connection to a broader reason for the space, and a final request.