# Words That Work

How word choice shapes a persuasive request

**7.4.W.2** "Students will select language in writing to create a specific effect according to purpose."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two phrases that make lunchtime sound uncomfortable, and circle two phrases that make library time sound appealing. Notice how these choices support the writer's request.

### A Quiet Choice at Lunch

1 Dear Principal Rivera, at lunch our hallway fills with the scrape of chairs and the sharp bounce of voices. Some students enjoy the noise, but others search for a calm place to sit. Yesterday, I watched a classmate balance a book on her knees beside the crowded lockers because she had nowhere quiet to read. Could we open the library during lunch twice a week? A quiet room would offer those students a place to breathe, read, and return to class ready to focus.

2 The library would not have to become another noisy hangout. Picture a few tables where students turn pages, finish a chapter, or whisper to a partner about a story. We could post a small sign asking visitors to use indoor voices and leave food outside. Student volunteers could help put books back on the shelves, while an adult supervises the room. These simple steps would protect the space and keep the request realistic. They would also show that students can help care for a shared place.

3 A lunch period lasts only a short time, but its mood can follow a student into the next class. When the bell rings, imagine students leaving the library with steady minds instead of tired ears. Opening the doors twice a week would not solve every problem, and it would not need to. It would give students one more choice during a busy day. Please consider trying this plan for one month and asking students and staff whether the room helps them feel prepared to learn.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What effect does “the scrape of chairs and the sharp bounce of voices” create, and how does it support the writer’s request?

2. Why does the writer say “Picture a few tables” before describing what students could do there?

3. How do the words “simple steps” and “realistic” shape the principal’s view of the plan?

4. What effect does “steady minds instead of tired ears” create near the end of the letter?

## 3 YOUR TURN

Your own words

Write four or five sentences asking your principal for one school change other than opening the library at lunch. Choose words that make the change feel welcoming or urgent, then underline two words or phrases that create that effect.

**ANSWER KEY**

# Words That Work

**GRADE 7 · 7.4.W.2**

## PART 1 · READ AND MARK

Underline two phrases that make lunchtime sound uncomfortable, and circle two phrases that make library time sound appealing. Notice how these choices support the writer's request. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What effect does "the scrape of chairs and the sharp bounce of voices" create, and how does it support the writer's request? | **The phrase makes the hallway sound unpleasantly noisy, showing why some students need a quiet place.** |
| 2 | Why does the writer say "Picture a few tables" before describing what students could do there? | **It helps the principal imagine a calm, useful library rather than a noisy hangout.** |
| 3 | How do the words "simple steps" and "realistic" shape the principal's view of the plan? | **They make the plan sound manageable rather than difficult to carry out.** |
| 4 | What effect does "steady minds instead of tired ears" create near the end of the letter? | **The contrast suggests that quiet library time could help students feel ready for class instead of worn out by noise.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Principal Rivera, please add a water bottle filling station near the gym. After practice, the line at the old fountain crawls while students wait with empty bottles. A quick refill would help us return to class refreshed instead of distracted by thirst. Could we try one station there and ask students if it helps?

Accept other passage-supported explanations of how the cited language affects the reader. For the open task, look for a clear request and two underlined choices that help make it feel welcoming or urgent.