Listen Between Lines

Use words and actions to understand a speaker's message.

8.1.L.2 "Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage. Underline two things Lina says that show what she wants, circle two clues in her voice or actions, and number the detail that shows why morning study hall matters to her.

A Quieter Place to Study

1 At a school meeting, Lina steps to the microphone as the principal explains a plan: for four weeks, morning study hall will move from the library to the cafeteria while workers replace damaged shelves. Lina waits until he finishes. "I know the shelves need fixing," she says, holding her notes steady. "But some of us get here before the first bell because our buses arrive early. We count on study hall to finish work." She looks toward the cafeteria doors, then back at the principal.

2 Lina continues, "The cafeteria is fine," but her voice drops on "fine," and she shakes her head slightly. "When breakfast ends, chairs scrape, and people talk over one another. I have trouble reading there." She taps the edge of her notes and pauses. "Could we use a quieter room until the shelves are done?" A few students nod. One whispers that Lina wants the repairs canceled. Another says Lina is only talking about noise. Neither student asks her what she means.

3 The principal asks whether an empty classroom could work. Lina gives a brief smile. "Maybe, if it opens before the buses arrive," she replies. "My younger brother and I use that early time because our ride home takes so long." She points at the clock above the door and adds, "I am not asking anyone to stop the repairs." The principal writes down "early access" but has not checked whether Lina needs quiet space for all four weeks or only on certain mornings.

2 ANSWER WITH EVIDENCE

Use the passage

1. What change does Lina want the school to consider? Which of her words show her purpose?

2. How do Lina's voice and head movement affect your understanding of her claim that the cafeteria is "fine"?

3. How does Lina's experience with her brother and their ride home shape her view of using an empty classroom?

4. What would you ask Lina to clarify what she means by a "quieter room"? Which of her words led you to that question?

3 YOUR TURN

Your own words

Imagine a classmate says, "The new lunch schedule works for everyone," while frowning and checking the clock. Write two respectful questions to clarify the classmate's purpose and perspective, then explain how the words and actions shaped your questions.

ANSWER KEY

Listen Between Lines

GRADE 8 · 8.1.L.2

PART 1 · READ AND MARK

Read the passage. Underline two things Lina says that show what she wants, circle two clues in her voice or actions, and number the detail that shows why morning study hall matters to her. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What change does Lina want the school to consider? Which of her words show her purpose?	**She wants study hall in a quieter room during the repairs. She asks, "Could we use a quieter room until the shelves are done?"**
2	How do Lina's voice and head movement affect your understanding of her claim that the cafeteria is "fine"?	**Her voice drops and she shakes her head, suggesting she may have concerns despite saying the cafeteria is fine. These clues do not prove exactly how she feels.**
3	How does Lina's experience with her brother and their ride home shape her view of using an empty classroom?	**They use the time before school because their ride home takes so long, so the classroom would need to open before their buses arrive.**
4	What would you ask Lina to clarify what she means by a "quieter room"? Which of her words led you to that question?	**For example: "Would a room with some conversation work, or do you need a silent room?" Lina says she has trouble reading when people talk over one another.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Are you suggesting that we keep the new lunch schedule, or do you want it changed? Does the schedule affect how much time you have to eat? You said it works for everyone, but your frown and glance at the clock make me wonder whether you have a concern. I would ask instead of assuming what your expression means.

Accept interpretations supported by both spoken and nonverbal clues, as long as students do not treat an expression as proof. Clarifying questions should seek the speaker's meaning rather than assume it.