Words That Move

Notice how speakers shape an audience's thinking.

8.7.R "Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a repeated phrase, circle a question, and box two descriptions of how someone speaks; use your marks to consider what each speaker wants the audience to think about.

One Quiet Hour

1. At a school meeting, eighth grader Nia asks the principal to keep the library open for one hour after dismissal. She begins with a short story: "On Tuesday, I sat on the hallway floor to finish my history project while buses rumbled outside." Then she repeats, "One quiet hour," after naming students who wait for rides, share crowded homes, or need a computer. Several students nod. Nia does not claim that every student needs the extra time; she wants listeners to picture the classmates who do.

2. Principal Chen answers from the front of the room. In a steady voice, he lists what an extra hour requires: a staff member on duty, lights on, and a safe way home for students who miss the late bus. He pauses after "a safe way home," then asks, "If the doors stay open, who will make sure students get home?" Some parents in the audience have asked about the late bus. Chen says the school cannot promise extra transportation this month, though he is willing to consider a trial.

3. Nia responds without raising her voice. "One quiet hour," she says again, but this time she adds, "with a plan." She proposes opening the library only on Thursdays, when the late bus already runs for sports, and asks students to sign up in advance. She slows down as she names each step, leaving a beat between "Thursday," "late bus," and "sign-up." A parent who had been looking at the principal turns back toward Nia. The meeting ends without a decision, but both speakers have changed what people are weighing.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Nia begin with a story about sitting on the hallway floor?

2. What does repeating "One quiet hour" help Nia emphasize?

3. Why might Principal Chen pause after "a safe way home" before asking his question?

4. Why does Nia slow down as she names "Thursday," "late bus," and "sign-up"?

3 YOUR TURN

Your own words

Write a three-sentence speech to classmates proposing a school garden. Use repetition and a delivery cue in brackets, then write two sentences explaining the intended effect of each technique.

ANSWER KEY # Words That Move

GRADE 8 · 8.7.R

PART 1 · READ AND MARK

Underline a repeated phrase, circle a question, and box two descriptions of how someone speaks; use your marks to consider what each speaker wants the audience to think about. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Nia begin with a story about sitting on the hallway floor?	**She wants listeners to picture a student who needs a quiet place to work after school.**
2	What does repeating "One quiet hour" help Nia emphasize?	**It keeps the request focused on a small amount of time that could help several groups of students.**
3	Why might Principal Chen pause after "a safe way home" before asking his question?	**The pause draws attention to student safety before he asks who would take responsibility for it.**
4	Why does Nia slow down as she names "Thursday," "late bus," and "sign-up"?	**She wants listeners to notice each part of her plan and see that she has considered the principal's concerns.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A garden could turn a bare corner into a place to learn. We could grow herbs, we could grow flowers, and we could grow our knowledge. [Pause] Who wants to help make that corner useful? Repeating "we could grow" helps classmates picture several benefits. The pause gives them time to imagine taking part before the question.

Accept other purposes supported by details in the passage. For Part 3, look for three speech sentences, repetition, a bracketed delivery cue, and two sentences explaining their intended effects.