Speech Detours

In a school board speech, Maya asks that the mobile library van stay open until 6 p.m., instead of 4 p.m., so students in after-school activities can borrow books.

8.CL.6 "Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions..."

NAME _____ DATE _____

BUILDS THE POINT

A comparison helps when it makes the speaker's main idea or a supporting reason clearer.

In a speech asking for a quiet study room: "A quiet room works like headphones that block hallway noise."

LEAVES THE POINT

A comparison wanders when it draws attention to a detail that does not explain the speaker's main idea or a supporting reason.

In a speech asking for a quiet study room: "The principal's tie has stripes like a zebra."

1 SORT

8 items

Circle HELPS or WANDERS for each line from Maya's speech, then in Part 2 pick two lines, one from each group, and explain how each comparison affects her argument.

1.	Closing at 4 p.m. is like packing up dinner before the athletes get home.	HELPS WANDERS
2.	Two extra hours would be like a bridge from club meetings to borrowing books.	HELPS WANDERS
3.	The van's engine buzzes like a bee.	HELPS WANDERS
4.	Its round headlights glow like little moons.	HELPS WANDERS
5.	A later closing time is like a second doorway for students who miss the first chance.	HELPS WANDERS
6.	The driver's hat is as bright as a sunflower.	HELPS WANDERS
7.	Our current hours are like a gate shut before students leave rehearsal.	HELPS WANDERS
8.	Staying open until 6 is like holding a seat for students finishing practice.	HELPS WANDERS

2 PROVE IT

Explain your thinking

Pick two lines, one from each group, and explain how each comparison affects her argument.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new comparison Maya could say that HELPS her argument and one that WANDERS from it.

HELPS _____

WANDERS _____

CHALLENGE

Rewrite one WANDERS line as a HELPS comparison, then explain in one sentence how your new line supports Maya's reason.

ANSWER KEY # Speech Detours

GRADE 8 · 8.CL.6

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Closing at 4 p.m. is like packing up dinner before the athletes get home.	**HELPS**	The comparison shows how the current closing time excludes students in activities.
2	Two extra hours would be like a bridge from club meetings to borrowing books.	**HELPS**	The bridge comparison connects later hours to students' chance to borrow books.
3	The van's engine buzzes like a bee.	**WANDERS**	The sound of the engine does not explain the need for later hours.
4	Its round headlights glow like little moons.	**WANDERS**	The headlights do not support the argument about access to books.
5	A later closing time is like a second doorway for students who miss the first chance.	**HELPS**	The comparison clarifies how later hours give more students access.
6	The driver's hat is as bright as a sunflower.	**WANDERS**	The driver's hat has no bearing on when students can borrow books.
7	Our current hours are like a gate shut before students leave rehearsal.	**HELPS**	The gate comparison shows how the schedule blocks students in activities.
8	Staying open until 6 is like holding a seat for students finishing practice.	**HELPS**	The comparison shows how later hours preserve an opportunity for those students.

PART 2 · PROVE IT

Task: Pick two lines, one from each group, and explain how each comparison affects her argument.
Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **HELPS**: Keeping the van open later is like saving a ticket for students who arrive after band practice.
- **WANDERS**: The van's horn squeaks like a rubber duck.

Challenge: Item 3 revised: “Closing at 4 p.m. is like locking the bookcase while the chess club is still meeting.” This shows that students at activities cannot borrow books before the van closes.

For Part 2, a student might explain that item 2 connects later hours to book borrowing, while item 3 describes a sound that does not support Maya's request. Accept other explanations that connect the comparison, or its lack of connection, to Maya's main idea or reason.