The Open Door

Listen to a speech and analyze the choices shaping its message.

9.LL.18 "Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Teacher or partner: read the speech aloud twice. Listeners cover the passage on the first reading and note the speaker's position and purpose. On the second, follow the text: underline a vivid detail, circle a question, and number the paragraphs to trace the argument. Use what you heard to answer Part 2.

A Place for Quiet

(1) At noon, the hallway outside our library is louder than the gym before a game. Trays rattle, sneakers squeak, and conversations rise over one another. I do not want to silence lunch. I want one place where students who need quiet can read, talk softly, or finish an assignment without fighting the noise. Last Tuesday, I watched a student sit on the floor by the locked library door, balancing a notebook on her knees. How many students walk past that door wishing it were open? A school that offers choices in class should offer choices at lunch.

(2) Opening the library at lunch would not mean turning it into another cafeteria. We could reserve a few tables for silent work and allow conversation at the others. Students could bring water, but keep food in the dining area to protect the books and computers. A rotating team of student volunteers could help return materials and remind visitors of the rules, while an adult supervises the room. These steps would create a practical alternative to the crowded hallways. More important, they would tell students that different ways of spending a break all belong at school.

(3) I know staffing a room during lunch takes time, and I am not asking anyone to pretend that schedules stretch by magic. Start with a two-week trial on days when a staff member is available. Count how many students come in, and ask them whether the space helps. If the plan fails, change it. But before we say there is no room for quiet, let us test the room we already have. Principal, please open the library doors for a trial. The question is not whether every student needs silence. It is whether the students who do can find it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the sounds in the opening paragraph help the speaker make a case for opening the library?

2. What does the speaker's question about students walking past the locked door suggest about the speaker's point of view?

3. Why does the speaker describe rules for the library in the second paragraph before proposing a trial in the third?

4. How does admitting that staffing takes time support the speaker's purpose?

3 YOUR TURN

Your own words

Write six sentences proposing a school change other than opening the library at lunch. Use a vivid detail, a question or repetition, and a practical objection; in your last sentence, explain how two of your choices show your viewpoint and purpose.

ANSWER KEY

The Open Door

GRADE 9 · 9.LL.18

PART 1 · READ AND MARK

Teacher or partner: read the speech aloud twice. Listeners cover the passage on the first reading and note the speaker's position and purpose. On the second, follow the text: underline a vivid detail, circle a question, and number the paragraphs to trace the argument. Use what you heard to answer Part 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the sounds in the opening paragraph help the speaker make a case for opening the library?	**The rattling trays, squeaking sneakers, and rising conversations make the hallway feel noisy, so a quiet option seems necessary.**
2	What does the speaker's question about students walking past the locked door suggest about the speaker's point of view?	**The speaker believes more students may want a quiet place than school leaders realize.**
3	Why does the speaker describe rules for the library in the second paragraph before proposing a trial in the third?	**The rules show that opening the library could be manageable. The trial then offers school leaders a limited way to test the plan.**
4	How does admitting that staffing takes time support the speaker's purpose?	**It shows the speaker takes a possible objection seriously, making the request for a limited trial more persuasive.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the bus stop after school, students huddle beside the road as rain soaks their backpacks. Our school should add a covered waiting area. Would a dry place to wait be too much to ask? I know a shelter costs money, so we could first request estimates and look for community partners. This change would make waiting more comfortable. My opening image shows the problem students face, while my question asks school leaders to consider a solution.

Accept interpretations supported by specific language or by the order of the speaker's ideas. For Part 3, look for six sentences that include all three requested choices and explain two of them in the final sentence. Read the complete passage aloud before written analysis; listeners first keep the passage covered. Ask students to cite wording they heard when explaining point of view and purpose. The transcript supports checking, but silent reading alone does not complete this listening task.