

Before the Speech

Evaluate how clues, viewpoint and pacing build a revelation.

11.T.T.1 "Narrative Techniques: Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this original classroom fiction. Underline any two details that delay Mara's discovery. Circle the repair note in paragraph 1 and the signed plan in paragraph 3. Use these clues to evaluate the ending.

The Name on the Plan

- ① At 9:47, Mara stood in the municipal archive, listening to rain tap the skylight. The mayor's bridge anniversary speech would begin next door at ten. Her grandfather was to be honored as its designer, and the curator wanted his recorded interview checked against the display label. But the tape's shelf was empty. Mara read the catalog number again. Beneath it lay a pink note: "Playback repair: Room 4." She had walked past that door all summer without noticing its number. Now, through the wall, she heard a voice stop in the middle of a word.
- ② In Room 4, a technician was rewinding a tape. "The curator said you were coming," he said. Mara showed him the catalog card. He matched its number to the reel and explained that he had repaired a loose connection in the player. He pressed play. Her grandfather's voice emerged, younger and impatient: "You keep asking what I designed. Ruth drew the plan. I organized the building crew." Mara looked at the display label in her hand. It gave only his name. Perhaps she had misunderstood the tape. She asked the technician to play that sentence again.

- ③ The technician handed her the interview folder. Inside was a bridge plan signed “Ruth Vale,” her grandfather's sister. Mara had known her as the aunt who drew birthday cards. From next door came applause for the opening speaker. Mara copied the signature, took the folder and ran to the curator waiting by the auditorium door. “The label leaves someone out,” she said. Together they compared the plan with the interview transcript. The curator wrote a correction and passed it to the mayor before he rose. Mara watched her grandfather's name remain on the card, now beside Ruth's. She had arrived afraid of losing the family's story; she left knowing it was larger than she had been told.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Does the repair note create useful suspense or merely delay the story? Make a judgment and support it with a detail.

- ② How does staying close to Mara's viewpoint shape the revelation in paragraph 2?

- ③ Evaluate the change in pacing from Mara's repeated listening to her run toward the curator. What effect does it create?

- 4** Is the corrected credit earned by the clues? Use two pieces of evidence and explain a limit on what they establish.

3 YOUR TURN

Write a 90–110 word scene in which a character must deliver or protect important information. Stay within one character's viewpoint; include a sensory detail and direct dialogue. Slow one tense moment, then speed the ending. Establish how the information reaches its recipient. After the scene, write one separate sentence naming two techniques and explaining their intended effect; that sentence is outside the word count.

Scene and explanation

Write the scene first. Leave a blank line before the explanation, which is outside the scene word count.

[illegible]

PART 1 • READ AND MARK

Read this original classroom fiction. Underline any two details that delay Mara's discovery. Circle the repair note in paragraph 1 and the signed plan in paragraph 3. Use these clues to evaluate the ending. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Does the repair note create useful suspense or merely delay the story? Make a judgment and support it with a detail.	A useful-suspense reading: the note explains the empty shelf but sends Mara toward an unfamiliar room and an interrupted voice. It advances the search while withholding the interview's meaning. Accept a critical judgment supported by these details.
2	How does staying close to Mara's viewpoint shape the revelation in paragraph 2?	Readers hear the interview when Mara does and share her uncertainty: she wonders whether she misunderstood and asks to hear it again. The narrator does not announce the corrected credit before she discovers it.
3	Evaluate the change in pacing from Mara's repeated listening to her run toward the curator. What effect does it create?	Repeated listening delays action and emphasizes doubt; applause establishes a deadline, followed by rapid actions of copying, taking and running. The contrast can make readers feel the shift from uncertainty to urgency.
4	Is the corrected credit earned by the clues? Use two pieces of evidence and explain a limit on what they establish.	The identified interview credits Ruth's design and the signed plan supports that claim; together they justify correcting the label. They do not establish why she was omitted or prove deliberate wrongdoing. Accept judgments about how fully the brief scene supports the correction.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Leena waited outside the school office with the revised program in her hand. The paper smelled of warm ink. Through the open door, she heard the announcer practicing the names for tonight's concert, including the wrong soloist. She touched the corrected line but did not move. Last week she had laughed when someone else mispronounced a name; now she feared becoming the interruption everyone remembered. "There's a correction," she finally said. The announcer held out his hand. Leena stepped forward, pointed to the line and read it aloud before he marked his script.

Limited viewpoint keeps readers inside Leena's hesitation, while the quick sequence of final actions creates relief as the correction reaches its recipient.

TEACHER ASSESSMENT NOTES

The scene model is 90–110 words; the separate technique explanation is not part of that count. Assess source judgments using evidence, not a required positive verdict. In the original scene, require coherent information transfer, limited viewpoint, sensory detail, direct dialogue and a purposeful pacing change. The archive events are invented; the evidence supports attribution within this story, not a real historical allegation.