

How Choices Shape Meaning

Compare an editorial, a checklist, and two story viewpoints.

6.9 "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In A, underline a metaphor and circle the rhetorical question. In C, underline each sentence that reveals a character's thoughts.

Original practice texts

Text A: Editorial from a fictional neighborhood

Our path lights should guide our feet, not shine into our eyes. The bare bulbs outside the meeting hall are tiny suns at face level. I want the neighborhood to try shields that direct the light downward before it buys brighter bulbs.

"Every brighter bulb makes every street safer," a neighbor said at our meeting. Could we test one shielded light before changing the whole path? We can ask walkers what they can see instead of assuming that more brightness solves every problem.

A careful trial could help us choose. For one week, volunteers could record whether people can see the steps and whether the bulb shines into their eyes. Bring those observations to the next meeting before making a decision.

Text B: Proposed trial checklist

- Choose one path light for a shield trial.
- Ask walkers whether the steps are visible.
- Record whether the light shines into walkers' eyes.
- Compare observations at the next meeting.

Text C: Two versions of an original scene

Version 1: Amira held her trial notes under the table. She feared the neighbors would laugh at her idea. Ben pulled his chair closer. Amira could not tell whether he wanted to help or to argue.

Version 2: Amira held her trial notes under the table. She feared the neighbors would laugh at her idea. Ben pulled his chair closer. He wanted to help, but he worried that he would interrupt her.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** State A's purpose and message. Explain how its problem-question-trial structure supports that purpose. How do B's heading and separate checklist items help readers act on the proposal?

- 2** Identify A's metaphor about the bulbs. Explain how it affects the image or feeling readers get and supports the author's purpose. Use another phrase to describe the author's voice.

- 3** Compare A's rhetorical question with the neighbor's sweeping claim. Explain the question's persuasive purpose and why the unsupported generalization is a logical fallacy rather than evidence. How does a rhetorical device differ from faulty reasoning?

- 4** Which version of C uses limited point of view, and which uses omniscient point of view? Explain whose thoughts readers know and how the change affects their understanding of Ben.

3 YOUR TURN

Your own words

Write a three-paragraph notice of 70-110 body words persuading students to waste less food. In this imagined cafeteria, smaller portions and extra helpings are available. Add a title and a separate two-item action list; use a metaphor or personification and a rhetorical question. Exclude the title/list from the word count.

Your notice

Use the paragraphs for problem, proposed solution, and action. Leave visible paragraph breaks and print the title and two action items on separate lines.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Explain your craft

Quote one figurative phrase and your rhetorical question; explain the intended effect of each.

PART 1 • READ AND MARK

In A, underline a metaphor and circle the rhetorical question. In C, underline each sentence that reveals a character's thoughts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	State A's purpose and message. Explain how its problem-question-trial structure supports that purpose. How do B's heading and separate checklist items help readers act on the proposal?	A persuades neighbors to test shielded lights before buying brighter bulbs. It raises a problem, asks readers to consider a test, and proposes evidence gathering. B's heading identifies the plan; separate items let readers quickly find and check the trial actions.
2	Identify A's metaphor about the bulbs. Explain how it affects the image or feeling readers get and supports the author's purpose. Use another phrase to describe the author's voice.	"Tiny suns at face level" suggests glaring brightness near people's eyes, supporting a test of shields. "A careful trial" or "Bring those observations" gives the author a practical, investigative voice rather than simply demanding brighter lights.
3	Compare A's rhetorical question with the neighbor's sweeping claim. Explain the question's persuasive purpose and why the unsupported generalization is a logical fallacy rather than evidence. How does a rhetorical device differ from faulty reasoning?	The question is a rhetorical device that invites readers to consider a trial; it does not prove a result. The claim guarantees safety on every street without evidence, an overgeneralization. A device shapes communication; a fallacy makes an unjustified reasoning step. Glare and street conditions could differ.
4	Which version of C uses limited point of view, and which uses omniscient point of view? Explain whose thoughts readers know and how the change affects their understanding of Ben.	Version 1 is limited to Amira's thoughts; readers share her uncertainty about Ben. Version 2 gives both Amira's and Ben's thoughts, an omniscient viewpoint. Knowing Ben wants to help reduces the uncertainty about his intentions.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Lunch Worth Keeping

Our practice cafeteria lets students choose smaller portions and return for more. Yet untouched food still lands in the bin. The trash can is swallowing meals that someone worked to prepare.

Taking a smaller serving first could reduce leftovers without leaving students hungry. Could we try that choice for one week and observe what changes? A trial would give us evidence.

Start with an amount you expect to eat. Then follow the steps below and share your observations with the class.

Action list

- Choose a smaller portion first.
- Return for more if you are still hungry.

Craft note

"Swallowing meals" personifies the bin to make waste noticeable. "Could we try that choice for one week and observe what changes?" invites a trial instead of claiming the plan is already proven.

TEACHER ASSESSMENT NOTES

All texts are original classroom scenarios. Assess effect and purpose, not labels alone. The notice model has three body paragraphs; its action list is separate. The teacher craft note illustrates the required explanations. Accept supported interpretations and purposeful original notices; the rhetorical question itself does not supply evidence.