Sounds Above the Harbor

Read a kite's flight through its sounds and a remembered tale.

7.RL.4.b "Analyze the impact of sound devices and allusions on a specific part of a poem, story, or drama."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two repeated sounds, circle the reference to an old tale, and write a feeling word beside each mark to show its effect on that moment.

The Blue Kite

1 At the harbor kite festival, Mara held the wooden spool while her brother raised their blue kite. Click, click, click went the spool as the wind pulled the string through her fingers. Each click was small, but together they sounded like a clock counting down. The kite climbed past the gulls, a bright scrap against the gray sky. Mara had built its frame from thin reeds and taped every joint twice. Now the higher it flew, the tighter the string felt in her hands.

2 The gusts grew stronger. The string hissed against the spool, then gave a sharp zip as it slipped another inch. Mara thought of Icarus, the boy in the old tale whose wax wings melted when he flew too near the sun. Their kite had no wax, and the sky was cold, yet she pictured it dropping into the water. Her brother called, "Look how high!" Mara heard the hiss again and loosened her grip just enough to let the kite turn away from the strongest wind.

3 The spool stopped hissing. For one breath, the harbor was quiet except for the slap of water against the dock. Then the kite swooped toward shore, and Mara wound the line in: whir, whir, whir. This time the sound matched her quick, steady hands instead of the wind's pull. Her brother reached for the kite as it skimmed above the sand. "We can fly it again tomorrow," he said. Mara looked at the unbroken string and nodded, glad they had brought it back.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does “click, click, click” affect the feeling of the kite’s climb in the first paragraph?

2. What do the hiss and sharp zip add to the moment when the gusts grow stronger?

3. How does Mara’s thought of Icarus change the meaning of her brother’s call, “Look how high!”?

4. How does “whir, whir, whir” at the end feel different from “click, click, click” at the start? What has changed?

3 YOUR TURN

Your own words

Write two sentences for a different ending in which the kite gets away. Include a repeated sound and a reference to Icarus. Then write two more sentences explaining how the sound and the allusion shape the feeling of your ending.

ANSWER KEY # Sounds Above the Harbor

GRADE 7 · 7.RL.4.b

PART 1 · READ AND MARK

Underline two repeated sounds, circle the reference to an old tale, and write a feeling word beside each mark to show its effect on that moment. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does "click, click, click" affect the feeling of the kite's climb in the first paragraph?	**The repeated clicks sound like a clock counting down, making the climb feel tense rather than simply exciting.**
2	What do the hiss and sharp zip add to the moment when the gusts grow stronger?	**They make the string's movement seem fast and hard to control, helping the reader sense why Mara becomes cautious.**
3	How does Mara's thought of Icarus change the meaning of her brother's call, "Look how high!"?	**Her brother sees the height as a success, but the tale of Icarus makes Mara fear that flying too high could end in a fall.**
4	How does "whir, whir, whir" at the end feel different from "click, click, click" at the start? What has changed?	**The early clicks build tension as the wind pulls the kite higher. The final whirs feel steadier because Mara is winding the kite in and bringing it safely back.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Snap! The string broke; flap, flap went the kite as it drifted beyond the dock. Mara pictured Icarus falling into the sea as the kite sank toward the waves. The repeated "flap" makes the kite seem helpless in the wind. The Icarus allusion makes its climb feel reckless rather than successful.

Accept supported interpretations of the sounds and allusion, including feelings such as tension, danger, relief, or control. For the final task, check that the student explains the effect of both choices, not just identifies them.