

Talk It Through

Notice how speakers connect ideas and ask helpful questions.

CCSS.ELA-Literacy.SL.3.1c “Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that link one speaker’s idea to another speaker’s remark. Circle each question that checks understanding or asks for information needed for the garden plan.

Planning a Pollinator Garden

- ① Ms. Chen’s class was planning a small pollinator garden near the playground. “Bees and butterflies need flowers for food,” said Omar. Lina replied, “I want to add to Omar’s idea. We should choose flowers that bloom at different times.” Ms. Chen asked, “What does bloom mean?” Omar answered, “It means when a flower opens.” The class wrote the meaning on its chart.
- ② Jae looked at the chart and said, “I heard Omar say that flowers give food to bees and butterflies. Can you explain how flowers give them food?” Omar pointed to a flower picture. “Bees and butterflies drink nectar, a sweet liquid inside many flowers,” he said. Jae nodded. “So, to connect with Lina’s idea, different flowers could give them nectar during more of the year.”
- ③ Then Sofia said, “I agree that the garden needs flowers. I have a question about where we will plant them. Will the garden get enough sunlight beside the playground?” Ms. Chen replied, “That spot gets sun for most of the day.” Sofia said, “Since it gets sunlight, I think that spot fits our plan.” The class decided to measure the space before choosing plants.

2 ANSWER WITH EVIDENCE Use the passage

1 What words show that Lina connects her comment to Omar's idea?

2 What question does Jae ask to check his understanding?

3 What information does Omar give to answer Jae's question?

4 How does Sofia connect her last comment to Ms. Chen's answer?

3 YOUR TURN Your own words

A partner says, "Our class should make a book swap because some students have books they finished." Write three sentences. Link your first sentence to the partner's idea, ask a question in your second sentence, and add a related idea in your third sentence.

PART 1 • READ AND MARK

Underline words that link one speaker's idea to another speaker's remark. Circle each question that checks understanding or asks for information needed for the garden plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What words show that Lina connects her comment to Omar's idea?	"I want to add to Omar's idea."
2	What question does Jae ask to check his understanding?	"Can you explain how flowers give them food?"
3	What information does Omar give to answer Jae's question?	Bees and butterflies drink nectar, a sweet liquid inside many flowers.
4	How does Sofia connect her last comment to Ms. Chen's answer?	She says that because the spot gets sunlight, she thinks it fits their plan.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I want to add to your book-swap idea. How will students know which books are available? We could make a list of the books so students can choose one.

Accept underlining of clear linking phrases, such as "add to Omar's idea," "to connect with Lina's idea," "I agree," and "Since it gets sunlight." In Part 3, accept varied wording if the response has three sentences, links to the book-swap remark, asks a relevant question, and adds a related idea.