Spaces for Everyone

Use evidence to listen, discuss, and present a shared idea.

7.CC "Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two different needs the speakers name, and circle a detail that supports each need. Number two moments when a speaker shows they listened to someone else's idea.

A Library for Readers and Teams

1. During lunch, the library fills with students who need different kinds of space. At a student council meeting, Maya proposes making every table silent. "Yesterday I counted six students trying to read while a group practiced a presentation beside them," she says. "One reader moved twice." Leo pauses before replying. "I hear that readers need a place without talking," he says. "But my science team meets here because the cafeteria is too loud for us to hear each other." The council must recommend a plan to the librarian.

2. Imani asks each speaker to name a need, not just a favorite rule. Maya says the back half of the library has shelves that already soften nearby voices, so it could become a quiet zone. Leo suggests allowing low voices at the front tables, where teams can spread out notebooks. "So we agree that reading needs quiet and teams need a place to talk," Imani says. "Would signs at the entrance help people choose a space before they sit down?" Maya and Leo both say yes.

3. The next day, the three students present their idea to the librarian. Maya points to the back half and explains that a quiet zone would keep readers away from group conversations. Leo describes front tables where teams could speak softly without interrupting readers. Imani reports that both speakers supported entrance signs and asks the librarian to test the arrangement for one week. The librarian agrees to try it and asks them to collect comments from readers and teams. That feedback could show whether the two zones actually meet both needs.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Leo show that he listened to Maya before giving his own view? Use a phrase from their exchange.

2. Why do Maya and Leo suggest different parts of the library? Explain the need each area would meet.

3. Which detail from the meeting would help you explain Maya's concern to the librarian? Tell how it supports her point.

4. How does Imani turn Maya's and Leo's ideas into one proposal? Include a contribution from each speaker.

3 YOUR TURN

Your own words

With a partner, take turns suggesting a specific way to check whether the proposed zones work, using a different passage detail each. Listen to your partner, then present a three-sentence recommendation aloud and write it below; include both ideas and the details that support them.

ANSWER KEY

Spaces for Everyone

GRADE 7 · 7.CC

PART 1 · READ AND MARK

Underline two different needs the speakers name, and circle a detail that supports each need. Number two moments when a speaker shows they listened to someone else's idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Leo show that he listened to Maya before giving his own view? Use a phrase from their exchange.	**Leo restates Maya's concern by saying, "I hear that readers need a place without talking," before explaining his team's need.**
2	Why do Maya and Leo suggest different parts of the library? Explain the need each area would meet.	**Maya suggests the back half as a quiet place for readers. Leo suggests the front tables as a place where teams can talk in low voices.**
3	Which detail from the meeting would help you explain Maya's concern to the librarian? Tell how it supports her point.	**Maya saw a reader move twice while a group practiced nearby. This supports her concern that group talk can disturb readers.**
4	How does Imani turn Maya's and Leo's ideas into one proposal? Include a contribution from each speaker.	**Imani brings together Maya's quiet space for readers and Leo's talking space for teams. She adds entrance signs to help students choose a space and proposes a one-week test.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Maya saw a reader move twice when a group practiced nearby, so I would ask readers after the one-week trial whether they could stay in the back half without moving. My partner used Leo's account of the loud cafeteria to suggest asking teams whether they could hear each other at the front tables. I recommend using both checks before deciding whether to keep the zones.

For the numbering job, accept Leo's restatement of Maya's concern and Imani's summary of both needs. The back half addresses readers' need for quiet, while the low-voice front tables address teams' need to talk; for Part 3, check that students exchange evidence-based ideas and present a recommendation that includes the partner's idea.