

Talk Move Match

Ask specific questions and develop one another's ideas.

CCSS.ELA-Literacy.SL.5.1c "Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the three made-up classroom situations. Choose one to discuss with three or four classmates. Each person practices asking, answering, and elaborating. Answer the questions after the spoken discussion.

Problems worth discussing

- ① Fair recess: Twenty children want to use one basketball court during a twenty-minute recess. Some want a full game; others want to practice shooting. The class can use a timer and a sign-up sheet. How could a plan give different players a fair chance? No student should have to spend the entire recess managing the list.
- ② Project jobs: Four classmates must make a poster and give a short presentation. They need to check facts, choose examples, arrange the page, and explain their idea aloud. Everyone needs a useful job and a chance to speak. How could the group share work without leaving the hardest task to one person?
- ③ Quiet work: Some classmates need silence to read, while partners need to talk about a project. The classroom has a quiet corner and a back table, but voices travel. The teacher can allow brief talk times as well as quiet times. What plan could meet both needs, and how would the class know whether it works?

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What specific question did you ask about a classmate's idea? Include the idea it addressed.

2 How did you answer a question in a way that added useful information?

3 What remark did you elaborate on, and what new detail or reasoning did you add?

3 YOUR TURN _____ Your own words

Each learner needs this worksheet and a pencil. Choose a turn guide for the group; the guide also does every speaking task. Keep the situation visible, listen without interrupting, and invite everyone into the conversation. Complete both stages before writing the answers above.

1. Ask and answer around the group

Each learner briefly proposes an idea. Then go around the group: each person asks a specific question about another learner's idea, and that learner responds with useful detail or reasoning. Continue until EVERY person has both asked and answered. Write the question you asked and the response you heard.

2. Elaborate and follow up

Continue the discussion freely. Each learner names a remark they heard and extends it with a new reason, example, condition, or detail. Invite follow-up questions and respond to them. Before finishing, the guide checks that every learner has elaborated, not merely repeated or agreed. Record one extension and how it helped the discussion.

PART 1 • READ AND MARK

Read the three made-up classroom situations. Choose one to discuss with three or four classmates. Each person practices asking, answering, and elaborating. Answer the questions after the spoken discussion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What specific question did you ask about a classmate's idea? Include the idea it addressed.	Example: After Mina proposed a sign-up list, I asked how shooting practice would fit alongside full games. The question names a concrete part of the plan.
2	How did you answer a question in a way that added useful information?	Example: I suggested reserving part of the recess for practice and using the timer to show when games begin. Accept an actual relevant answer that adds a detail, reason, or example.
3	What remark did you elaborate on, and what new detail or reasoning did you add?	Example: I built on the timer idea by suggesting that the person finishing a turn pass the timer to the next group, so one child does not manage it all recess. Mere repetition or "I agree" is insufficient.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative recess exchange: Mina proposes a sign-up list. Jalen asks, "How would the list include children who want shooting practice instead of a game?" Mina answers, "We could set aside the first part of recess for practice, then use a timer for the games." Tara asks who would manage the timer. Jalen answers, "The group finishing can pass it to the next group."

Tara elaborates: "Building on Jalen's handoff, the next group could check the list before its turn so the change takes less time." Mina adds that the class should try the plan and ask whether anyone missed a chance. These are possible proposals, not proven outcomes. The rest of the round must still give each learner all three required kinds of contribution.

Assess actual discussion: a specific relevant question, a developed response, and an elaboration on someone else's remark from every child. Written records support observation; they do not replace speaking. A plan can be debatable while its details must still fit the situation. Starters are optional supports, not tokens to exhaust. Model a short exchange first if needed.