

Ideas Across the Table

Prepare, listen, and build ideas in three real discussion settings.

CCSS.ELA-Literacy.SL.5.1 "Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the three listed prices, the budget and the interview limit. Label Nia's and Theo's predicted benefits so you can compare their ideas.

One Library Decision

- ① The Cedar School library has \$120 for one improvement. A book-display shelf costs \$80, and labels for it cost \$20. A reading-club kit costs \$70. The library cannot buy both complete options with this budget. These are invented classroom records, not real prices or school accounts.
- ② A group of eight volunteer students was interviewed. Three preferred the shelf, four preferred the club kit, and one wanted both. The interviews show these eight students' views, not the wishes of every student. The librarian can try one option first and check how students use it before requesting more money.
- ③ Nia argues for the shelf because students could find unfamiliar books more easily. Theo argues for the kit because students could discuss books together. Neither student has measured what will happen. A useful discussion should connect a claim to the records, ask about uncertain points, and consider the other proposal fairly.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Find the complete cost of each option. Can the library buy both with \$120? Show the comparison.

2 What can the eight interviews tell the class, and what can they not establish?

3 What benefit does each speaker predict? Identify one question you would ask before choosing.

4 Prepare your first contribution: choose an option and write one reason using a specific fact from the records.

3 YOUR TURN _____ Your own words

Complete all three discussions: a pair, a new small group, and a teacher-led class discussion. Use the supplied text and your preparation. Ask a relevant question, respond to a real speaker, and explain your own idea clearly. Record actual contributions; do not invent the other speakers.

Round 1: one-on-one

With a partner, take turns stating a claim with a text fact. Each person asks a question, listens fully, and responds. Record your partner's idea and your actual response.

Round 2: a new group

Form a group of three or four with at least one new partner. Rotate facilitator, evidence checker and reporter; a fourth student tracks turns. Each person connects to a named speaker's idea and invites another view. Record a connection and an unresolved question.

Round 3: teacher-led class discussion

The teacher invites group reports and follow-up questions. Each student contributes or responds when invited, referring to an actual idea from another group. Record what you said and the idea you addressed.

Explain what listening changed

State your conclusion and one reason. Explain how a specific contribution strengthened, changed or confirmed your thinking. A changed opinion is not required.

PART 1 • READ AND MARK

Mark the three listed prices, the budget and the interview limit. Label Nia's and Theo's predicted benefits so you can compare their ideas. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Find the complete cost of each option. Can the library buy both with \$120? Show the comparison.	The shelf plus labels costs \$100; the kit costs \$70. Both cost \$170, which is \$50 over the \$120 budget.
2	What can the eight interviews tell the class, and what can they not establish?	They show the preferences of eight volunteers: three shelf, four kit, one both. They do not establish what every student wants or which option will work best.
3	What benefit does each speaker predict? Identify one question you would ask before choosing.	Nia predicts easier discovery of books; Theo predicts opportunities for discussion. Accept a relevant question, such as which students would use each option or how use would be checked. Predictions are not measured results.
4	Prepare your first contribution: choose an option and write one reason using a specific fact from the records.	Accept either option with a correct fact and a connected reason, such as choosing the \$70 kit because it fits the budget and leaves \$50, while acknowledging the small volunteer sample.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Paired exchange, illustrative record: I proposed the kit because it costs \$70. My partner asked whether the interview represented everyone. I clarified that only eight volunteers answered, so I would test interest more widely. I asked how the shelf might help students who already read independently.

Small-group exchange, illustrative record: A new partner said the shelf could help readers find unfamiliar books. I connected that idea to the librarian's plan to check use: we could compare which books students borrowed before requesting a second purchase. Another student pointed out that the record provides no borrowing data yet, and I agreed.

Teacher-led exchange, illustrative record: I reported our group's unresolved question about actual use. After hearing another group, I still favored trying the kit first because it fits the budget, but I added a plan to record participation. I explained that this was a proposed check, not evidence we already had.

Reflection, illustrative record: My claim stayed the same, but listening changed how I supported it. I now distinguish the interview's limited preferences from evidence of actual use.

Required setup: a teacher, classmates, and one worksheet per student; no cards, devices or outside text are needed. Schedule the class round so every student has an opportunity to contribute. Assess prepared text evidence, clear reasons, genuine questions and responses, connections to others' ideas, respectful turn-taking and a supported reflection across all three settings. The key records are illustrations, not scripts to copy or proof of a student's participation. Either proposal is defensible; do not score agreement with a preferred opinion.