

Talk It Through

Read first. Bring a detail. Help an idea grow.

CCSS.ELA-Literacy.SL.3.1a "Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before talking, read all three paragraphs. Underline one fact in each. Get a pencil ready to make your own notes.

A Reading Spot for Room 3

- ① This is a made-up classroom problem. Room 3 wants a reading spot. The class has a small shelf, four floor cushions and a table with two chairs. There is room to use either the cushions or the table in the corner, but not both. Books must stay easy to reach.
- ② The corner near the door has bright light. Students walk past it to get supplies. The corner near the window has fewer people walking past, but the light is dim on cloudy days. The teacher can move a small lamp there. Paths to the door and supplies must stay clear.
- ③ A reading spot should help different readers. Some students like sitting on a cushion. Others find it easier to read at a table. The class can test one plan for a week and ask readers what worked. It may change the plan after hearing their ideas.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Name one useful detail you learned from the reading. Write its paragraph number.

- 2** What do you already know about a place that helps you read? Explain how it connects to this problem.

- 3** After the discussion, what did a classmate add or ask that helped you think?

3 YOUR TURN _____ Your own words

Prepare your own notes, then discuss: What reading-spot plan should Room 3 test first? Use the reading and something you already know.

1. Share and build

Before talking, complete Questions 1 and 2 on your own. Use those answers as your notes. In a group of three or four, each person shares a plan using a reading detail and prior knowledge. Then each person asks or answers a question about a classmate's idea. Write one useful idea you heard.

2. Think again

Each person says whether their plan changed or grew stronger, and why. Finish Question 3. Here, write your plan and one reason supported by your preparation.

PART 1 • READ AND MARK

Before talking, read all three paragraphs. Underline one fact in each. Get a pencil ready to make your own notes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name one useful detail you learned from the reading. Write its paragraph number.	Examples: The reading corner can fit cushions or a table, not both (paragraph 1); a lamp can be moved near the window (paragraph 2); the class can test a plan (paragraph 3).
2	What do you already know about a place that helps you read? Explain how it connects to this problem.	Personal knowledge or experience should connect to reading conditions, such as light, seating or interruptions. It need not match the teacher's experience.
3	After the discussion, what did a classmate add or ask that helped you think?	A response identifies a real classmate's idea or question and explains its effect; accept a strengthened idea as well as a changed one.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would test the table near the window. Paragraph 2 says a lamp can make that corner brighter, and fewer people walk past it. I know a table helps me keep my book steady. After a partner asked about students who like cushions, I suggested asking readers about the table during the one-week test.

Give each learner the reading and time to study it before discussion. No outside reading is needed. Observe each child referring to a prepared detail with its paragraph number, connecting prior knowledge, and responding to a peer. Do not score agreement with the model. A cushion plan may also be supported. Require clear paths in every proposal; the fictional reading corner cannot fit both seating choices at once. Question 3 is completed after actual discussion; its answer is individual, not copied from the model.