

Talk It Through

Use evidence and inclusive discussion to reach a defensible decision.

9.C “The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. Communication, Listening...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a claim and a supporting detail in each message. Record an evidence question for each in Stage 1. Focus: collaborative discussion and critical reading of media claims.

Fictional case: a quiet-table trial

- ① Message A - an activities-board post. Everyone wants a calmer cafeteria! In our voluntary poll, 24 of 40 respondents supported a quiet-table trial. Let us reserve three of the cafeteria's ten tables for quiet conversation and reading during a two-week trial. The remaining seven tables would stay open for ordinary conversation. Make lunch better for everyone: support the trial.
- ② Message B - a student editorial. Quiet tables would silence our lunch break. Some students use lunch to catch up with friends because they have no classes together. Giving three tables a different purpose could make it harder for those groups to sit together. Before a decision, the council should ask about seating at the busiest lunch period.
- ③ Your group advises the student council. No trial has been approved; no extra room, tables or staffing has been promised. Discuss whether to recommend the trial, revise it or request more evidence first. Work in teams of three or four, one worksheet each. Agree on respectful turns, a goal and a twelve-minute deadline. Assign a facilitator, evidence checker, recorder and timekeeper; in a three-person team, the recorder also keeps time. Every learner must offer evidence, respond to another person and help assess a concern. Do not invent disagreement if the group agrees; test a possible objection instead.

2 ANSWER WITH EVIDENCE Use the passage

1 Which claim in Message A goes beyond its poll, and what does the poll actually show?

2 What useful concern and what overstatement appear in Message B?

3 After the discussion, evaluate your own role and one part of the group process using actual examples. What would you change next time?

3 YOUR TURN Your own words

Record your own notes in every stage. Finish with a group recommendation or an explicit unresolved decision and the next evidence needed.

1. Set up and examine - minutes 0-3

Record names and roles in two lines, then the shared goal and deadline in one line. Agree aloud on respectful turns and a consensus procedure. Use the claims and details already underlined in the messages; do not copy them here. Write one evidence question for each message in the next two lines. Discuss aloud how each message's wording might affect its audience.

2. Discuss and test - minutes 3-9

Each learner gives an evidence-based view, accurately restates another person's point and responds with a question, connection or respectful challenge. Record one exchange, an agreement, and a disagreement or clearly labeled possible objection. At minute 6 check participation and progress. Examine who might be overlooked and how the group could address the concern.

3. Decide and report - minutes 9-12

Seek consensus; if it fails, record the different positions and next evidence needed. Draft a shared three- to four-sentence recommendation using both messages, a limitation and a next step. Each member delivers one part of the group report. Record the final product, then answer Question 3 about your own role and process.

PART 1 • READ AND MARK

Underline a claim and a supporting detail in each message. Record an evidence question for each in Stage 1. Focus: collaborative discussion and critical reading of media claims. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which claim in Message A goes beyond its poll, and what does the poll actually show?	Everyone wants a calmer cafeteria and better for everyone go beyond the evidence. Twenty-four of forty voluntary respondents supported this trial; the sample may not represent all students.
2	What useful concern and what overstatement appear in Message B?	It raises a legitimate question about friends finding seats and missing peak-period seating evidence. Silence our lunch break overstates a proposal that leaves seven tables for ordinary conversation.
3	After the discussion, evaluate your own role and one part of the group process using actual examples. What would you change next time?	Accept a specific contribution or response and a process observation tied to events, such as inviting a quieter partner before deciding or pausing to check the poll claim. A general statement that everyone was respectful is insufficient.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative exchange: One learner notes that 24 respondents favored the trial, so there is some interest. Another restates that point, then asks whether those respondents represent the busiest lunch period. A third notes that the editorial raises seating concerns but does not supply counts. The facilitator invites the remaining member to test whether a smaller pilot could address both concerns.

Illustrative recommendation: We recommend collecting peak-period seating counts before deciding on a quiet-table trial. The poll shows interest among 24 of 40 voluntary respondents, while the editorial identifies a concern about friends finding seats. Neither message establishes that three tables can change purpose without crowding other groups. Ask students from each lunch period about seating and preferred uses, then compare the results with the proposed two-week trial.

Illustrative reflection: I accurately restated a partner's concern but initially treated the poll as school-wide evidence. Our evidence checker prompted a correction. Next time I will identify the sample before using a survey claim.

This focused worksheet addresses discussion, role/process reflection and evaluating media claims within the broad 9.C standard; it does not claim to assess every subskill such as memorized recitation. Observe every learner's actual participation, respectful responses, use of evidence, inclusion and reflection. The group must name all four responsibilities even when one learner combines two. Accept trial, revision or evidence-first recommendations grounded in both messages. Preserve real agreement and disagreement; a possible objection must not be falsely attributed to a classmate. No correct opinion is prescribed. The printout itself supplies both media messages; no device or outside source is required.