

Choose an Inclusive Club

Ask for detail, stay on topic, and reconsider with evidence.

CCSS.ELA-Literacy.SL.7.1 "Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read before the discussions. Underline two useful details and circle one limit on what the evidence can show.

A proposal and perspectives for discussion

- ① Fictional school proposal: Grade 7 has a 30-minute Wednesday lunch club slot, one classroom, and one supervising teacher. The room holds 32 students and is available for the whole slot. The school can spend up to 40 dollars on supplies. Students must choose a plan that lets newcomers join without previous experience. They may recommend one option or a practical combination, but cannot assume a second room or another adult will be available.
- ② Option A offers quiet reading and drawing. Students bring books, and paper and shared drawing materials cost 30 dollars. Option B offers cooperative board games using borrowed games at no cost. The games need five minutes to set up and five minutes to put away, leaving 20 minutes to play. The room has eight tables with four seats each; either plan fits the room. The school has not yet counted how many students would actually attend.
- ③ In a volunteer survey, 20 students chose one response: 11 wanted games only, 7 wanted reading or drawing only, and 2 liked both. These preferences are not attendance counts or a survey of the whole grade. Elin wants a quiet place to read. Tomas hopes a club will help him meet classmates. Noor wants directions that let a newcomer join halfway through lunch. Use the proposal and these perspectives to recommend a feasible trial, including how you would learn whether students feel included.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Before talking, write your recommendation, two supporting details with paragraph numbers, and a question to investigate.

- 2 Talk with a partner for five minutes. Each person explains a view with evidence, asks for explanation, replies, and builds on a peer's idea. Record that idea, your response, and both a question and its reply.

- 3 Form a new group of 3-4. Assign facilitator, timer, recorder, and evidence checker; in threes combine facilitator/timer. Take turns; aim for a recommendation within ten minutes. Each person asks for elaboration, replies with relevant evidence, and redirects off-topic comments if needed. Record your question, a reply, and the group's conclusion or disagreement.

- 4 Join a twelve-minute teacher-led circle of 6-8 from different groups. Each learner compares recommendations, cites evidence, and responds to a peer. Record two new ideas and how they change, qualify, or support your view.

3

YOUR TURN

Your own words

After all three live discussions, write an individual reflection: your first view, a specific new idea from a classmate, and your current recommendation with evidence. Explain why you changed, qualified, or kept your view.

Your evidence-based reflection

Use what classmates actually said. Include one question that helped you understand or connect ideas, and its effect on the discussion.

PART 1 • READ AND MARK

Read before the discussions. Underline two useful details and circle one limit on what the evidence can show. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Before talking, write your recommendation, two supporting details with paragraph numbers, and a question to investigate.	A learner might propose games using borrowed supplies (paragraph 2) and volunteer preferences (paragraph 3), then ask how late arrivals could join. Require a position, two accurate details with locators, and a question; preferences do not prove attendance.
2	Talk with a partner for five minutes. Each person explains a view with evidence, asks for explanation, replies, and builds on a peer's idea. Record that idea, your response, and both a question and its reply.	Observe both learners explaining, questioning, replying, and building on a peer's idea. Records should identify the actual idea, connected contribution, question/reply, and accurate source evidence. Prepared statements alone are insufficient.
3	Form a new group of 3-4. Assign facilitator, timer, recorder, and evidence checker; in threes combine facilitator/timer. Take turns; aim for a recommendation within ten minutes. Each person asks for elaboration, replies with relevant evidence, and redirects off-topic comments if needed. Record your question, a reply, and the group's conclusion or disagreement.	Assess each learner's required moves, regardless of role. Check the question, relevant reply, evidence, and work toward the deadline. Accept a supported recommendation or clearly stated disagreement.
4	Join a twelve-minute teacher-led circle of 6-8 from different groups. Each learner compares recommendations, cites evidence, and responds to a peer. Record two new ideas and how they change, qualify, or support your view.	Verify each learner participates in the circle. Records acknowledge new peer information and explain a change, qualification, or evidence-based reason to keep a view. Changing a well-supported position is unnecessary.

PART 3 · YOUR TURN (SAMPLE ANSWER)

I first wanted games because more survey volunteers chose them. A classmate reminded me that Elin wants quiet reading, and another asked what a late arrival could do. I asked how a newcomer could join without stopping a game. I now support a trial with short games and a quiet reading table, using a low-voice rule in the same room. We should ask participants whether noise and joining midway caused problems before keeping the plan.

Plan two lessons if needed so every student completes the teacher-led circle. Observe actual participation in each format; written records alone are not proof. Rotate partners/groups, use respectful turn-taking, and assess every learner regardless of role. The sample is a fictional reflection illustrating reasoning, not a record of a real student. Accept feasible alternatives supported by the sources.