

Talk It Forward

Interpret shared information and build a decision together.

7.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 Read all three source notes. Mark one detail from each that the group must consider. Answer Questions 1-2 independently, then discuss through all three stages. Complete Question 3 after the group checks its decision.

One room, several needs: a fictional planning packet

- ① Source A - event brief: The library can host a twenty-minute welcome session after school in one room. It must help newcomers learn how to find a book and ask for help. There is one adult librarian and no extra budget. Students may choose to join, and the room must also keep a clear route to the exit. The group is planning a proposal, not organizing a real event.
- ② Source B - student messages: Ren writes, "I get lost when directions name a shelf I have never seen. I would like someone to show me the first step." Jo writes, "I want a quiet way to ask questions because speaking in front of a group is hard for me." Casey writes, "A long tour can leave no time to find a book I actually want." These are three individual viewpoints, not a survey of all students.
- ③ Source C - librarian note: A short demonstration can show the catalog and one shelf location. A written question card can help someone ask privately. Two small groups could alternate between the demonstration and choosing books, but only one group can work with the librarian at a time. A plan must explain what the other group does and when the groups switch. Consider which ideas can work together and which require a tradeoff.

2 ANSWER WITH EVIDENCE _____ Use the passage**1** What do Ren and Jo need, and how are those needs different?

2 What problem must a two-group plan solve because there is only one librarian?

3 How did another learner's question or interpretation change or strengthen the group decision?

3 YOUR TURN _____ Your own words

Work in groups of three or four, with one worksheet and pencil per learner. Use respectful turn-taking. Choose someone to watch participation and someone to record a shared proposal; combine jobs if needed. Jobs support discussion: every learner must interpret, question, respond, and check the shared meaning.

1. Interpret together

Each learner explains a source detail and why it matters. Before adding your own interpretation, accurately paraphrase a peer and let that person confirm or correct you. Record your detail and a corrected or confirmed paraphrase.

2. Question and combine

Each learner asks a question that tests the proposal against the packet and answers a peer's question with a detail or reason. Build a joint twenty-minute plan. Explain one tradeoff and how the plan handles the waiting group. Record the question you asked, a response, and the resulting decision.

3. Check the shared meaning

Record the final proposal with its timings. Each person explains one part and its reason in their own words; the group checks for disagreement or misunderstanding. Revise if needed, note any unresolved concern, and answer Question 3.

PART 1 • READ AND MARK

Read all three source notes. Mark one detail from each that the group must consider. Answer Questions 1-2 independently, then discuss through all three stages. Complete Question 3 after the group checks its decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What do Ren and Jo need, and how are those needs different?	Ren needs a concrete demonstration of the first step and shelf location. Jo needs a quiet/private way to ask. Accept accurate paraphrases that distinguish navigation from participation needs.
2	What problem must a two-group plan solve because there is only one librarian?	It must give the group without the librarian a clear independent task and schedule a switch so both groups receive help. It must fit the twenty-minute session.
3	How did another learner's question or interpretation change or strengthen the group decision?	Accept a specific peer contribution, a connected response or revision, and why it improves the decision. A claim that everyone agreed without explaining the exchange is insufficient.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative proposal: two minutes introduce the session and explain question cards. For eight minutes, Group A watches the librarian demonstrate the catalog and one shelf while Group B chooses books and writes questions. The groups switch for eight minutes. The last two minutes let learners submit remaining question cards and name where to ask for later help. Total: $2 + 8 + 8 + 2 = 20$ minutes. Keep the exit route clear.

One learner cites Ren's request for a first step. Another paraphrases that need, then asks how Jo can seek help quietly. A peer connects it to the written-card option. Someone asks whether the waiting group would be idle; the group adds choosing books and preparing questions. Each learner checks the explanation rather than assuming a shared interpretation. A remaining concern is whether every written question can be answered that day; the plan can name later help instead of promising immediate answers.

Assess individual oral clarity, attentive listening, accurate interpretation, responsive questions and collaboration on shared content. Accept other feasible plans with reasons and correct twenty-minute timing. The three messages are not representative survey evidence. Require every learner's contribution and final meaning check; administrative jobs must not replace participation. This worksheet practices the broad 7.C oral-collaboration standard, not every subskill in the full communication strand.