Ideas in Action

Track how a group listens, builds, and decides.

CCSS.ELA-Literacy.CCRA.SL.1 "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each place where a speaker responds to another person's idea. Circle the reason, concern, or evidence that helps the group make a decision.

A Space for Quiet Work

1 At the student council meeting, Maya proposed a quiet study corner in the cafeteria. "Some students need a calm place during lunch," she said. Jordan replied that the idea could help students finish homework, but he worried that the corner would take away tables for friends eating together. Maya listened and wrote down his concern. She asked, "How many tables do we need at our busiest lunch?" The group agreed to collect that information before choosing a location.

2 Then Elena, who uses a wheelchair, pointed out that any study corner needed a wide path. "A useful space must be easy for everyone to reach," she explained. Jordan built on her idea. He suggested placing the corner near the library doors, where there was already open floor space. Maya responded, "That location protects the path and leaves cafeteria tables available." She added that a sign could explain the corner's purpose, so students would know when it was meant for quiet work.

3 After checking the lunch schedule, the group learned that six tables were usually empty. They chose a corner beside the library doors and planned to keep a wide walkway clear. Maya summarized the decision: "We used Jordan's concern about seating and Elena's point about access. This plan gives students a quiet place without blocking others." The council decided to try the corner for two weeks. Afterward, students who used the space and students who ate nearby would share feedback before the council made a final decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. What idea did Maya propose, and what concern did Jordan add?

2. How did Maya show that she considered Jordan's concern before the group chose a location?

3. How did Jordan build on Elena's idea about access?

4. What two concerns did Maya include when she summarized the group's decision?

3 YOUR TURN

Your own words

Prepare 4 or 5 sentences proposing a place for a plant shelf, considering light and a clear walkway. Then discuss with a partner: each shares a proposal and reason, listens, builds on one idea actually heard, and asks and answers a useful question. Agree on a location or explain what information is still needed. Below, record your partner's actual idea and how it changed or strengthened your proposal. Teacher: arrange pairs and listen to both students.

Ideas in Action

PART 1 · READ AND MARK

Underline each place where a speaker responds to another person's idea. Circle the reason, concern, or evidence that helps the group make a decision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What idea did Maya propose, and what concern did Jordan add?	**Maya proposed a quiet study corner in the cafeteria. Jordan worried it would take away tables for students eating together.**
2	How did Maya show that she considered Jordan's concern before the group chose a location?	**She listened, wrote down his concern, asked how many tables were needed at the busiest lunch, and agreed to collect information first.**
3	How did Jordan build on Elena's idea about access?	**He suggested placing the study corner near the library doors, where open floor space could provide a wide path.**
4	What two concerns did Maya include when she summarized the group's decision?	**She included Jordan's concern about seating and Elena's point about access.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Preparation: I suggest a narrow shelf beside the window because plants need light. Keeping it against the wall could leave the walkway clear. We should measure the open space before choosing a shelf. Does that window receive afternoon sunlight? Example discussion record: My partner suggested measuring the walkway before choosing a shelf. I built on that idea by proposing that we compare the shelf width with the open space. We agreed to measure first; we still need to check the afternoon light.

Accept source-supported answers to Parts 1 and 2. For Part 3, assess the actual exchange as well as preparation: each learner states a clear proposal and reason, accurately responds to an idea the partner actually shared, asks and answers a relevant question, and contributes to the decision or next information needed. Listen to both turns and check the record against the exchange; a written imagined dialogue alone does not complete the task.