Questions Move Plans

Use evidence-focused questions to advance a policy discussion.

CCSS.ELA-Literacy.SL.11-12.1c "Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each question that probes evidence, clarifies an idea, challenges an assumption, or invites a perspective that might be missed. Number the questions in the order they move the conversation forward.

A Later Bell Debate

1. At a student advisory meeting, the principal proposed moving the high school's first bell from 7:25 to 8:20. A district survey found that 68 percent of students reported sleeping fewer than eight hours on school nights. Maya supported the change, citing the American Academy of Pediatrics recommendation to begin at 8:30 a.m. or later when possible. Jordan asked, "What evidence shows that a later bell, rather than better bedtime habits, would improve attendance?" He shifted the group from preferences to reasoning.

2. The principal replied that the survey could not prove why students missed school. She cited attendance records from two districts with later schedules and asked the transportation director, "Can we verify whether their bus routes, course offerings, and student populations were similar to ours?" He said the comparisons were incomplete because they used different bus systems. Eli asked, "Are we treating the current elementary schedule as fixed, or could staggered routes make a later high school start possible?" His question opened an alternative without dismissing Maya's concern.

3. A parent worried about evening sports and jobs. The activities director asked whether affected working students had been heard. Nia proposed a one-semester pilot with adjusted practices and a survey of workers, athletes, bus riders, and families. The group would gather comparable costs, attendance data and comments before deciding.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Jordan's question probe the reasoning behind the later-start proposal?

2. What limitation does the principal clarify about the district sleep survey?

3. Why does the transportation director say the comparisons with nearby districts are incomplete?

4. How does Nia's proposal ensure that more than one position is considered before a decision is made?

3 YOUR TURN

Your own words

Choose a school or community proposal, such as a phone policy, parking rule, or lunch schedule. Write four labeled discussion comments, 90 to 120 words total: one that probes evidence, one that clarifies a claim, one that invites an overlooked perspective, and one that offers a creative next step. Then use your preparation in a real partner or small-group discussion. Each person poses an evidence or clarification question, receives an actual reply, and responds with a relevant follow-up. Hear every participant; invite a relevant overlooked perspective without forcing disagreement. Record your question, the reply and your follow-up on a separate sheet. Spoken or accessible written exchange is acceptable.

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PART 1 · READ AND MARK

Underline each question that probes evidence, clarifies an idea, challenges an assumption, or invites a perspective that might be missed. Number the questions in the order they move the conversation forward. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Jordan's question probe the reasoning behind the later-start proposal?	**It asks for evidence that a later bell, not better bedtime habits, would improve attendance.**
2	What limitation does the principal clarify about the district sleep survey?	**The survey cannot prove why students missed school.**
3	Why does the transportation director say the comparisons with nearby districts are incomplete?	**The other districts used different bus systems.**
4	How does Nia's proposal ensure that more than one position is considered before a decision is made?	**Her pilot and survey would gather views from workers, athletes, bus riders, and families.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Probe: What attendance, nurse-visit, or classroom-disruption data show that phone-locking pouches would solve the problem rather than simply move it outside class? Clarify: When you say emergency access, do you mean students need phones during class, or that families need a reliable way to reach the office? Include: Before deciding, can we hear from students who use phones to manage medical needs, translation, or transportation changes? Create: Could the school test pouches in two volunteer grade levels for six weeks, compare results with similar classes, and revise the plan after students, families, and teachers review the evidence?
Illustrative exchange record: My question: What evidence supports pouches? Partner reply: We do not yet have local disruption data. My follow-up: Could we compare two trial classes before deciding? This is a model; learners record their actual exchange.

Accept equivalent explanations that accurately connect each question or proposal to evidence, clarification, challenge, inclusion, or a creative next step. For Part 3, responses should include all four labeled moves and use a specific, relevant proposal. Also require a real participant's reply and the learner's connected response, observed by the teacher or recorded. Accept different genuine exchanges and supported written discussion; prepared comments alone are incomplete. Check that questions probe reasoning and follow-ups use or clarify the reply, with fair hearing and relevant perspectives.