

Talk It Through

Notice how speakers connect ideas and ask helpful questions.

CCSS.ELA-Literacy.SL.3.1c “Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that link one speaker’s idea to another speaker’s remark. Circle each question that checks understanding or asks for information needed for the garden plan.

Planning a Pollinator Garden

- ① Ms. Chen’s class was planning a small pollinator garden near the playground. “Bees and butterflies need flowers for food,” said Omar. Lina replied, “I want to add to Omar’s idea. We should choose flowers that bloom at different times.” Ms. Chen asked, “What does bloom mean?” Omar answered, “It means when a flower opens.” The class wrote the meaning on its chart.
- ② Jae looked at the chart and said, “I heard Omar say that flowers give food to bees and butterflies. Can you explain how flowers give them food?” Omar pointed to a flower picture. “Bees and butterflies drink nectar, a sweet liquid inside many flowers,” he said. Jae nodded. “So, to connect with Lina’s idea, different flowers could give them nectar during more of the year.”
- ③ Then Sofia said, “I agree that the garden needs flowers. I have a question about where we will plant them. Will the garden get enough sunlight beside the playground?” Ms. Chen replied, “That spot gets sun for most of the day.” Sofia said, “Since it gets sunlight, I think that spot fits our plan.” The class decided to measure the space before choosing plants.

2 ANSWER WITH EVIDENCE Use the passage

1 What words show that Lina connects her comment to Omar's idea?

2 What question does Jae ask to check his understanding?

3 What information does Omar give to answer Jae's question?

4 How does Sofia connect her last comment to Ms. Chen's answer?

3 YOUR TURN Your own words

Prepare three sentences responding to the book-swap idea: a link, a question, and a related addition. Then actually discuss a book swap with a partner or teacher. Hear their idea, ask your question, and wait for the reply. Link your next comment to information in that reply while staying on the book-swap topic. Change roles. Below, record your question, the actual reply, and your linked comment in three sentences. Adjust your prepared wording to fit the exchange; supported written communication is welcome.

PART 1 • READ AND MARK

Underline words that link one speaker's idea to another speaker's remark. Circle each question that checks understanding or asks for information needed for the garden plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What words show that Lina connects her comment to Omar's idea?	"I want to add to Omar's idea."
2	What question does Jae ask to check his understanding?	"Can you explain how flowers give them food?"
3	What information does Omar give to answer Jae's question?	Bees and butterflies drink nectar, a sweet liquid inside many flowers.
4	How does Sofia connect her last comment to Ms. Chen's answer?	She says that because the spot gets sunlight, she thinks it fits their plan.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I asked my partner how students would know which books were available. My partner answered that we could display the books on a table. Adding to that display idea, I suggested putting simple title labels beside the books.

Accept the source linking phrases and all four supported answers. For Part 3, require a real partner/teacher exchange about the book swap: receive an idea, ask a relevant understanding question, obtain information, and link a comment to the reply. Switch roles and observe each learner. Check the three-sentence record for the actual question, received reply and on-topic addition. Preparation alone is incomplete; accept varied supported communication and defensible plans, without requiring a real swap event.