Link the Voices

Track how speakers connect ideas with evidence.

CCSS.ELA-Literacy.SL.8.1c "Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each question that links two speakers' ideas. Circle evidence or observations that speakers use to support a response or plan, and number the speakers in the order they speak.

A Plan for Less Waste

1 At a student council meeting, the group discussed cutting cafeteria food waste. Aisha reported that the school throws away about 120 pounds of food each week, based on four weeks of lunch-room weighing. She proposed a share table where unopened fruit, milk, and packaged items could be offered again during the same lunch period. Ben agreed that edible food should not be trashed, but he worried that a share table might slow the lunch line. He asked who would check the items and keep the area orderly.

2 Carla connected their ideas by asking, "Aisha, could student volunteers manage the share table so it does not slow the line, as Ben fears?" Aisha replied that two volunteers already monitor recycling near the exits and could check dates on unopened items. Ben responded that the existing volunteers were a useful starting point, but he wanted the principal to confirm food-safety rules. He added that the group could test the table for one week and time how long students waited.

3 Then Diego asked, "If a test shows that the line stays quick, could the money saved from wasting less food help the school buy compost bins, as Carla suggested last month?" Carla answered that a compost program would handle scraps that could not go on the share table. Ben noted that the group should record both the amount of food shared and the amount composted. The council voted to request permission for a one-week trial and to report its results at the next meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two speakers' ideas does Carla bring together in her question? Explain the connection.

2. What observation does Aisha use to answer Ben's concern, and how does it support her response?

3. What evidence-gathering step does Ben propose after hearing Aisha's response, and what would it help the group learn?

4. How does Diego's question connect the trial to Carla's earlier idea?

3 YOUR TURN

Your own words

At another meeting, Maya says refill stations would cut plastic bottle waste. Jordan says plumbing work may cost too much. Luis says the drinking fountains near the gym are rarely used. Write exactly 3 sentences: pose one question that connects two speakers' ideas, then respond to one speaker's comment with a relevant observation, evidence, or plan. Then hold a real three-person discussion of a familiar school improvement. Each person shares an idea or observation. Ask a question connecting two received ideas, wait for a reply, and respond with relevant evidence or an observation. Rotate roles. On another sheet record the linked ideas, your question, the actual reply and your response; teacher observes. Supported written exchanges are welcome.

Link the Voices

PART 1 · READ AND MARK

Underline each question that links two speakers' ideas. Circle evidence or observations that speakers use to support a response or plan, and number the speakers in the order they speak. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two speakers' ideas does Carla bring together in her question? Explain the connection.	**She connects Aisha's share-table proposal with Ben's concern that the table could slow the lunch line. She asks whether student volunteers could solve Ben's concern.**
2	What observation does Aisha use to answer Ben's concern, and how does it support her response?	**She says that two volunteers already monitor recycling near the exits. This suggests volunteers could also check dates on unopened share-table items.**
3	What evidence-gathering step does Ben propose after hearing Aisha's response, and what would it help the group learn?	**He proposes a one-week test and timing how long students wait. This would show whether the share table slows the lunch line.**
4	How does Diego's question connect the trial to Carla's earlier idea?	**He asks whether money saved by reducing food waste, if the trial keeps the line quick, could help buy compost bins, which Carla had suggested.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Maya, how could the unused fountains Luis noticed near the gym help us add refill stations without buying entirely new equipment? Jordan, your cost concern matters, but Luis's observation suggests the school could inspect existing plumbing first. We could ask the custodian for an estimate before choosing a plan.

Accept questions that clearly connect at least two speakers' ideas and responses that use a relevant detail, observation, or practical next step. For the open task, check that the response has exactly three sentences and addresses both parts of the prompt. Also require the actual three-person exchange and record of received ideas, linked question, actual reply and relevant response. Observe each learner; an invented script alone is incomplete. Accept defensible observations and accessible communication without forced disagreement or a real improvement project.