Questions That Build

A model of responsive audience dialogue.

12.P.CP.2.d "Engage in dialogue with audiences by asking and answering questions. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each question asked by an audience member. Circle Maya's answers or follow-up questions, then number the three moments when she checks or confirms another person's concern or idea.

A Repair Café Proposal

(1) At a town library forum, Maya Chen presented a proposal for a weekend "repair café," where residents could bring broken lamps, bicycles, and small appliances for volunteer help. She ended by inviting questions instead of treating the presentation as finished. A resident asked, "How will you keep volunteers from attempting repairs they are not qualified to do?" Maya did not guess. She explained that volunteers would choose tasks within their experience, use a sign-in system, and refer unsafe electrical work to licensed professionals. Then she asked the resident whether safety guidelines posted at each table would address the concern.

(2) Another audience member said that the idea sounded useful but asked who would pay for tools and replacement parts. Maya answered with the budget figures from her proposal: the library could supply worktables, while a neighborhood grant and donations from hardware stores could fund basic tools. She also named a limit, explaining that the café would not purchase major parts for individual items. To make sure she understood the question behind the question, Maya asked, "Are you worried that costs could shift to taxpayers?" The audience member said yes, and Maya clarified that the grant would be reviewed before the program began.

③ Before closing, a high school student asked why the forum had not included teenagers as repair volunteers. Maya thanked the student for identifying a gap and answered directly: students could participate after completing a safety orientation and working beside an adult mentor. She then asked a follow-up question, “What schedule would make it possible for students to attend?” The student suggested Saturday afternoons. Maya repeated the suggestion to confirm it, added that she would ask the library about room availability, and invited other students to submit ideas on a sign-up card. The exchange turned a criticism into information she could use to revise the plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Maya answer the first resident's safety question, and what question does she ask next?

2. What concern does Maya uncover when she asks about taxpayers, and how does she respond to it?

3. Why does Maya ask about a schedule after answering the student's question about teen volunteers?

4. Identify one moment when Maya confirms another person's meaning or idea. What does that confirmation allow her to do?

3 YOUR TURN

Your own words

Choose a school or community proposal. Write a six-line exchange in which an audience member asks a question, the speaker gives a specific answer, asks a follow-up question, hears a response, confirms the concern, and states one revision or next step. Then present the proposal to a real classroom partner, invite their own question, answer it, ask a follow-up, and confirm their reply before identifying a next step. Swap roles. Record the actual question and responsive answer on extra paper. Accessible spoken or written reciprocal exchange is welcome.

ANSWER KEY

Questions That Build

GRADE 12 · 12.P.CP.2.d

PART 1 · READ AND MARK

Underline each question asked by an audience member. Circle Maya's answers or follow-up questions, then number the three moments when she checks or confirms another person's concern or idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Maya answer the first resident's safety question, and what question does she ask next?	**She says volunteers will choose tasks within their experience, use a sign-in system, and refer unsafe electrical work to licensed professionals. She asks whether posted safety guidelines would address the concern.**
2	What concern does Maya uncover when she asks about taxpayers, and how does she respond to it?	**She learns that the audience member worries costs could shift to taxpayers. Maya explains that the grant will be reviewed before the program begins.**
3	Why does Maya ask about a schedule after answering the student's question about teen volunteers?	**She wants information that will make student participation possible. The question leads to the suggestion of Saturday afternoons.**
4	Identify one moment when Maya confirms another person's meaning or idea. What does that confirmation allow her to do?	**Maya repeats the student's suggestion of Saturday afternoons to confirm it. This allows her to consider room availability and use the idea to revise the plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience member: How will the school garden avoid using too much water?
Speaker: The plan uses drip hoses and rain barrels, and the grounds crew will check water use each week.
Speaker: Are you concerned about the cost of water or the supply during dry months?
Audience member: I am concerned that dry months could make the garden irresponsible.
Speaker: So your main concern is protecting the water supply during a drought.
Speaker: I will add a rule that pauses watering when the district issues a drought alert.

Accept answers that accurately describe Maya's questions, responses, clarifications, or confirmations using passage details. For the open task, accept varied topics when the exchange includes a substantive audience question, a responsive answer, a follow-up, and a clear next step or revision. Provide the supported partner exchange and check actual asking/answering, clarification/confirmation and related follow-up, with a real record. An invented script alone is insufficient. No public forum or actual repair work is required.