Questions Shape Plans

Read how a presenter listens, responds, and invites more ideas.

8.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 every question Lena directs to the audience. Circle every question an audience member asks Lena, then draw a line to Lena's answer or promised follow-up.

A Forum for Refill Stations

1. At the student council forum, Lena presented a plan to add refill stations for water bottles near the gym and library. She began, "Which hallway would benefit most from a station?" Several students pointed to the gym corridor. Lena wrote down their idea instead of guessing. Then she asked, "What might keep students from using the stations?" A sixth grader answered, "Some people may not bring bottles." Lena replied, "That is important. We could ask the office to sell low-cost reusable bottles."

2. A parent raised a hand and asked, "How much will the stations cost?" Lena did not invent a number. "I have a price range from suppliers, but I need the final installation estimate," she said. "May I email the exact total by Friday?" The parent agreed. Another audience member asked whether the stations would create more plastic waste. Lena answered, "They can reduce single-use bottle purchases if students refill durable bottles." She added, "Does that address your concern, or is there another effect we should consider?" The audience member said the answer addressed the concern.

3. Before closing, Lena said, "I want to check that I understood your ideas. You want convenient stations, affordable bottles, and a cost report." Students nodded. She asked, "Who would be willing to test a map of locations next week?" Three volunteers signed up. A coach then asked, "Will the stations be cleaned regularly?" Lena answered, "I will ask the facilities manager about the cleaning schedule before we vote." She ended with, "What other questions should I bring to that meeting?" The forum gave Lena information and showed the audience that their questions shaped the plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy one question Lena asks the audience. What information or help is she seeking?

2. Why does Lena ask to email the exact total by Friday instead of giving a cost right away?

3. How does Lena check whether her answer about plastic waste has addressed the audience member's concern?

4. What does Lena promise to do after the coach asks about cleaning?

3 YOUR TURN

Your own words

Choose one improvement you would like to propose at school. Write 5 to 6 sentences as the presenter: ask the audience at least two different questions, respond to one audience question with accurate information or a plan to check information, and invite another question. Then actually share your improvement idea with a partner or teacher acting as an audience member. Ask the two questions you wrote, listen to the real replies, and answer one real audience question. Use an accurate answer or state what needs checking. Invite another question and respond if one is asked; no invented disagreement is needed. Record participants, one question and actual reply from each role, and any next check. Exchange may be spoken, written or supported communication; this is a classroom discussion, not a public proposal.

ANSWER KEY

Questions Shape Plans

GRADE 8 · 8.P.CP.2.d

PART 1 · READ AND MARK

Underline every question Lena directs to the audience. Circle every question an audience member asks Lena, then draw a line to Lena's answer or promised follow-up. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy one question Lena asks the audience. What information or help is she seeking?	**Answers will vary. For example: "Which hallway would benefit most from a station?" Lena is seeking the audience's opinion about the best location.**
2	Why does Lena ask to email the exact total by Friday instead of giving a cost right away?	**She has a price range, but she still needs the final installation estimate.**
3	How does Lena check whether her answer about plastic waste has addressed the audience member's concern?	**She asks, "Does that address your concern, or is there another effect we should consider?"**
4	What does Lena promise to do after the coach asks about cleaning?	**She promises to ask the facilities manager about the cleaning schedule before the vote.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Written preparation example:
At a school forum, I would propose adding covered bike racks near the east entrance. Which entrance would be safest for students who ride bicycles, and where could racks avoid blocking walkways? A parent might ask, "How many bikes would the racks hold?" I would answer, "I need to measure the space with the facilities team, and I will share the capacity before the council votes." What concerns about cost, safety, or maintenance should I bring to that meeting?

Example after actual classroom exchange: I presented my bicycle-parking idea to Ana. I asked which entrance she uses; she answered the west entrance. Ana asked how many bicycles the proposed space holds; I said we need to measure the space rather than guess. I asked what access concern she had; she named keeping the doorway clear. I invited another question, and she had none, so I recorded measuring space as our next check.

Accept quoted or accurately paraphrased questions and responses from the passage. For Part 3, accept varied topics if the response has 5 to 6 sentences, at least two audience-directed questions, an answer or clear plan to check information, and an invitation for further audience input. Also assess the actual two-way audience exchange and its record: presenter questions, audience replies, a real audience question and a responsible response, plus an invitation for more. A written imagined dialogue alone is preparation. Provide a partner/teacher and accessible communication; neither disagreement nor a public event is required.