Talk Back Thoughtfully

Read a model of a presenter responding to an audience.

9.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 Lena asks. Circle the words in her responses that show she answers a concern, admits a limit, or invites more input.

A Proposal for Bike Racks

1 At a town council meeting, ninth grader Lena presents a proposal for covered bike racks near the library. She begins, "I surveyed 126 students and staff members. Eighty-one said they would ride more often if they could lock bikes under shelter." A council member asks, "Why should the town spend money on racks when the library already has a parking lot?" Lena answers, "The parking lot serves cars, but it does not protect bicycles from rain or theft. Secure racks could support people who do not drive." She pauses and asks whether the council has data about unused parking spaces.

2 Another resident says, "I support biking, but I worry that a rack will take away space for people with disabilities." Lena responds, "Thank you for raising access. I would not place racks in accessible parking areas or on the curb ramp route." She adds that the proposal identifies a wide sidewalk edge beside the library garden, not the entrance. Then Lena asks the resident, "Would you be willing to look at a site map with me after this meeting?" By answering the concern with a specific plan and inviting further input, she keeps the conversation focused on both transportation and access.

③ Before closing, Lena invites questions from people who have not spoken. A local shop owner asks whether riders will use the racks in winter. Lena replies that her survey measured interest, not winter use, so she cannot claim a precise number. She says, “That is a useful question. Could local businesses share observations about winter bike traffic?” The owner says several employees bike in mild weather. Lena follows up, “How might a pilot program help us test use before building more racks?” The council chair summarizes the idea: install a small number of racks, track their use, and revisit the plan after six months.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Lena answer the council member's question about the existing parking lot?

2. What access concern does the resident raise, and what specific response does Lena give?

3. Why does Lena say she cannot give a precise answer about winter bike use?

4. What follow-up question does Lena ask about a pilot program, and what decision could it help the council make?

3 YOUR TURN

Your own words

First write the four-turn school-improvement dialogue as preparation: include an audience question, a response addressing its concern, and a question inviting useful information. Then actually share your proposal with a real classmate or teacher and engage in a short audience exchange. Listen or read their question, answer it, ask for information or feedback, and receive their actual reply. Use supported spoken or written communication. Record the real question/response and the information or limit learned from the reply; acknowledge what still needs checking. The partner may agree or lack information. Do not invent facilities records or treat your prepared fictional script as completed audience dialogue.

ANSWER KEY

Talk Back Thoughtfully

GRADE 9 · 9.P.CP.2.d

PART 1 · READ AND MARK

Underline each question Lena asks. Circle the words in her responses that show she answers a concern, admits a limit, or invites more input. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Lena answer the council member's question about the existing parking lot?	**She explains that the parking lot serves cars, while secure bike racks would protect bicycles from rain and theft and help people who do not drive.**
2	What access concern does the resident raise, and what specific response does Lena give?	**The resident worries that racks could take space from people with disabilities. Lena says she would not place racks in accessible parking areas or on the curb ramp route.**
3	Why does Lena say she cannot give a precise answer about winter bike use?	**Her survey measured interest in riding more often, not actual bike use during winter.**
4	What follow-up question does Lena ask about a pilot program, and what decision could it help the council make?	**She asks, "How might a pilot program help us test use before building more racks?" It could help the council decide whether more racks are needed after tracking use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Prepared four-turn example:
Audience: “Will refill stations cost too much to maintain?”
Presenter: “That concern matters. We could begin with two stations and track repair costs for one semester.”
Presenter: “What maintenance information should we ask the facilities manager for before we choose locations?”
Audience: “We should ask whether repair records and water-use estimates are available.”

Illustrative actual exchange record, not a substitute for students’ own exchange: My partner asked how we would learn the cost. I explained that we would need a school estimate and asked which information should be requested. My partner suggested asking whether maintenance records exist; I recorded that as a next check, not confirmed school data.

Preserve all four correct Lena proposal/access/survey-limit/pilot answers. Check the four-turn written preparation, then observe or review an actual recipient exchange with a question, relevant answer, invitation for information/feedback and actual audience reply. The record must distinguish received suggestions or limits from verified facts. Accept supported written or spoken exchanges and agreement; do not require a real town-council event or unavailable maintenance data. A fictional dialogue alone does not complete Part 3.