Listening Changes Plans

Track how evidence can refine a viewpoint.

9-10SL1d "Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each speaker's main view, circle evidence or reasoning, and number the moments when a speaker revises or connects an idea so you can trace how the discussion develops.

A Later Bell Debate

1. At a student advisory meeting, Maya argued that high schools should begin later. She cited a district survey in which many students reported sleeping fewer than eight hours on school nights. "A later start could help us arrive alert," she said. Jordan agreed that sleep matters, but he worried about after-school jobs and sports. Moving dismissal later, he explained, might force some students to choose between practice and paid work. Both speakers wanted students to be healthier and successful, though they emphasized different problems. The committee listened without interrupting.

2. Ms. Alvarez, the principal, said the survey was useful but not enough by itself to set a schedule. She noted that bus routes serve several schools, so a change at one building could affect families elsewhere. In response, Maya qualified her original claim. She said she still supported a later start, but suggested trying it for one semester and tracking attendance, grades, and student sleep before deciding whether it should continue. Jordan added that the trial should also record missed work shifts and late returns from games.

3. After hearing both students, council member Nia connected the debate to the school's tutoring program. She pointed out that tired students may be less likely to seek help before class, while students with jobs may have less time for tutoring if dismissal moves later. Nia proposed keeping the current tutoring hours during a trial, then adding an early online session if schedules become tighter. The group agreed to collect evidence rather than assume one solution would fit everyone. Their discussion did not erase disagreement, but it produced a more testable plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Summarize one point of agreement and one point of disagreement between Maya and Jordan.

2. How does Maya qualify her original view after Ms. Alvarez speaks? Name the evidence she wants the school to track.

3. What new connection does Nia make, and how does that connection affect her proposal?

4. Why is a trial more justified than an immediate permanent schedule change, according to the discussion?

3 YOUR TURN

Your own words

Prepare notes on a school decision, then hold an actual discussion with a partner. Each present a view and reasoning, attend to the other perspective, ask a question and respond thoughtfully. Summarize your agreements and any disagreements or differing priorities. Retain, qualify or revise your view as the reasons warrant, and make a supported connection to another school need. After the exchange, record what happened in exactly 6 sentences, including both perspectives, your response and its reasoning. If you agree, explore a different priority without pretending to disagree.

ANSWER KEY

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PART 1 · READ AND MARK

Underline each speaker's main view, circle evidence or reasoning, and number the moments when a speaker revises or connects an idea so you can trace how the discussion develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Summarize one point of agreement and one point of disagreement between Maya and Jordan.	**Both want students to be healthy and successful. Maya supports a later start to improve alertness, while Jordan worries that later dismissal could interfere with jobs and sports.**
2	How does Maya qualify her original view after Ms. Alvarez speaks? Name the evidence she wants the school to track.	**Maya still supports a later start, but proposes a one-semester trial instead of an immediate permanent change. She wants to track attendance, grades, and student sleep.**
3	What new connection does Nia make, and how does that connection affect her proposal?	**Nia connects start times to access to tutoring. She proposes keeping current tutoring hours during the trial and adding an early online session if later dismissal tightens students' schedules.**
4	Why is a trial more justified than an immediate permanent schedule change, according to the discussion?	**A trial would provide more evidence about sleep, attendance, grades, work shifts, games, tutoring, and effects on bus routes and families before a permanent decision is made.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative six-sentence account; learners must report their own actual exchange: During a discussion about storing phones during class, Lena said locked pouches would reduce distractions. Omar agreed that students should focus, but argued that pouches could slow communication during emergencies. Both students wanted classrooms to be safe and focused, yet they disagreed about the best rule. I support trying pouches in classes where teachers report frequent interruptions, rather than requiring them everywhere at once. The principal's record of repeated phone-related disruptions justifies a trial, but emergency procedures should be tested first. This plan connects phone rules to the broader goal of protecting learning without ignoring safety.

Arrange a real partner exchange, with the teacher joining if needed. Allow rehearsal, turn prompts and supported communication in an accessible mode. The passage may supply a common decision and contrasting reasons; students need not disclose personal circumstances or invent evidence. Observe each learner responding to the other person's actual contribution. The six-sentence record must accurately report both perspectives, agreement and disagreement or differing priorities, a justified retained/qualified/revised view, and a new connection supported by reasons from the exchange. A change of opinion is required only when warranted. An imagined discussion alone is not completion. The existing sample illustrates the form, not claims about an actual school policy or record.