

Collaborative Discussions

Name: _____

Date: _____

Score: _____ / 10



Quick Review

In a good discussion, members (1) come PREPARED with what they read, (2) follow agreed RULES (one speaker at a time, no interrupting), (3) BUILD on others' ideas with reasons and evidence, and (4) ask follow-up questions to deepen understanding.

PART 1 — READ

Read the passage. Then answer the questions.

Class book-club discussion of “The Boy Who Saved the Marsh”

Ms. Patel: Today we're talking about Chapter 4 — what surprised you about Jamal's plan?

Jordan: I was surprised that Jamal asked his grandmother for help before he asked any adults at school. On page 42 he says, “She knows this marsh better than anyone.” I think the author wanted to show that elders have real knowledge.

Mia: I'd like to build on Jordan's idea. The text also says Jamal's grandmother “grew up fishing this water.” So her advice isn't just memory — it's experience. That's evidence that the author values local knowledge.

Sam: Can I ask a follow-up? Mia, do you think Jamal would have made the same plan WITHOUT his grandmother? I'm not sure he would have known where the herons nest.

Lina: I want to add to what Sam said. On page 45, Jamal writes in his notebook: “Grandma showed me the heron path.” Without her, the map in his plan probably wouldn't have a heron path on it at all.

Ms. Patel: Great — you're using the text and listening to each other. Let's keep going.

PART 2 — PRACTICE

Read the discussion transcript, then answer the items.

- Which discussion behavior does JORDAN model BEST in his first turn?
 - agreeing without giving a reason
 - supporting a claim with a direct quotation from the text
 - interrupting another speaker to take the floor
 - monologuing about a personal story unrelated to the chapter



2. Which sentence shows Mia BUILDING on Jordan's idea?
 - A. "I'd like to build on Jordan's idea."
 - B. "Can I ask a follow-up question instead?"
 - C. "I see it completely differently from Jordan."
 - D. "Let me change the subject for a minute."
3. What kind of contribution does SAM make in his turn?
 - A. a complaint about how long the discussion is taking
 - B. a personal story about his own grandmother that isn't connected to the book
 - C. a follow-up QUESTION that pushes the group's thinking
 - D. a long monologue that prevents other students from talking
4. Which is the STRONGEST evidence Lina uses?
 - A. a guess about what Jamal will do in Chapter 5
 - B. an example from a different book the group read last year
 - C. Lina's personal opinion that grandmothers are important
 - D. a direct quotation from Jamal's notebook on page 45
5. Which discussion RULE is most clearly being followed in this transcript?
 - A. interrupting and talking over each speaker
 - B. reading silently while another student is speaking
 - C. linking your idea to what another speaker just said
 - D. saving every comment until the very end of the discussion
6. Why does coming PREPARED to a discussion help the whole group?
 - A. It lets you share specific evidence and ideas, which raises the quality for everyone.
 - B. It means you have to talk first every time.
 - C. It means you can take all the turns and dominate the discussion.
 - D. It means you can stop listening once you've spoken.
7. Which QUESTION would BEST EXTEND the discussion?
 - A. What time does class end today, Ms. Patel?
 - B. How does Jamal's grandmother's KNOWLEDGE actually change the plan he writes?
 - C. Who in this class has been to a real marsh?
 - D. What color is the cover of our copy of the book?
8. Lina says, "I want to add to what Sam said." This is an example of —
 - A. introducing a brand-new topic the group hasn't discussed.
 - B. asking permission to leave the discussion.
 - C. agreeing without giving any reason.
 - D. BUILDING on a peer's contribution.



9. Write a sentence YOU might say to BUILD on Lina's last turn. Use evidence from the discussion or imagine evidence from the chapter.

10. Write ONE follow-up QUESTION you could ask Jordan to deepen the discussion.



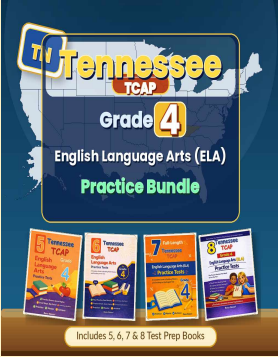
Answer Keys

<p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p>	<p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
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Explanations	
1. B	Jordan quotes page 42 to support his claim — strong text-based discussion. A is a real discussion weakness (agreeing without reasoning). C and D are real discussion problems (interrupting, going off-topic), but none of them is what Jordan does.
2. A	A explicitly extends Jordan's point — the definition of building. B switches to a different discussion move (asking a follow-up). C signals disagreement (also valid, but not building). D changes the topic.
3. C	Sam asks Mia a focused follow-up question. A, B, and D are all real discussion problems (complaining, going off-topic, monologuing), but none of them describes Sam's actual turn.
4. D	D is a SPECIFIC textual quotation with a page number — the strongest form of evidence here. A is a prediction, B is from outside the book, and C is unsupported opinion.
5. C	Each speaker links to the previous turn (<i>build on, follow-up, add to</i>). A and B are the OPPOSITE of good discussion; D would be silence, not collaboration.
6. A	Prepared members lift the conversation with real evidence. B confuses preparation with order, C is monologuing, and D drops the listening half of discussion.
7. B	B keeps the focus on the TEXT and the group's current idea (grandmother → plan). A is off-task, C drifts to personal experience, and D is a trivial cover-of-book question.
8. D	She links explicitly to Sam and adds reasoning. A would change topic, B is a side question, and C describes empty agreement (no quotation, no reason) — none of those describe Lina's turn.
9.	Answer: Examples: (1) I want to add to Lina's point — the heron path matters because Chapter 4 also says the herons are what makes the marsh worth saving, so without Grandma the plan would lose its strongest argument. (2) Building on Lina, the notebook quote shows Jamal trusts Grandma so much that he writes her exact phrase down — that's evidence the author wants elders to lead this chapter. Accept any response that (a) explicitly LINKS to Lina's idea and (b) adds new reasoning or evidence. NOT acceptable: a response that changes the subject, agrees without reasons, or restates Lina without adding anything.
10.	Answer: Examples: (1) Jordan, do you think the author trusts adults at school as much as elders? Why or why not? (2) What other moments in the chapter show elders sharing knowledge that adults at school don't have? (3) Jordan, how do you think the author's choice changes how we feel about Jamal's plan? Accept any focused, on-topic QUESTION directed to Jordan that asks for deeper thinking about his claim. NOT acceptable: a yes/no question that closes thinking down, a question on a different chapter, or a question that just repeats what Jordan already said.



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